Empire Springs Charter

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 and the county. 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.

Dr. Kathleen M. Hermsmeyer, Superintendent

Principal, Empire Springs Charter

About Our School

Welcome to Empire Springs Charter School's School Accountability Report Card. On behalf of the faculty and staff, I thank you for taking the time to learn about our wonderful school. Our mission is innovative and lofty. We empower our students, engage their parents and foster innate curiosity by personalizing the learning experience for each student.

Empire Springs Charter School is a K-12th grade independent charter school redesigning the public school experience. Our students have a personalized academic program, including time in the regular school day to pursue their personal goals and interests. Our students may attend a traditional classroom location only a few times each semester, or as often as every day. Empire Springs Charter School offers one student center location. You can find the information about the student center below. We believe that the community is our classroom, which requires that students have access to the community. We provide numerous community enrichment experiences such as fieldtrips and small-group classes for elementary students, community service and league activities in middle school, and career internships and courses for high school. We are NCAA Approved in select regions.

Our school has been fully WASC accredited since 2014. In 2016, we participated in WASC's Self Study process which resulted in a renewal of our accreditation for a six-year term. The school's action plan is in line with the Graduate Learner Outcomes, focusing on creating Independent Learners, Capable Communicators, Analytical Thinkers and Noteworthy Citizens (I CAN!).

Our a-g approved course list meets the requirements of California's UC and CSU systems, in addition to a wide range of private school and out-of-state options. Our goal for all students is to graduate from our school with a college-ready transcript, a completed career-technical pathway certificate in their interest area, two years of internship experience in their interest areas and at least 6 community college credits, earned through concurrent enrollment, dual enrollment or articulated classes offered through our own instructors. http://springscharterschools.org/programs/san-bernardino/san-bernardino-area

It is an honor and a privilege to serve our families who are so devoted to empowering their children and personalizing the learning experience to meet their needs and interests.

For more information about our school, please take a look at our website at www.springscharterschools.org or contact us at receptionist@springscs.org

Sincerely,

Dr. Kathleen Hermsmeyer

Superintendent

Empire Springs Charter School Student Center

- **Rancho Cucamonga Personalized Learning Center**

  http://springscharterschools.org/programs/san-bernardino/san-bernardino-area

Contact

Empire Springs Charter
43466 Business Park Drive
Temecula, CA 92590

Phone: 951-252-8800
E-mail: kathleen.hermsmeyer@springscs.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Helendale Elementary
Phone Number	760-952-1180
Superintendent	Ross Swearingen
E-mail Address	rswearingen@helendalesd.com
Web Site	www.helendalesd.org

School Contact Information (School Year 2016-17)	
School Name	Empire Springs Charter
Street	43466 Business Park Drive
City, State, Zip	Temecula, Ca, 92590
Phone Number	951-252-8800
Principal	Dr. Kathleen M. Hermsmeyer, Superintendent
E-mail Address	kathleen.hermsmeyer@springscs.org
Web Site	www.springscharterschools.org
County-District-School (CDS) Code	36677360128439

Last updated: 1/24/2017

School Description and Mission Statement (School Year 2016-17)

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.

