

River Springs Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Dr. Kathleen Hermsmeyer, Superintendent

Principal, River Springs Charter

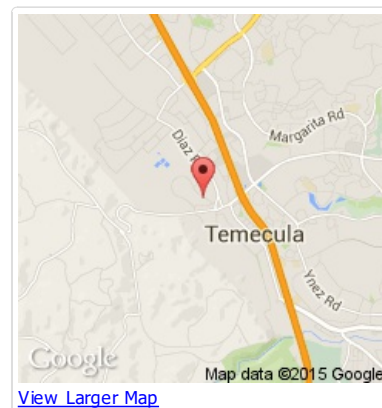
About Our School

Contact

43466 Business Park Drive
Temecula, CA 92590-5526

Phone: 951-252-8800

E-mail: kathleen.hermsmeyer@springscs.org



About This School

Contact Information - Most Recent Year

School	
School Name	River Springs Charter
Street	43466 Business Park Drive
City, State, Zip	Temecula, Ca, 92590-5526
Phone Number	951-252-8800
Principal	Dr. Kathleen Hermsmeyer, Superintendent
E-mail Address	kathleen.hermsmeyer@springscs.org
Web Site	www.SpringsCharterSchools.org
County-District - School (CDS) Code	33103300110833

District	
District Name	Riverside County Office of Education
Phone Number	951-826-6530
Web Site	http://www.rcoe.us
Superintendent First Name	Kenneth
Superintendent Last Name	Young
E-mail Address	kyoung@rcoe.us

Last updated: 1/9/2015

School Description and Mission Statement (Most Recent Year)

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

The educators and participants of River Springs Charter School (RSCS) 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 River Springs Community

River Springs serves trans-kindergarten through 12th grade students residing in Riverside County and the four contiguous counties through a network of California credentialed Homeschool Education Specialists (ESes) and academy teachers at 15 regional student centers. Of the over 5,100 students served by RSCS, the majority reside in Riverside County (96%) with additional populations of students residing in Orange (1%), San Bernardino (2%), 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).

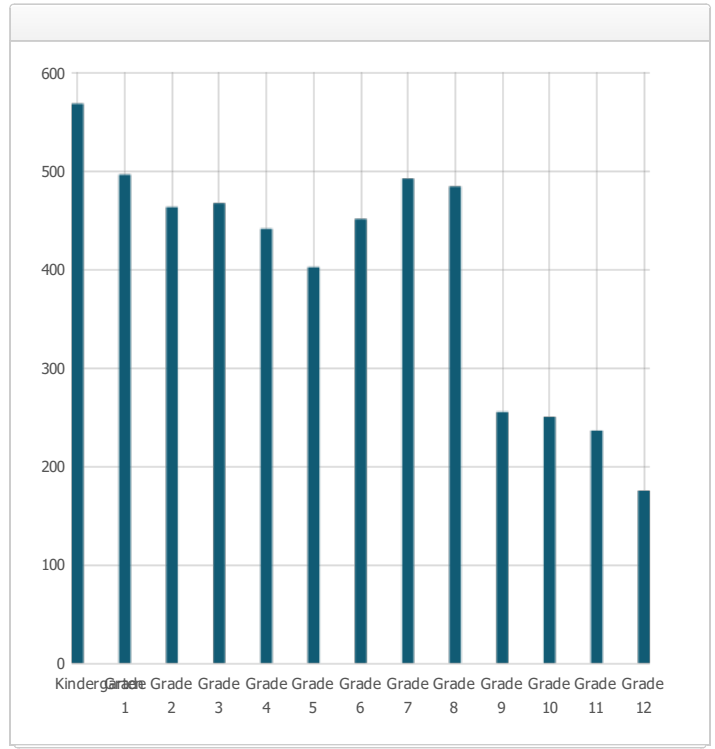
Academy

Students enrolled in one of our academy programs attend classes from two to 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.

