

# Harbor 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, Harbor Springs Charter

#### About Our School

#### Contact

*Harbor Springs Charter*  
1704 Cape Horn  
Julian, CA

Phone: 951-252-8800  
E-mail: [kathleen.hermsmeyer@springscs.org](mailto:kathleen.hermsmeyer@springscs.org)

# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Julian Union Elementary
<b>Phone Number</b>	(760) 765-0661
<b>Superintendent</b>	Brian Duffy
<b>E-mail Address</b>	<a href="mailto:brian.duffy@juesd.net">brian.duffy@juesd.net</a>
<b>Web Site</b>	<a href="http://www.sdcoe.k12.ca.us/districts/juliane1">www.sdcoe.k12.ca.us/districts/juliane1</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Harbor Springs Charter
<b>Street</b>	1704 Cape Horn
<b>City, State, Zip</b>	Julian, Ca,
<b>Phone Number</b>	951-252-8800
<b>Principal</b>	Ms. Kathleen M. Hermsmeyer, Superintendent
<b>E-mail Address</b>	<a href="mailto:kathleen.hermsmeyer@springscs.org">kathleen.hermsmeyer@springscs.org</a>
<b>Web Site</b>	<a href="http://www.springscharterschools.org">www.springscharterschools.org</a>
<b>County-District-School (CDS) Code</b>	37681630128421

*Last updated: 1/12/2016*

## School Description and Mission Statement - Most Recent Year

Harbor 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 Harbor Springs Charter School (HSCS) 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.

River Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program the educators and participants of River 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 Harbor Springs Community

Harbor Springs serves trans-kindergarten through 12th grade students residing in San Diego County and the three contiguous counties through a network of California credentialed Homeschool Education Specialists (ESes) and academy teachers at one regional student center. Of the over 200 students served by HSCS, the majority reside in San Diego County (57%) with additional populations of students residing in Orange (42%), and Riverside (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 School wide Learning Results (ESLRs).

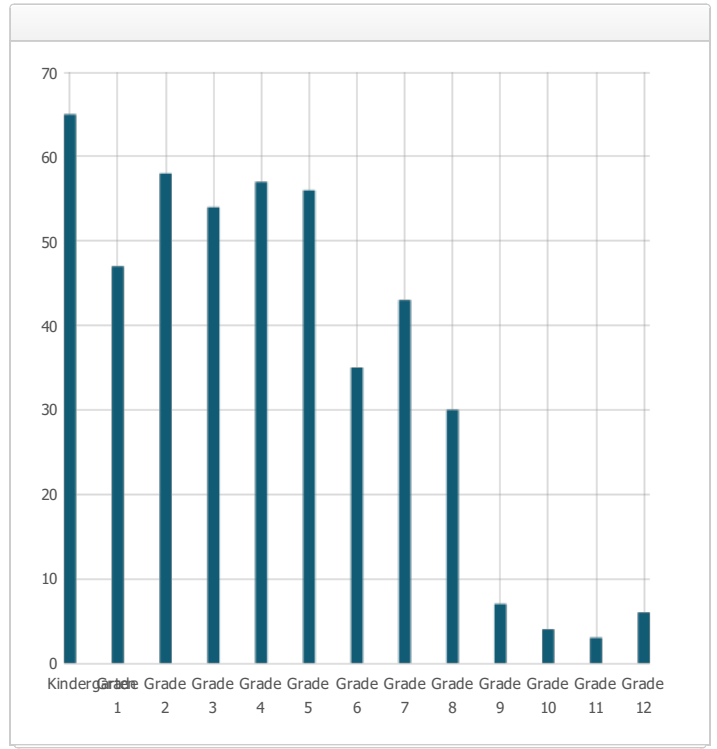
### Academy

Students enrolled in our academy program attend classes five days per week and receive instruction from fully credentialed teachers. Each teacher structures student lessons and assignments, working collaboratively with the parent who oversees student work during home study days.