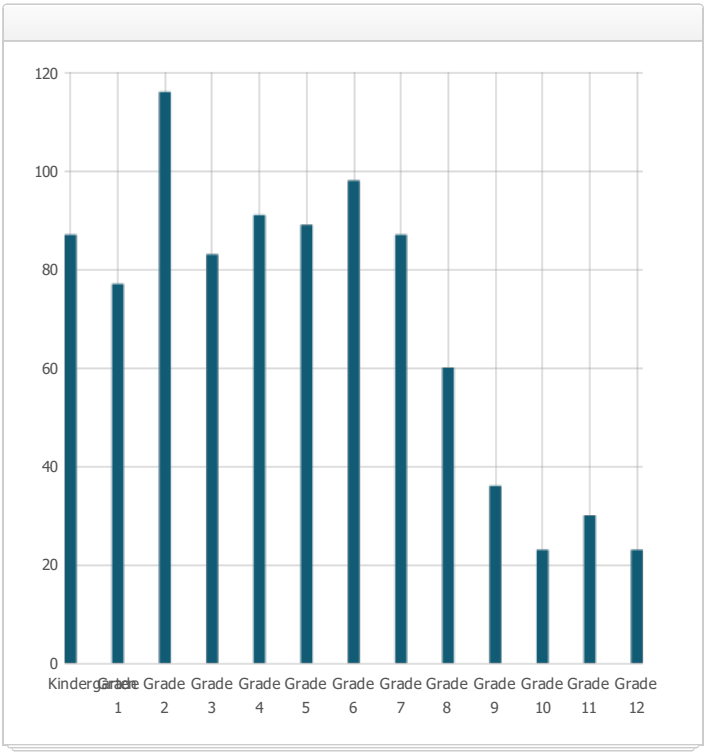
The Empire Springs Community
Empire Springs serves trans-kindergarten through 12th grade students residing in San Bernardino County and three contiguous counties through a network of California credentialed Homeschool Education Specialists (ESes) at one regional student center. Of the over 500 students 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: 1/19/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	87
Grade 1	77
Grade 2	116
Grade 3	83
Grade 4	91
Grade 5	89
Grade 6	98
Grade 7	87
Grade 8	60
Grade 9	36
Grade 10	23
Grade 11	30
Grade 12	23
Total Enrollment	900



Last updated: 1/13/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.4 %
Asian	2.7 %
Filipino	1.9 %
Hispanic or Latino	28.7 %
Native Hawaiian or Pacific Islander	0.2 %
White	57.3 %
Two or More Races	7.1 %
Other	0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.7 %
English Learners	1.9 %
Students with Disabilities	7.3 %
Foster Youth	0.1 %

Last updated: 1/13/2017

A. Conditions of Learning

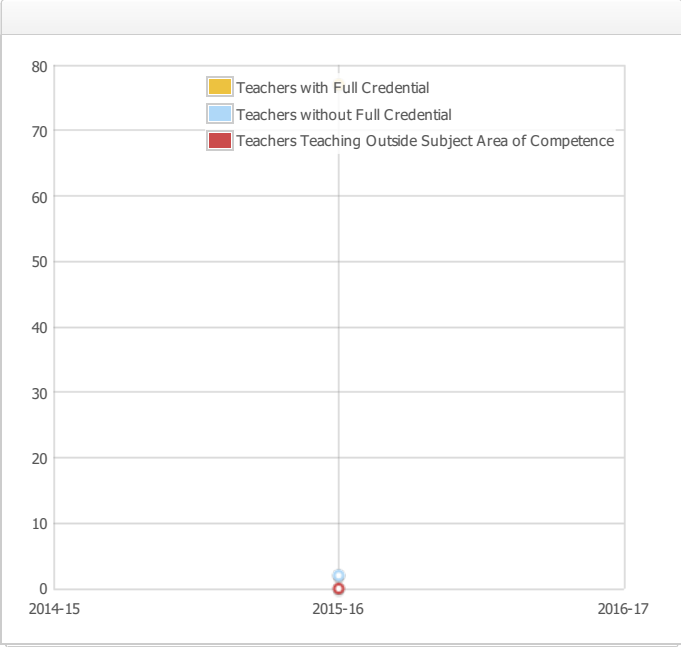
State Priority: Basic

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

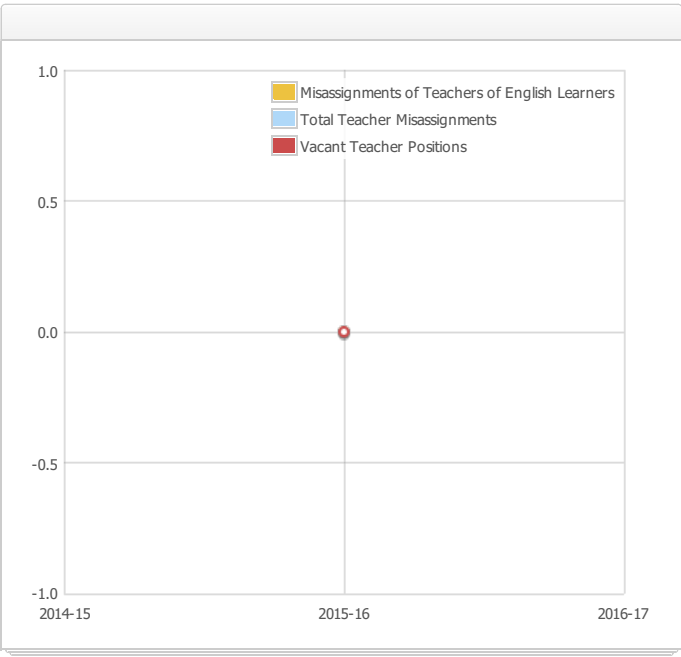
Teachers	School		District
	2014-15	2015-16	2016-17	2016-17
With Full Credential		77		
Without Full Credential		2		
Teachers Teaching Outside Subject Area of Competence (with full credential)		0		