Last updated: 1/29/2015

Student Enrollment by Grade Level (School Year 2013-14)

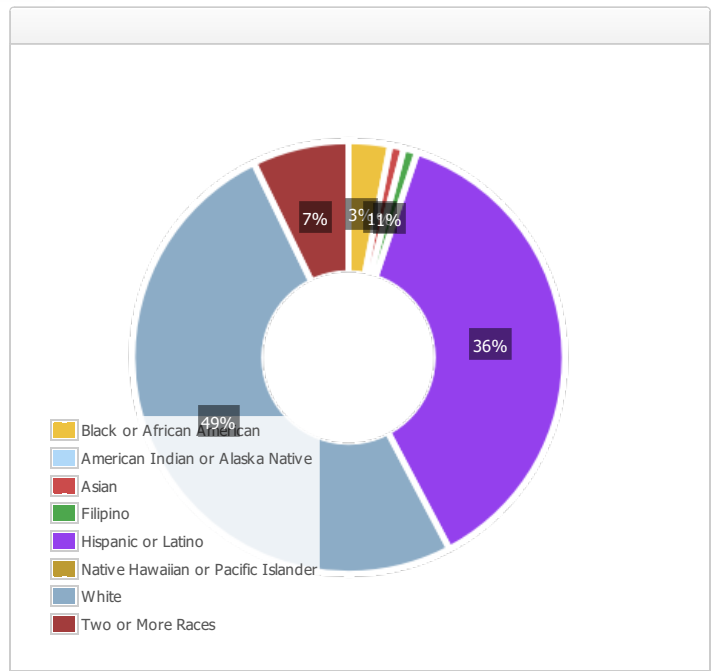
Grade Level	Number of Students
Kindergarten	568
Grade 1	496
Grade 2	463
Grade 3	467
Grade 4	441
Grade 5	402
Grade 6	451
Grade 7	492
Grade 8	484
Grade 9	255
Grade 10	250
Grade 11	236
Grade 12	175
Total Enrollment	5180



Last updated: 1/9/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.8
Asian	1.2
Filipino	1.0
Hispanic or Latino	36.1
Native Hawaiian or Pacific Islander	0.2
White	49.6
Two or More Races	7.2
Socioeconomically Disadvantaged	40.6
English Learners	4.7
Students with Disabilities	8.2



Last updated: 1/9/2015

A. Conditions of Learning

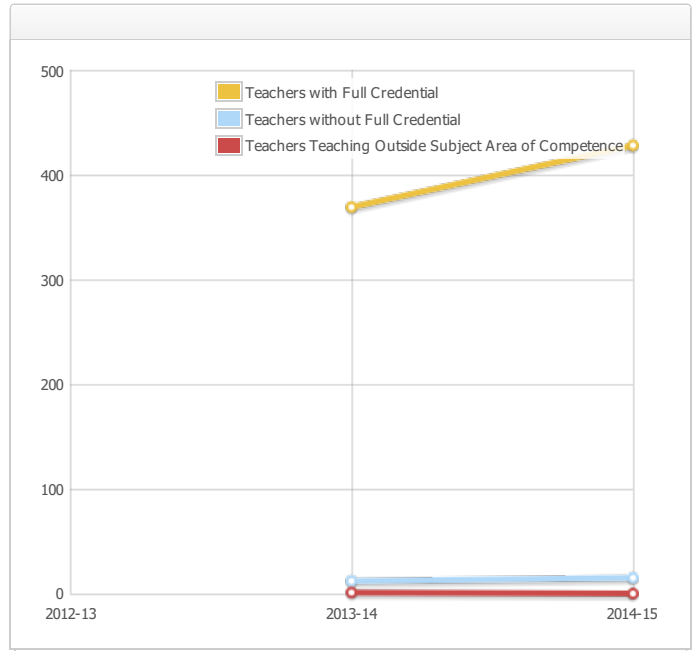
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