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

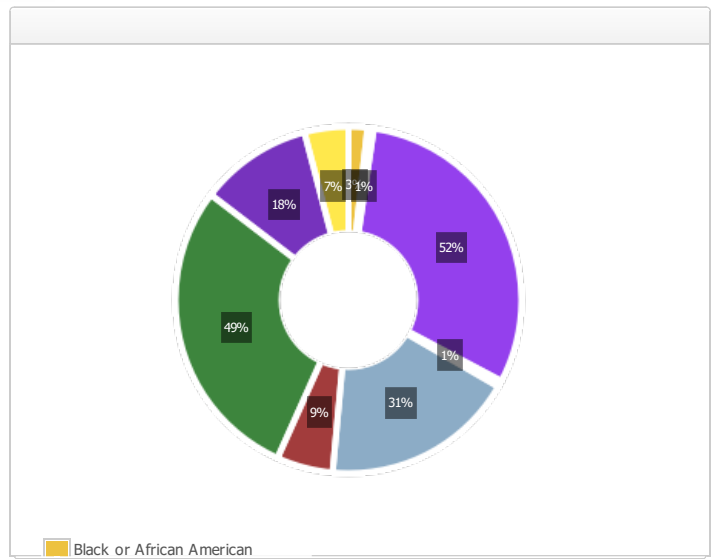
Grade Level	Number of Students
Kindergarten	65
Grade 1	47
Grade 2	58
Grade 3	54
Grade 4	57
Grade 5	56
Grade 6	35
Grade 7	43
Grade 8	30
Grade 9	7
Grade 10	4
Grade 11	3
Grade 12	6
<b>Total Enrollment</b>	<b>465</b>



Last updated: 1/12/2016

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

Student Group	Percent of Total Enrollment
Black or African American	3.2 %
American Indian or Alaska Native	0.6 %
Asian	0.2 %
Filipino	1.5 %
Hispanic or Latino	52.5 %
Native Hawaiian or Pacific Islander	1.3 %
White	31.6 %
Two or More Races	9.0 %
Socioeconomically Disadvantaged	49.7 %
English Learners	18.5 %
Students with Disabilities	7.1 %
Foster Youth	0.0 %



Last updated: 1/12/2016

## A. Conditions of Learning

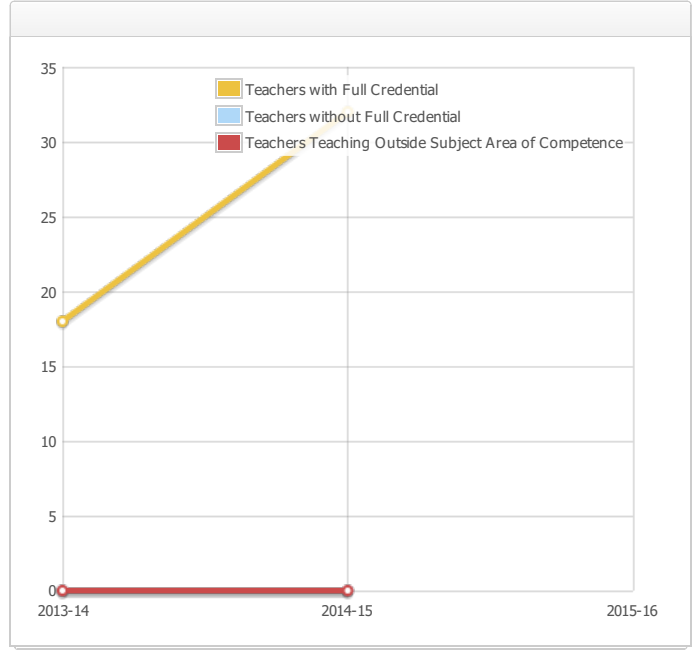
### State Priority: Basic

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

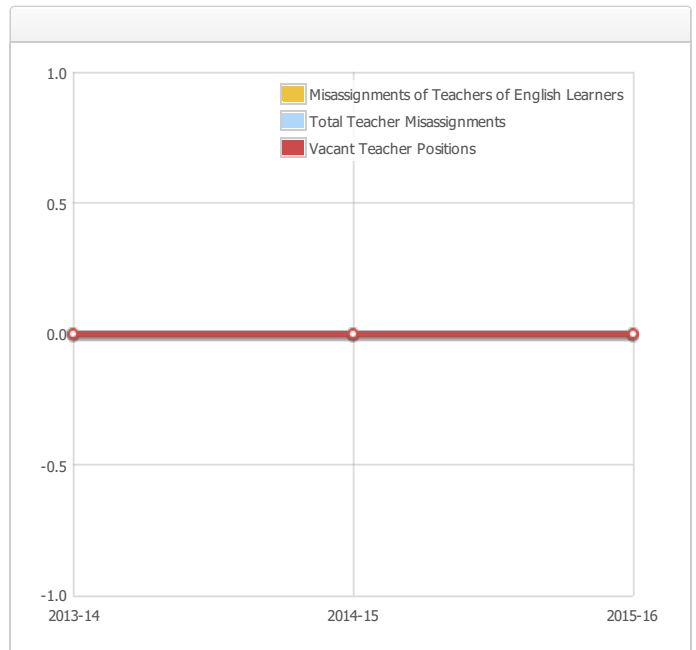
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	18	32		
Without Full Credential	0	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		