Last updated: 1/19/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		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: 1/19/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

Last updated: 1/19/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

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)	N/A	N/A	0.0 %

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

Last updated: 1/19/2017

School Facility Conditions and Planned Improvements

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: 1/19/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: 2016

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

Year and month of the most recent FIT report: 2016

Overall Rating	Good

Last updated: 1/19/2017

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	50.0%	38.0%	40.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	30.0%	31.0%	24.0%	24.0%	34.0%	36.0%

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.

Last updated: 1/19/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	76	88.4%	47.4%
Male	40	35	87.5%	54.3%
Female	46	41	89.1%	41.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	21	95.5%	23.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	40	83.3%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	26	92.9%	42.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	80	88.9%	40.0%
Male	52	43	82.7%	44.2%
Female	38	37	97.4%	35.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	21	91.3%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	46	86.8%	37.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	25	89.3%	24.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/18/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	78	83.0%	52.6%
Male	46	35	76.1%	40.0%
Female	48	43	89.6%	62.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	25	89.3%	36.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	40	75.5%	57.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	26	81.3%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	93	92.1%	52.7%
Male	51	44	86.3%	54.6%
Female	50	49	98.0%	51.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	25	86.2%	60.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	58	93.6%	44.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	22	91.7%	40.9%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.3%	16.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	95	88.0%	43.6%
Male	52	44	84.6%	37.2%
Female	56	51	91.1%	49.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	35	87.5%	37.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	48	87.3%	40.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	32	86.5%	43.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	48	77.4%	64.6%
Male	23	17	73.9%	52.9%
Female	39	31	79.5%	71.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	12	57.1%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	30	88.2%	80.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	13	76.5%	61.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/18/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	24	75.0%	70.8%
Male	20	13	65.0%	61.5%
Female	12	11	91.7%	81.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	11	64.7%	72.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/18/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	76	88.4%	42.5%
Male	40	35	87.5%	48.6%
Female	46	41	89.1%	36.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	21	95.5%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	40	83.3%	52.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	28	26	92.9%	29.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/18/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	91	81	89.0%	32.5%
Male	53	44	83.0%	37.2%
Female	38	37	97.4%	27.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	21	91.3%	28.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	46	86.8%	30.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	26	89.7%	24.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/18/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	78	83.0%	21.3%
Male	46	36	78.3%	26.5%
Female	48	42	87.5%	17.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	26	92.9%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	39	73.6%	18.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	26	81.3%	21.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	93	92.1%	26.9%
Male	51	44	86.3%	38.6%
Female	50	49	98.0%	16.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	25	86.2%	24.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	58	93.6%	24.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	22	91.7%	22.7%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.3%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	108	94	87.0%	29.4%
Male	52	42	80.8%	35.0%
Female	56	52	92.9%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	35	87.5%	17.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	55	47	85.5%	35.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	32	86.5%	25.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	48	77.4%	40.4%
Male	23	17	73.9%	29.4%
Female	39	31	79.5%	46.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	12	57.1%	36.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	30	88.2%	40.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	13	76.5%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	24	75.0%	25.0%
Male	20	13	65.0%	30.8%
Female	12	11	91.7%	18.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	11	64.7%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/18/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	54.0%	47.0%	50.0%	74.0%	51.0%	38.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/18/2017

CAASPP Tests Results in Science by Student Group Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	184	147	79.9%	50.3%
Male	87	67	77.0%	59.7%
Female	97	80	82.5%	42.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	45	77.6%	33.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	104	81	77.9%	59.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	46	78.0%	54.4%
English Learners	--	--	--	--
Students with Disabilities	22	17	77.3%	29.4%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/18/2017

Career Technical Education Programs (School Year 2015-16)

Current Industry Sectors and Associated Pathway

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 andfocus 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 Services Pathway include site administrators, managers, attorneys, receptionists, secretaries, billing and coding specialist, health information 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 worked 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. This course is articulated with San Bernardino Valley College.