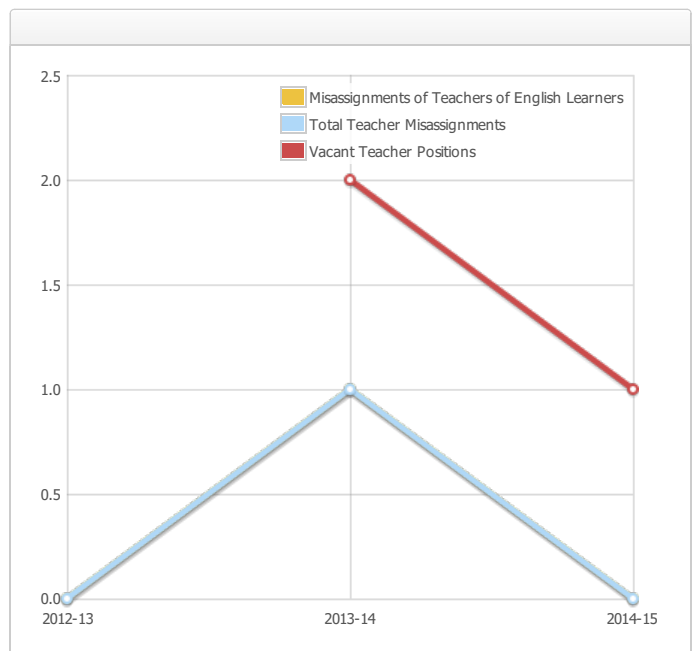
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential		369	428	
Without Full Credential		12	15	
Teachers Teaching Outside Subject Area of Competence (with full credential)		1	0	



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions		2	1



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: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	89	11
All Schools in District	90	10
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	89	11

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.

School Facility Conditions and Planned Improvements - Most Recent Year

River Springs Charter School has numerous meeting/learning centers that offer academic and enrichment classes for River Springs students. Our sites also provide space for student meetings, offer scheduled tutorial sessions, and serve as a venue for other student, parent, or staff interactions. River Springs offers twelve different learning center sites, one student resource center, and one book market.

These sites include: Temecula Student Center, Hemet Student Center, Acacia Center (also in the city of Hemet), Murrieta Student Center, Aviation Academy, Palm Academy (Indio), Lake Elsinore Student Center, Riverside Student Center, Magnolia Student Center and Corona Student Center. Other smaller satellite centers are located in Riverside, San Bernardino and Orange Counties.

All of the River 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.

We are instituting a new maintenance plan and check program with each site as outlined by our Safety Committee.

Last updated: 1/27/2015

School Facility Good Repair Status - Most Recent Year

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

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/27/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	50	55	54	45	49	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	54
Male	56
Female	52
Black or African American	23
American Indian or Alaska Native	
Asian	64
Filipino	64
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	
White	60
Two or More Races	64
Socioeconomically Disadvantaged	43
English Learners	15
Students with Disabilities	30
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49%	54%	55%	45%	49%	50%	54%	56%	55%
Mathematics	30%	35%	46%	33%	37%	45%	49%	50%	50%
History-Social Science	32%	35%	42%	24%	27%	30%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	2	2	4
Similar Schools	2	3	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	4	22	25
Black or African American		54	14
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	27	28
Native Hawaiian or Pacific Islander			
White	-2	21	19
Two or More Races	28	11	42
Socioeconomically Disadvantaged		28	20
English Learners			0
Students with Disabilities	30	49	25

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

Career Technical Education Programs (School Year 2013-14)

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.
 - o 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.
 - o 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

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.
 - o 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.
 - o 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.
 - o Medical Billing teaches student how to bill insurance and patients based on the coding provided – again using industry standard software.
 - o Anatomy and Physiology provides students with a working understanding of the human body to promote understanding of doctor and nurse notations that need to be included in coding and billing software and resultant billing.