Last updated: 1/28/2016

#### 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: 1/28/2016

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

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	91.0%	9.0%
All Schools in District	64.0%	36.0%
High-Poverty Schools in District	90.0%	10.0%
Low-Poverty Schools in District	56.0%	45.0%

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: 2015

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

Last updated: 1/28/2016

### School Facility Conditions and Planned Improvements - Most Recent Year

Harbor Springs Charter School has three 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 three different learning center sites (Chula Vista, Oceanside and Santa Ana), one student resource center, and one book market.

All of the Harbor 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: 1/20/2016*

### 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	Orange County Student Center in Santa Ana currently has plans for HVAC installation.
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	Orange County Student Center in Santa Ana has had repairs done to the roof to ensure water does not enter the building. The repairs were completed in December 2015.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Orange County Student Center in Santa Ana had new gates and fencing installed with access control capabilities and work was completed in April 2015.

### 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: 1/20/2016*

## 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)	47.0%	47.0%	44.0%
Mathematics (grades 3-8 and 11)	25.0%	35.0%	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	56	49	87.5%	33.0%	24.0%	29.0%	14.0%
Male	56	24	42.9%	54.0%	25.0%	13.0%	8.0%
Female	56	25	44.6%	12.0%	24.0%	44.0%	20.0%
Black or African American	56	2	3.6%	--	--	--	--
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	56	25	44.6%	32.0%	24.0%	28.0%	16.0%
Native Hawaiian or Pacific Islander	56	0	0.0%	--	--	--	--
White	56	13	23.2%	31.0%	15.0%	38.0%	15.0%
Two or More Races	56	9	16.1%	--	--	--	--
Socioeconomically Disadvantaged	56	20	35.7%	45.0%	30.0%	10.0%	15.0%
English Learners	56	11	19.6%	55.0%	36.0%	9.0%	0.0%
Students with Disabilities	56	4	7.1%	--	--	--	--
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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*Last updated: 1/20/2016*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	68	61	89.7%	38.0%	33.0%	26.0%	3.0%
Male	68	31	45.6%	42.0%	26.0%	29.0%	3.0%
Female	68	30	44.1%	33.0%	40.0%	23.0%	3.0%
Black or African American	68	4	5.9%	--	--	--	--
American Indian or Alaska Native	68	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	68	0	0.0%	--	--	--	--
Hispanic or Latino	68	36	52.9%	44.0%	28.0%	25.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	68	14	20.6%	21.0%	43.0%	36.0%	0.0%
Two or More Races	68	7	10.3%	--	--	--	--
Socioeconomically Disadvantaged	68	22	32.4%	45.0%	36.0%	18.0%	0.0%
English Learners	68	12	17.6%	67.0%	25.0%	8.0%	0.0%
Students with Disabilities	68	6	8.8%	--	--	--	--