- CTE Medical Coding focuses on tracking patient services and diagnosis using CPT and ICD-10 codes using industry standard software applications to ensure that all services provided are documented for payment by insurance companies and electronic medical record documentation for patients. This course is articulated with San Bernardino Valley College.

- CTE Medical Billing teaches student how to bill insurance and patients based on the coding provided – again using industry standard software. This course is articulated with San Bernardino Valley College.

- CTE Medical Terminology teaches student correct medical terms and phrases based on the systems of the human body – circulatory, respiratory, etc. This course is articulated with Mira Costa Community College and San Bernardino Valley College.

- CTE Medical Collections teaches students how to collect a debt, collection laws as they relate to patients, industry and government guidelines including the filing of liens, bankruptcy, small claims and debt negotiation as it applies to third party administrators and patient debt.

The Patient Care Pathway is designed for students to become knowledgeable of occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway. Courses offered include:

- CTE Anatomy and Physiology - This course is designed to give the student interested in medical careers a working knowledge of the human body.

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. 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. Courses offered include:

- 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. This course is articulated with Mira Costa Community College.

- 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. This course is articulated with Mira Costa Community College.

- CTE Marketing and Advertising - covers the very latest trends in marketing, including green marketing, marketing uses of social media, e-marketing, and

global marketing. This course is articulated with Mira Costa Community College.

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. 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. This course is articulated with Mira Costa Community College.

- 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. This course is articulated with Crafton Hills College.

- 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. 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 (deleted - 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 pursuecareers 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 leader-ship 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. 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. This course is articulated with Mt. San Jacinto College.

- CTE Health, Safety, and Nutrition - To prepare the educator to meet the needs of young children through preparation of a safe environment, planned routines, and positive experiences in the areas of health, safety and nutrition. Focus will be on the physical needs of children, positive health routines, hygiene, nutrition,feeding and clothing practices, childhood diseases, safety, healthy habits, and concerns in food and nutrition. We will discuss symptoms of and reporting procedures for child abuse.

The Education Pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites. Courses offered include:

- CTE Careers in Education - This course will provide an overview of the teaching profession, its origin, and its current state from the historical, philosophical, and pedagogical viewpoints, and introducing students to the teaching profession standards, effective methods, and ways to address diversity in the classroom.

7. Information and Communications Technologies Industry Sector The Information and Communication Technologies have expanded the need for employees who can understand, manage, and support all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems. Essential skills for careers in this sector include understanding systems that support the management and flow of data, the ability to work well and communicate clearly with people, and the ability to manage projects efficiently.

The Information Support and Services Pathway prepare students for careers that involve the implementation of computer services and software, support of multimedia products and services, provision of technical assistance, creation of technical documentation, and the administration and management of information and communication systems. Mastery of information and communication technologies is the foundation for all successful business organizations today. Courses offered include:

- CTE PC Essentials – This course teaches students, through lectures, discussions, demonstrations and classroom labs, the skills and knowledge necessary to help prepare them to take the A+ certification exam administered by the Computing Technology Industry Association (CompTIA). In this course, students will acquire the essential skills and information needed to install, upgrade, repair, configure, troubleshoot, optimize, and perform preventative maintenance of basic personal computer hardware and operating systems.