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:
 - ? 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.
 - ? 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.
 - ? 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:

- ? 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.
- ? 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.
- ? 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 themselves through manipulation of physical objects.

o Courses offered include:

- ? Elementary Photography - 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.
- ? 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.
- ? 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 (not Perkins IV funded) focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.

o Courses offered include:

- ? Introduction to Theatre - Gives students a broad based survey of theatre arts; instills an appreciation of theatre; explores professional aspects of the theatre.
- ? 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.
- ? Improvisation Through Dance and Theater – Students develop creativity through the use of improvisation, pantomime, monologues and directing based on high school literature.

Last updated: 1/30/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	1138
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	22.0

Last updated: 1/30/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	38.3
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	18.2

State Priority: Other Pupil Outcomes

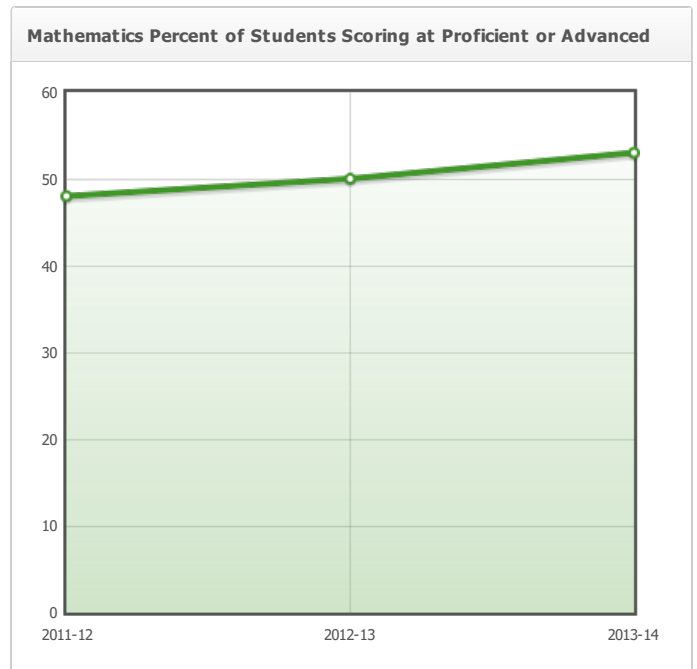
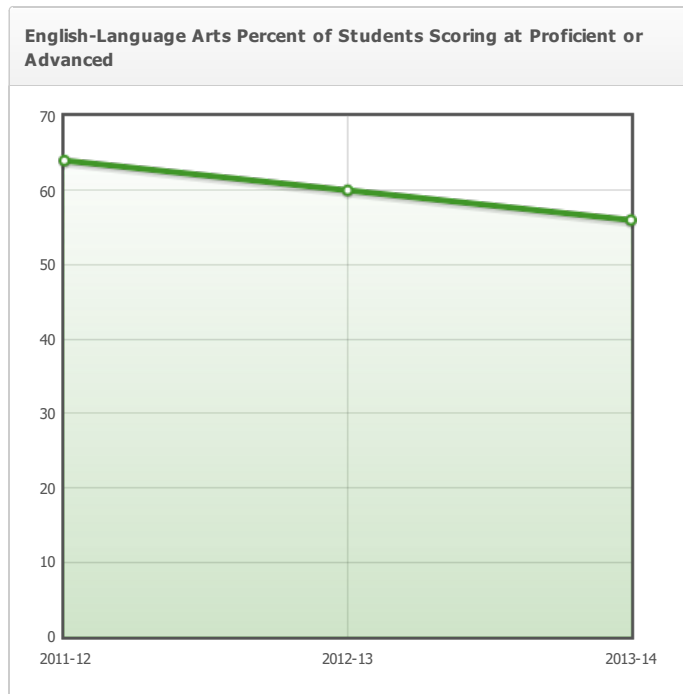
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	64%	60%	56%	37%	36%	35%	56%	57%	56%
Mathematics	48%	50%	53%	28%	29%	35%	58%	60%	62%