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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*Last updated: 1/20/2016*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	64	58	90.6%	31.0%	17.0%	34.0%	17.0%
Male	64	30	46.9%	33.0%	20.0%	37.0%	10.0%
Female	64	28	43.8%	29.0%	14.0%	32.0%	25.0%
Black or African American	64	2	3.1%	--	--	--	--
American Indian or Alaska Native	64	1	1.6%	--	--	--	--
Asian	64	1	1.6%	--	--	--	--
Filipino	64	2	3.1%	--	--	--	--
Hispanic or Latino	64	30	46.9%	27.0%	20.0%	37.0%	17.0%
Native Hawaiian or Pacific Islander	64	0	0.0%	--	--	--	--
White	64	20	31.3%	25.0%	15.0%	35.0%	25.0%
Two or More Races	64	2	3.1%	--	--	--	--
Socioeconomically Disadvantaged	64	23	35.9%	39.0%	13.0%	35.0%	13.0%
English Learners	64	9	14.1%	--	--	--	--
Students with Disabilities	64	4	6.3%	--	--	--	--
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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	48	45	93.8%	31.0%	33.0%	33.0%	2.0%
Male	48	17	35.4%	41.0%	29.0%	29.0%	0.0%
Female	48	28	58.3%	25.0%	36.0%	36.0%	4.0%
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	48	34	70.8%	32.0%	29.0%	35.0%	3.0%
Native Hawaiian or Pacific Islander	48	1	2.1%	--	--	--	--
White	48	6	12.5%	--	--	--	--
Two or More Races	48	4	8.3%	--	--	--	--
Socioeconomically Disadvantaged	48	32	66.7%	34.0%	34.0%	28.0%	3.0%
English Learners	48	10	20.8%	--	--	--	--
Students with Disabilities	48	6	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 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	54	49	90.7%	20.0%	14.0%	49.0%	16.0%
Male	54	29	53.7%	24.0%	21.0%	45.0%	10.0%
Female	54	20	37.0%	15.0%	5.0%	55.0%	25.0%
Black or African American	54	1	1.9%	--	--	--	--
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	54	23	42.6%	22.0%	13.0%	48.0%	17.0%
Native Hawaiian or Pacific Islander	54	1	1.9%	--	--	--	--
White	54	18	33.3%	17.0%	17.0%	56.0%	11.0%
Two or More Races	54	6	11.1%	--	--	--	--
Socioeconomically Disadvantaged	54	23	42.6%	22.0%	22.0%	39.0%	17.0%
English Learners	54	3	5.6%	--	--	--	--
Students with Disabilities	54	0	0.0%	--	--	--	--
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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	43	39	90.7%	18.0%	26.0%	54.0%	3.0%
Male	43	18	41.9%	17.0%	33.0%	50.0%	0.0%
Female	43	21	48.8%	19.0%	19.0%	57.0%	5.0%
Black or African American	43	1	2.3%	--	--	--	--
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	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	43	24	55.8%	21.0%	38.0%	42.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	43	7	16.3%	--	--	--	--
Two or More Races	43	7	16.3%	--	--	--	--
Socioeconomically Disadvantaged	43	20	46.5%	30.0%	20.0%	50.0%	0.0%
English Learners	43	5	11.6%	--	--	--	--
Students with Disabilities	43	3	7.0%	--	--	--	--
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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	6	4	66.7%	--	--	--	--
Male	6	2	33.3%	--	--	--	--
Female	6	2	33.3%	--	--	--	--
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	6	1	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	6	2	33.3%	--	--	--	--
Two or More Races	6	1	16.7%	--	--	--	--
Socioeconomically Disadvantaged	6	3	50.0%	--	--	--	--
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	--	--	--	--	--	--	--