Last updated: 1/24/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
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	60.0%

Last updated: 1/23/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.5%

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

	Percentage of Students Meeting Fitness Standards		
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**

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: 1/18/2017

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 (School Year 2016-17)

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: 1/13/2017

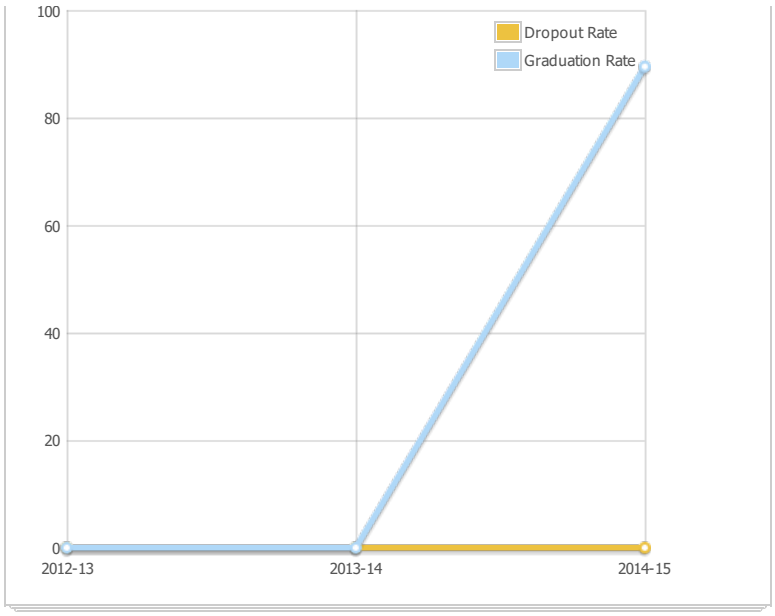
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	10.7%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	89.50				80.44	80.95	82.27

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



Last updated: 1/19/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

Student Group	School	District	State
All Students	18	102	85
Black or African American	0	88	77
American Indian or Alaska Native	0	0	75
Asian	1	0	99
Filipino	0	50	97
Hispanic or Latino	7	107	84
Native Hawaiian or Pacific Islander	0	0	85
White	17	103	87
Two or More Races	2	150	91
Socioeconomically Disadvantaged	9	96	77
English Learners	0	0	51
Students with Disabilities	0	57	68
Foster Youth	--	--	--

State Priority: School Climate

Last updated: 1/24/2017

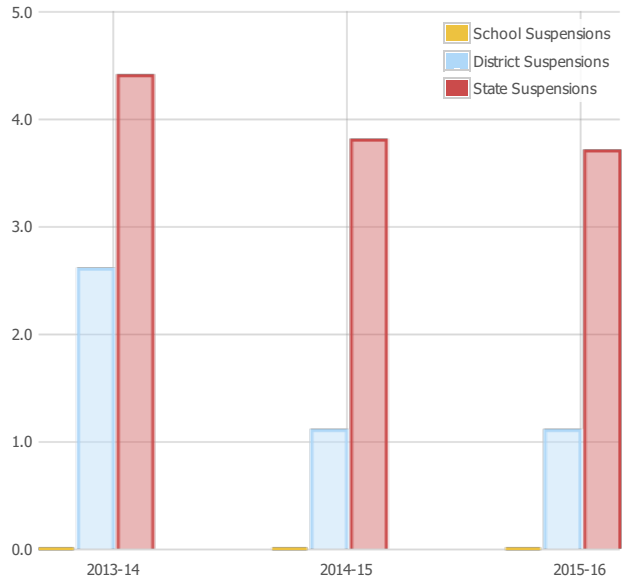
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

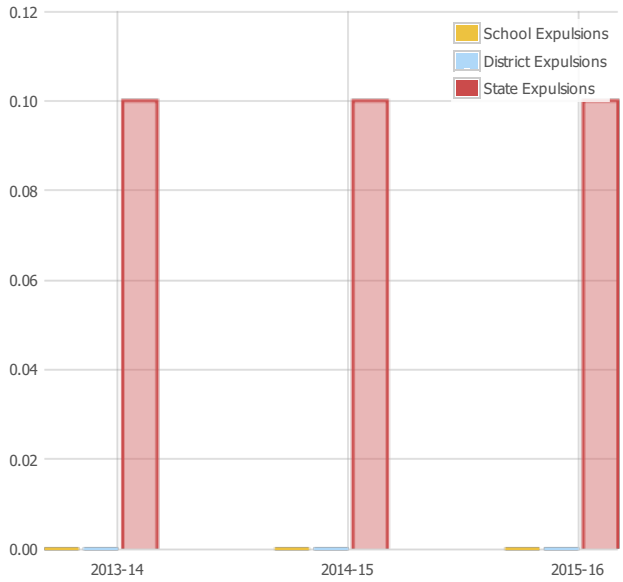
Suspensions and Expulsions

	School			District			State		
Rate	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	0.0	0.0	0.0	2.6	1.1	1.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions



Expulsions



Last updated: 1/13/2017

School Safety Plan (School Year 2016-17)

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

Last updated: 1/19/2017

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.