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: 1/27/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	65%	17%	19%	65%	24%	11%
All Students at the School	44%	23%	33%	47%	33%	20%
Male	53%	23%	23%	46%	32%	23%
Female	34%	23%	43%	48%	35%	17%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	52%	22%	26%	56%	32%	12%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	35%	28%	38%	39%	35%	27%
Two or More Races	44%	20%	36%	42%	35%	23%
Socioeconomically Disadvantaged	57%	19%	24%	59%	29%	13%
English Learners	92%	8%	N/A	92%	8%	N/A
Students with Disabilities	86%	11%	3%	78%	14%	8%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/27/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8%	25.9%	25.6%
7	20.5%	30.4%	21.2%
9	28.8%	27.8%	8.1%

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: 1/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 River 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 RSCS 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 RSCS 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, Ocean Classroom, Space/Astro Camp and Catalina Island camping.

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.

RSCS 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.

Academy programs welcome community speakers and presentations including the following: Fire Department, NASA, "Red Ribbon Week" participation including speakers, career discussion with local businesspeople, Police Departments presentations, Animal Samaritans, Cahuilla Indian speakers, Living Desert Reserve speakers, representatives from local colleges, 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." RSCS students participate in local career and vocational opportunities, and Career Technical Education (CTE) Pathways including transportation, health, engineering, business, performing arts and information technology.

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

State Priority: Pupil Engagement

Last updated: 1/29/2015

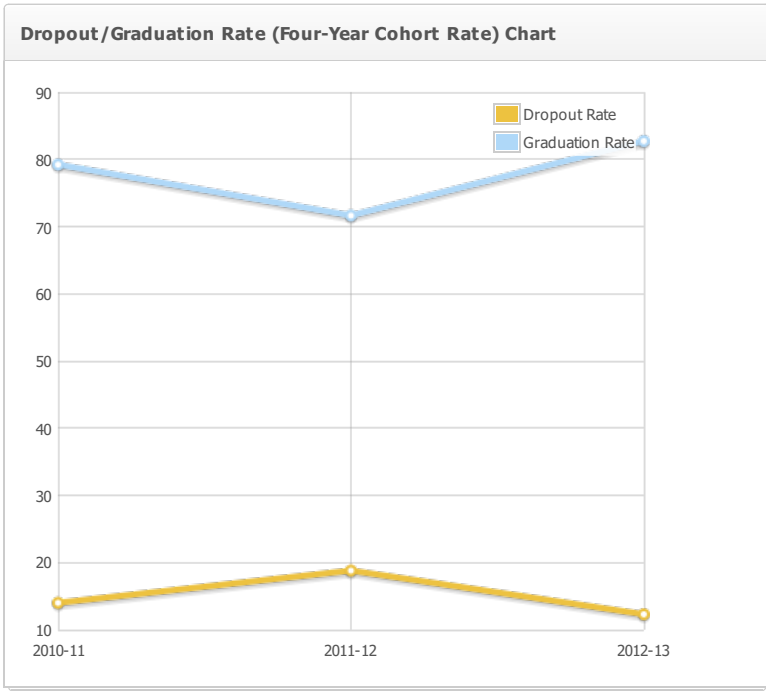
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Dropout Rate	14.0	18.8	12.3	13.5	11.1	9.5	14.7	13.1	11.4
Graduation Rate	79.21	71.63	82.72	79.95	82.51	84.41	77.14	78.87	80.44



Last updated: 1/29/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	96	54	84
Black or African American	100	48	75
American Indian or Alaska Native	66	60	77
Asian		60	92
Filipino			92
Hispanic or Latino	90	45	80
Native Hawaiian or Pacific Islander		100	84
White	102	75	90
Two or More Races	93	80	89
Socioeconomically Disadvantaged	114	63	82
English Learners	75	19	53
Students with Disabilities	80	25	60