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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*

**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	56	49	87.5%	33.0%	41.0%	20.0%	6.0%
Male	56	24	42.9%	46.0%	33.0%	13.0%	8.0%
Female	56	25	44.6%	20.0%	48.0%	28.0%	4.0%
Black or African American	56	2	3.6%	--	--	--	--
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	56	25	44.6%	40.0%	28.0%	24.0%	8.0%
Native Hawaiian or Pacific Islander	56	0	0.0%	--	--	--	--
White	56	13	23.2%	23.0%	54.0%	15.0%	8.0%
Two or More Races	56	9	16.1%	--	--	--	--
Socioeconomically Disadvantaged	56	20	35.7%	50.0%	35.0%	15.0%	0.0%
English Learners	56	11	19.6%	73.0%	27.0%	0.0%	0.0%
Students with Disabilities	56	4	7.1%	--	--	--	--
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.

- \* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	68	62	91.2%	34.0%	44.0%	18.0%	3.0%
Male	68	31	45.6%	35.0%	39.0%	19.0%	6.0%
Female	68	31	45.6%	32.0%	48.0%	16.0%	0.0%
Black or African American	68	4	5.9%	--	--	--	--
American Indian or Alaska Native	68	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	68	0	0.0%	--	--	--	--
Hispanic or Latino	68	37	54.4%	38.0%	41.0%	16.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	68	14	20.6%	29.0%	43.0%	29.0%	0.0%
Two or More Races	68	7	10.3%	--	--	--	--
Socioeconomically Disadvantaged	68	23	33.8%	39.0%	30.0%	22.0%	4.0%
English Learners	68	13	19.1%	62.0%	31.0%	0.0%	0.0%
Students with Disabilities	68	6	8.8%	--	--	--	--
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 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/20/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	64	57	89.1%	46.0%	30.0%	14.0%	11.0%
Male	64	30	46.9%	50.0%	23.0%	17.0%	10.0%
Female	64	27	42.2%	41.0%	37.0%	11.0%	11.0%
Black or African American	64	2	3.1%	--	--	--	--
American Indian or Alaska Native	64	1	1.6%	--	--	--	--
Asian	64	1	1.6%	--	--	--	--
Filipino	64	2	3.1%	--	--	--	--
Hispanic or Latino	64	29	45.3%	45.0%	38.0%	10.0%	7.0%
Native Hawaiian or Pacific Islander	64	0	0.0%	--	--	--	--
White	64	20	31.3%	35.0%	25.0%	20.0%	20.0%
Two or More Races	64	2	3.1%	--	--	--	--
Socioeconomically Disadvantaged	64	23	35.9%	61.0%	17.0%	17.0%	4.0%
English Learners	64	9	14.1%	--	--	--	--
Students with Disabilities	64	4	6.3%	--	--	--	--
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 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	48	45	93.8%	47.0%	36.0%	11.0%	7.0%
Male	48	17	35.4%	53.0%	29.0%	12.0%	6.0%
Female	48	28	58.3%	43.0%	39.0%	11.0%	7.0%
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	48	34	70.8%	41.0%	38.0%	15.0%	6.0%
Native Hawaiian or Pacific Islander	48	1	2.1%	--	--	--	--
White	48	6	12.5%	--	--	--	--
Two or More Races	48	4	8.3%	--	--	--	--
Socioeconomically Disadvantaged	48	32	66.7%	47.0%	38.0%	9.0%	6.0%
English Learners	48	10	20.8%	--	--	--	--
Students with Disabilities	48	6	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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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 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	54	49	90.7%	24.0%	37.0%	24.0%	14.0%
Male	54	29	53.7%	24.0%	28.0%	31.0%	17.0%
Female	54	20	37.0%	25.0%	50.0%	15.0%	10.0%
Black or African American	54	1	1.9%	--	--	--	--
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	54	23	42.6%	30.0%	43.0%	9.0%	17.0%
Native Hawaiian or Pacific Islander	54	1	1.9%	--	--	--	--
White	54	18	33.3%	17.0%	33.0%	39.0%	11.0%
Two or More Races	54	6	11.1%	--	--	--	--
Socioeconomically Disadvantaged	54	23	42.6%	26.0%	30.0%	26.0%	17.0%
English Learners	54	3	5.6%	--	--	--	--
Students with Disabilities	54	0	0.0%	--	--	--	--
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.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*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	43	39	90.7%	38.0%	41.0%	5.0%	13.0%
Male	43	18	41.9%	33.0%	33.0%	11.0%	22.0%
Female	43	21	48.8%	43.0%	48.0%	0.0%	5.0%
Black or African American	43	1	2.3%	--	--	--	--
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	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	43	24	55.8%	38.0%	50.0%	0.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	43	7	16.3%	--	--	--	--
Two or More Races	43	7	16.3%	--	--	--	--
Socioeconomically Disadvantaged	43	20	46.5%	45.0%	35.0%	5.0%	15.0%
English Learners	43	5	11.6%	--	--	--	--
Students with Disabilities	43	3	7.0%	--	--	--	--
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.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/20/2016*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	6	4	66.7%	--	--	--	--
Male	6	2	33.3%	--	--	--	--
Female	6	2	33.3%	--	--	--	--
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	6	1	16.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	6	2	33.3%	--	--	--	--
Two or More Races	6	1	16.7%	--	--	--	--
Socioeconomically Disadvantaged	6	3	50.0%	--	--	--	--
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	--	--	--	--	--	--	--

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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 3 = Standard met
- Level 4 = Standard exceeded

*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)	--	--	44.0%	--	69.0%	48.0%	--	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	48.0%
All Students at the School	44.0%
Male	55.0%
Female	34.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	38.0%
Native Hawaiian or Pacific Islander	--
White	55.0%
Two or More Races	--
Socioeconomically Disadvantaged	39.0%
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.

o 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.
- 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:

- 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: 1/28/2016

**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: 1/28/2016

**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	3.9%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

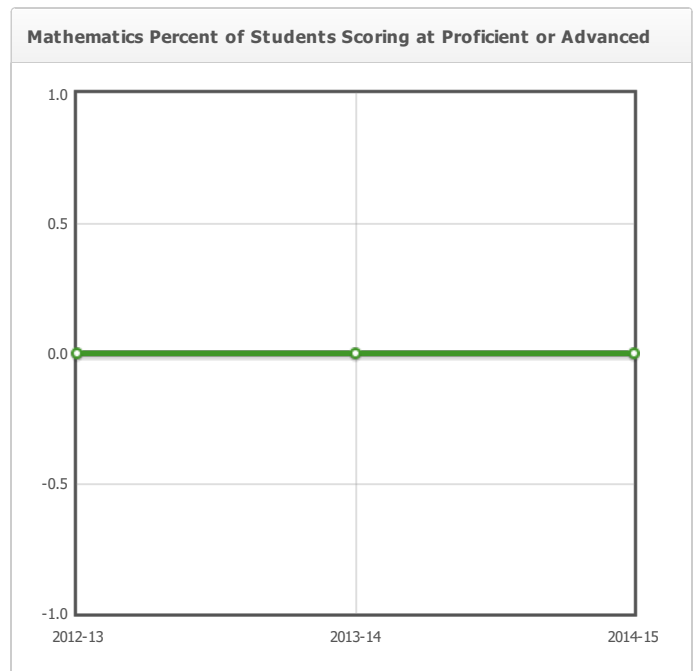
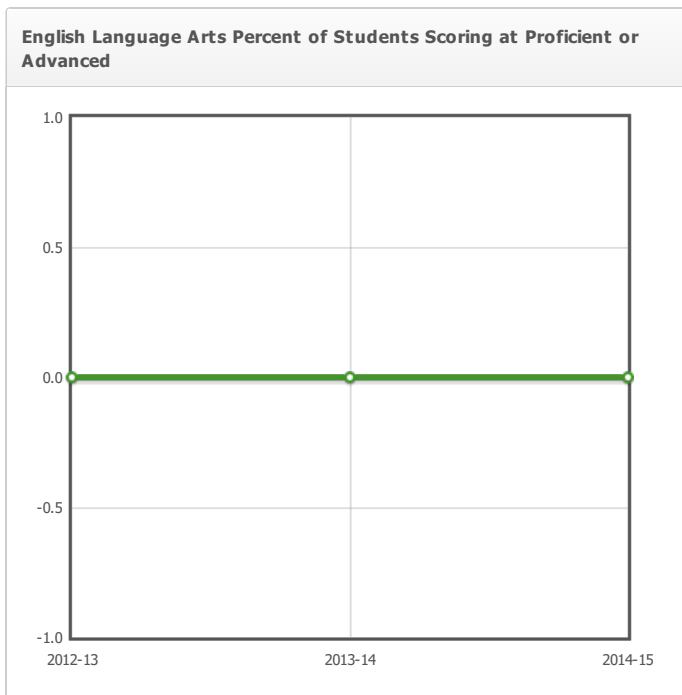
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- 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%	0.0%	0.0%	58.0%	54.0%	50.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	53.0%	49.0%	40.0%	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: 1/26/2016

**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	50.0%	28.0%	22.0%	60.0%	32.0%	7.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
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	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	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: 1/25/2016

**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	15.1%	30.2%	24.5%
7	22.2%	24.4%	33.3%
9	--	--	--

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: 1/25/2016

## 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 Harbor Springs, 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 HSCS students participate in, especially using the community as the classroom.

We support our mission statement that the community is the student's classroom in all HSCS programs. Academy students have had the opportunity to attend a number of field trips such as to the Tolerance Museum, Aquarium of the Pacific, EdFly (indoor sky diving), Science Center, Riley's Farm, Western Center for Archeology and Paleontology, Huntington Library, Science Camp, Sam Maloof Museum, LA County Fair, Living Desert, Aquarium of the Pacific, Indian Canyons, Renaissance Fair, and Ocean Classroom.

Homeschool students have many options for field trips including those listed above. 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.

HSCS 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 academy program welcomes community speakers and presentations including the following: Fire Department, NASA, "Red Ribbon Week" participation including speakers, career discussion with local businesspeople, Police Department presentations, Animal Samaritans, Cahuilla Indian speakers and community-sponsored events.

Community fundraisers and events include the following: "Coins for Commodores," "Adopt a U.S. Soldier," 2nd Harvest Food Bank Canned Food Drive, "Hoops for Hope," Ronald McDonald House cards and donations, fundraising for Woodhaven Ranch: Animal Sanctuary, Earth Day events (bringing vendors to the school to educate students and parents) and "Toys for Tots."

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 Harbor 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, PTSO opportunities offered at student centers, 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.