Federal Intervention Program (School Year 2016-17)

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	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/19/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	1083.0
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	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.9	N/A
Resource Specialist (non-teaching)	3.4	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: 1/23/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6988.5	--	--	--
District	N/A	N/A	$0.0	$63081.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	$5677.0	$60985.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/23/2017

Types of Services Funded (Fiscal Year 2015-16)

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.

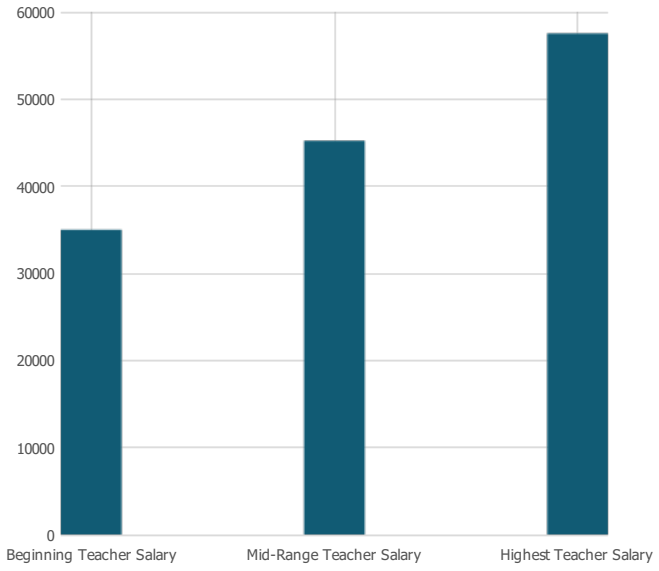
Last updated: 1/19/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

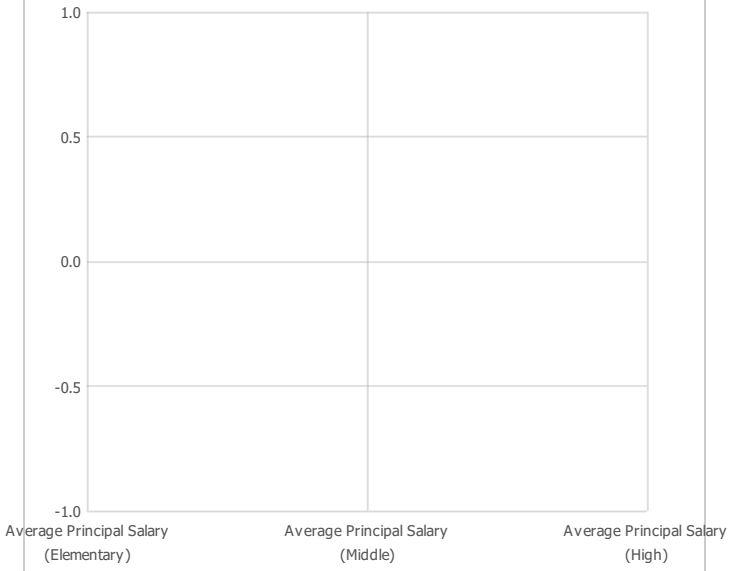
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$35,000	$41,085
Mid-Range Teacher Salary	$45,220	$59,415
Highest Teacher Salary	$57,540	$75,998
Average Principal Salary (Elementary)	$	$100,438
Average Principal Salary (Middle)	$	$101,868
Average Principal Salary (High)	$	$
Superintendent Salary	$188,452	$116,069
Percent of Budget for Teacher Salaries	38.0%	33.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/31/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	0	--

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

*Where there are student course enrollments of at least one student.

Last updated: 1/24/2017

Professional Development

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: 1/19/2017