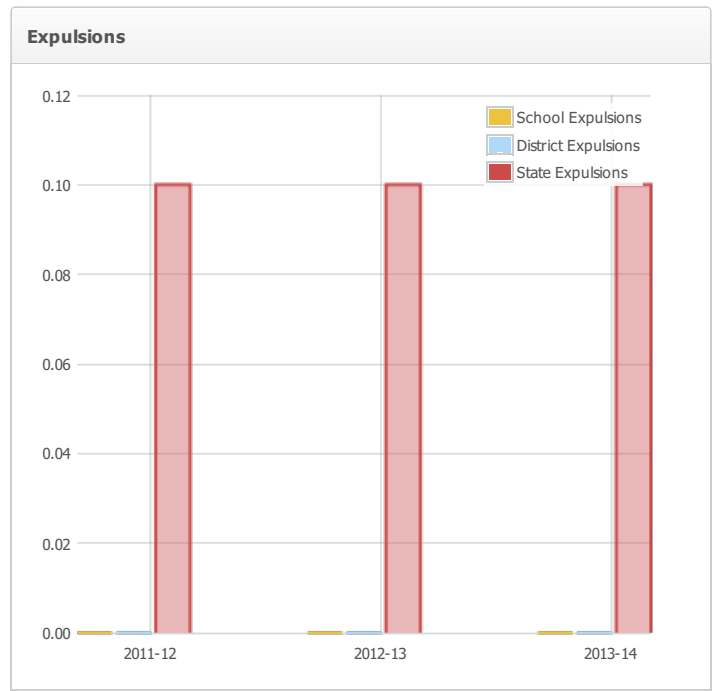
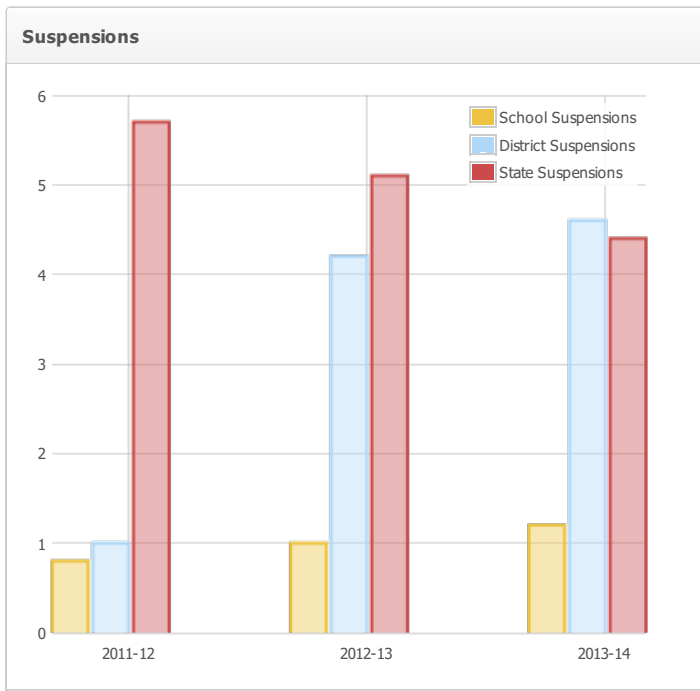
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.80	1.00	1.20	1.00	4.20	4.60	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

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

Last updated: 1/27/2015

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 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2009-2010
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/29/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.3	1273.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	2.4	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	3.5	N/A
Resource Specialist (non-teaching)	17.0	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: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,701	\$676	\$6,025	\$47,640
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