Harbor Springs 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: 1/26/2016*

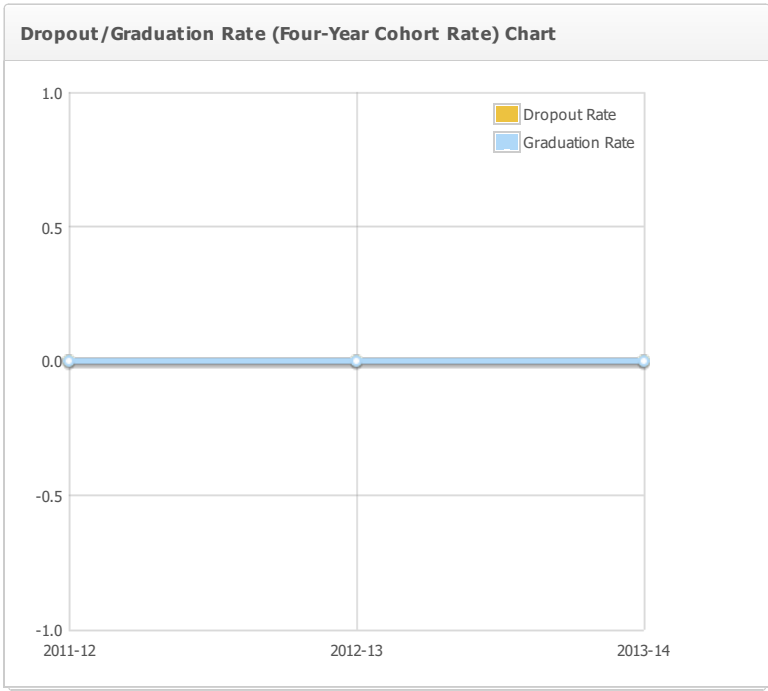
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	78.87	80.44	80.95
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Last updated: 1/26/2016

**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--



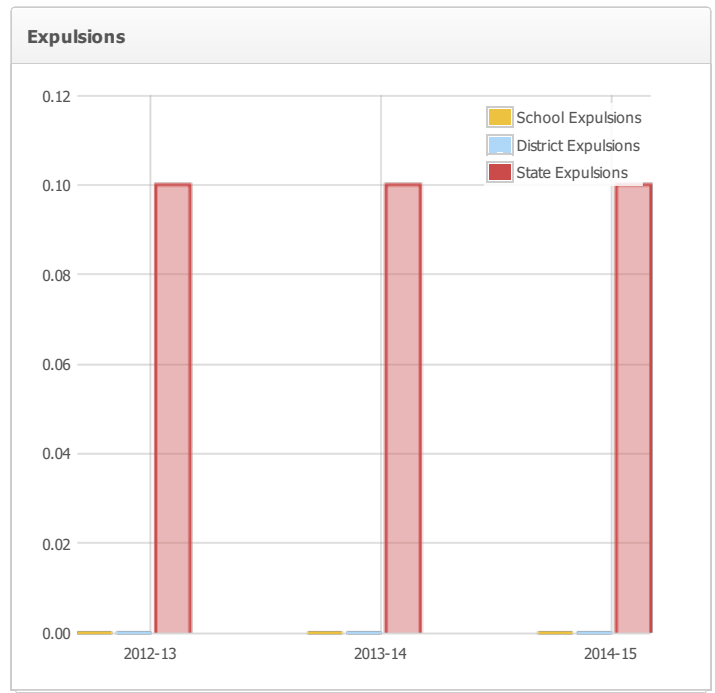
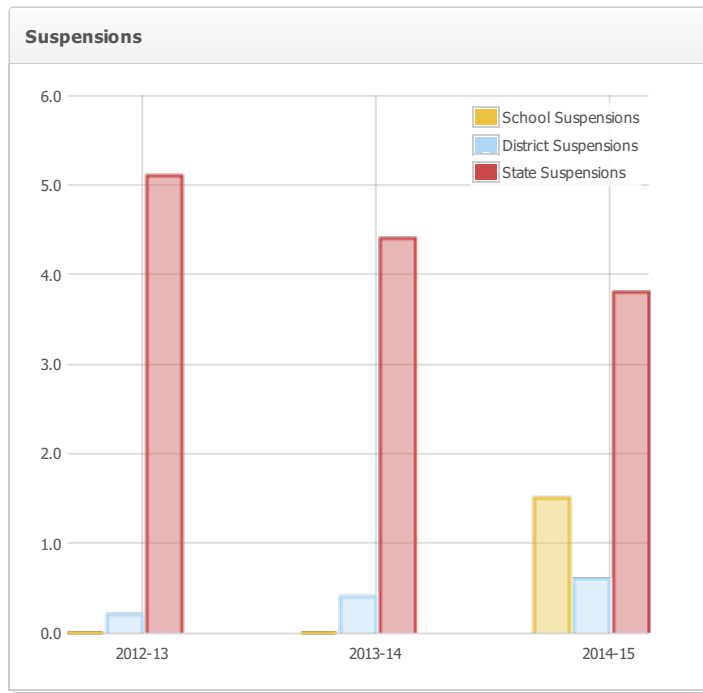
# State Priority: School Climate

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	1.5	0.2	0.4	0.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/26/2016

## School Safety Plan - Most Recent Year

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

Last updated: 1/26/2016

## 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: 1/26/2016

### 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: 1/26/2016

### 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	0.4	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	1.1	N/A
Resource Specialist (non-teaching)	1.2	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: 1/28/2016

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7962.8	\$1129.1	\$6833.7	\$56375.0
District	N/A	N/A	\$6833.7	\$56375.0
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)

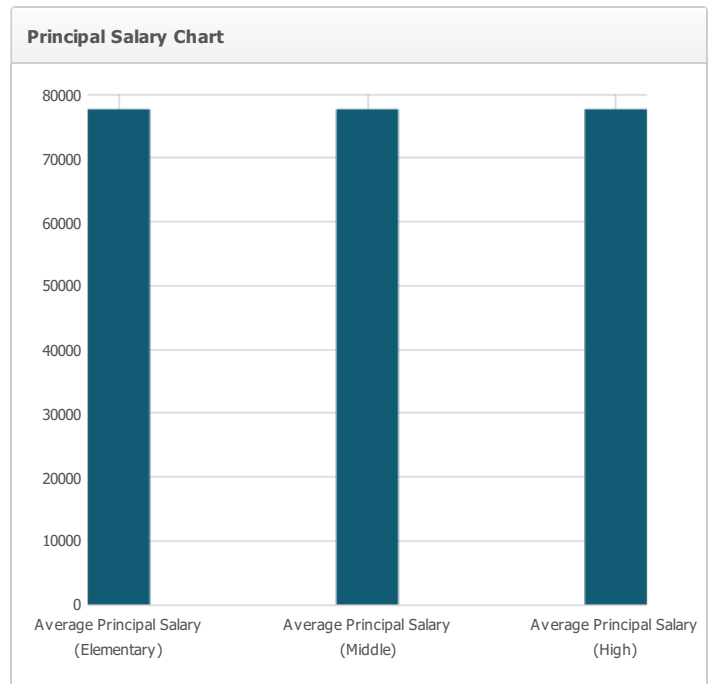
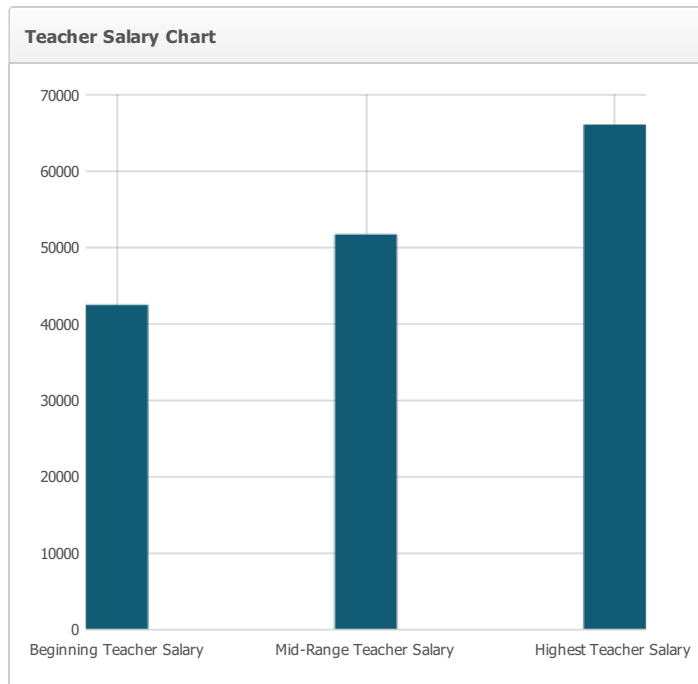
Harbor Springs Charter School is a fully-functioning public charter school. We supply all services necessary for students including, but not limited to: Special Education (IEP), 504 Plans, and other student support necessities.

Last updated: 1/12/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,420	\$39,948
Mid-Range Teacher Salary	\$51,635	\$57,401
Highest Teacher Salary	\$65,994	\$73,183
Average Principal Salary (Elementary)	\$77,639	\$94,578
Average Principal Salary (Middle)	\$77,639	\$97,400
Average Principal Salary (High)	\$77,639	--
Superintendent Salary	\$188,452	\$112,657
Percent of Budget for Teacher Salaries	--	35.0%
Percent of Budget for Administrative Salaries	--	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: 1/26/2016*

**Professional Development – Most Recent Three Years**

Harbor 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. Harbor 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: 1/12/2016*