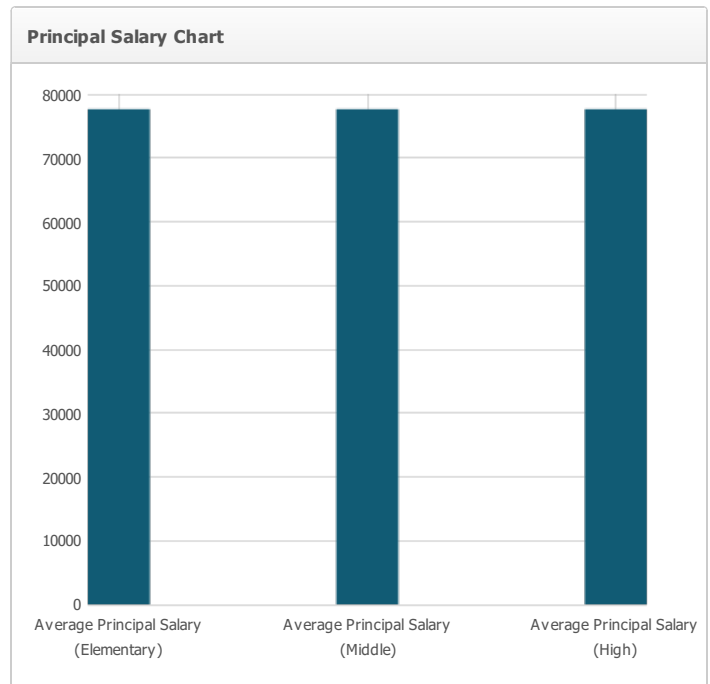
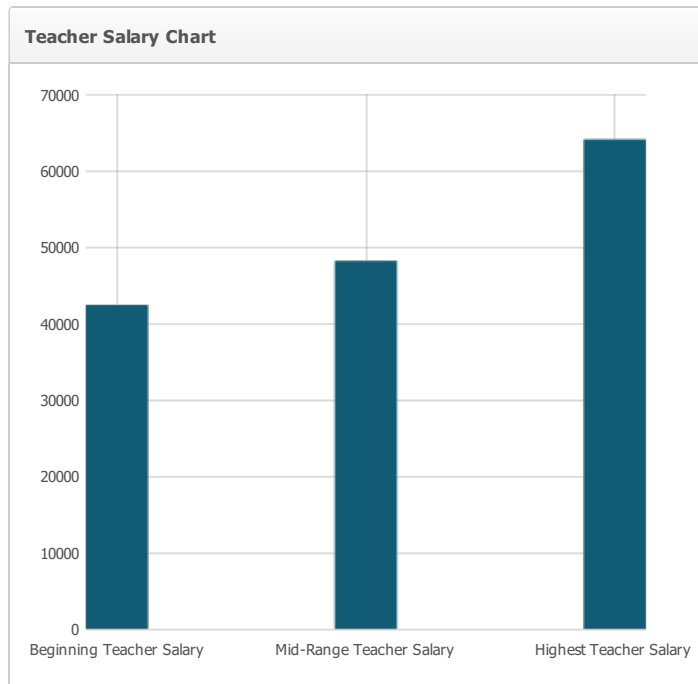
River Springs Charter School is a fully-functioning independent direct-funded public charter school. We supply all services necessary for students including, but not limited to: Special Education (IEP), 504 Plans, Title I (Free/Reduced), Title III (English Learner), and other student support necessities.

Last updated: 1/29/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,400	N/A
Mid-Range Teacher Salary	\$48,171	N/A
Highest Teacher Salary	\$64,072	N/A
Average Principal Salary (Elementary)	\$77,639	N/A
Average Principal Salary (Middle)	\$77,639	N/A
Average Principal Salary (High)	\$77,639	N/A
Superintendent Salary	\$182,963	N/A
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

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



Last updated: 1/30/2015

Advanced Placement Courses (School Year 2013-14)

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

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

*Where there are student course enrollments.

Last updated: 1/27/2015

Professional Development – Most Recent Three Years

Since its inception in July 2006, River Springs Charter School has set aside 8 days during each school year for training and professional development of teachers. We have launched each new school year with a two day conference in August full of workshops and trainings 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. Three more days are dispersed throughout the school year (generally, 2 in the first semester and 1 in the second) for additional professional development opportunities. In 2010, River Springs launched a training program for new staff called CORE (Culture of River Springs' Employees). This 5 day training involved 2 days of introduction to the philosophy and culture of our unique school. The final three days consisted of job specific training.

Last updated: 1/27/2015