



River Springs Charter
Countywide Charter Material Revision
For the term July 1, 2026 - June 30, 2031

Submitted to:
Riverside County Board of Education
March 11, 2026
REDLINED pages: 3, 46, 47, 88, 91, 92 &
109

River Springs Charter

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Affirmations and Declaration

As the authorized lead petitioner, I, Dr. Kathleen Hermsmeyer, hereby certify that the information submitted in this petition for renewal of a California public countywide charter school named River Springs Charter (“River Springs,” “RSCS,” or the “Charter School”), operated by River Springs Charter School Inc., (“RSCS, Inc.”) submitted to the Riverside County Board of Education (“RCBOE”) with oversight by the Riverside County Office of Education (“RCOE”) (collectively, the “County”) and to be located at several sites throughout Riverside County, is true to the best of my knowledge and belief and I understand that the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School. Further, I affirm that RSCS:

1. Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605.6(d)(1)].
2. RSCS, Inc. declares it shall be deemed the exclusive public school employer of the employees of RSCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
3. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations [Ref. Education Code Section 47605.6(e)(1)].
4. Shall not charge tuition [Ref. Education Code Section 47605.6(e)(1)].
5. Shall admit all students who wish to attend RSCS; unless RSCS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to RSCS shall not be determined according to the place of residence of the student or his or her parent(s)/guardian(s) within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of RSCS in accordance with Education Code Section 47605.6(e)(2)(C) [Ref. Education Code Section 47605.6(e)(2)(A)-(C)].
6. Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) [Ref. Education Code Section 47605.6(e)(1)].

7. Shall adhere to all applicable provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").
8. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
9. Shall ensure that teachers in RSCS hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605.6(l)(1)].
10. Shall at all times maintain all necessary and appropriate insurance coverage.
11. Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. Shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves RSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to RSCS within 30 days if RSCS demonstrates that the pupil had been enrolled in RSCS. [Ref. Education Code Section 47605.6(e)(3)].
13. RSCS may encourage parental involvement, but shall notify the parents/guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, RSCS. [Ref. Education Code Section 47605.6(n)]
14. Shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent/guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

15. Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection [Ref. Education Code Section 47612.5(a)(2)].
16. Shall consult with its parent(s)/guardian(s) and teachers on a regular basis regarding RSCS's education programs [Ref. Education Code Section 47605.6(d)(2)].
17. Shall comply with any applicable jurisdictional limitations to the locations of its facilities [Ref. Education Code Sections 47605.6(a)(1) and 47605.1].
18. Shall comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. Education Code Section 47612(b) and 47610].
19. Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
20. Shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
21. Shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
22. Shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
23. Shall comply with the Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
24. Shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
25. Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
26. Shall comply with Education Code Section 51744 *et seq.* related to independent study, as applicable.



Kathleen Hermsmeyer, Ed.D.
Superintendent, River Springs Charter School

3/11/2026

Date

Introduction

Leadership Group

Dr. Kathleen Hermsmeyer has been serving as Superintendent of California’s largest charter school, River Springs Charter School, since 2006. In 2013, two new schools, Empire Springs and Harbor Springs, were added under her direction. Additional charter schools, Empire Springs (2013), Harbor Springs (2013), Citrus Springs (2016), Inland Empire Springs (2024), and Orange Springs (2025) were also added to the Springs network under Dr. Hermsmeyer’s leadership. She has worked in education for over 30 years. Prior to her leadership with charter schools, she served as a language arts specialist with the Stockton Unified School District and a homeschool specialist at Horizon Instructional Systems Charter School. She has also served as an adjunct faculty at Chapman, St. Mary’s College, and the University of the Pacific.

Dr. Hermsmeyer earned her bachelor’s degree in liberal studies and a master’s degree in computer based education from California Polytechnic State University at San Luis Obispo. In 2000, she earned her doctorate degree in curriculum and instruction with a minor in educational administration from the University of the Pacific. She holds a clear administrative credential, as well as a clear multiple subject, cross-cultural language and academic development credentials.

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

Amy Podratz has over 25 years of experience with charter schools. She presently serves as the Assistant Superintendent of Administrative Operations and is responsible for accountability plans, purchasing, vendor relations, student records/attendance, curriculum warehousing, and student admission and enrollment. Ms. Podratz has been in this position since the inception of River Springs.

Ms. Podratz holds a bachelor’s degree in political science and a pre-law certificate from California State University, Long Beach. Additionally, Ms. Podratz holds a single-subject credential in social science, and administrative credential, a master’s degree in leadership, has completed Chief Business Official certification coursework, and is currently completing her doctorate in Educational Leadership.

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

Dr. Vivian Price has over 25 years of experience as an educator and currently serves as the Assistant Superintendent of Education. Dr. Price began her career with Springs Charter Schools in 2006. She is responsible for all educational programs, including homeschool programs, virtual programs, and academy programs. She also oversees the Instructional Support Department and Assessment Department.

Dr. Price earned her master’s degree in Education with a literacy focus from California State University, San Marcos, and holds a doctorate in educational leadership. She has multiple credentials in administration, English single-subject, and reading specialist. She is recognized as a National Board Certified Teacher (“ELA”) and is a National Writing Project Fellow.

Originally from New England, Dr. Price began her teaching career there and has since worked in public, private, university, and charter school settings as both a teacher and educational leader. She currently resides in North San Diego County.

Tanya Rogers has worked in the highly specialized world of school finance for over 20 years. She currently serves as the Assistant Superintendent of Business. Ms. Rogers is responsible for overseeing the budget process, financial reporting, restricted funding programs, payroll, nutrition services, risk and safety, debt issuance/management and oversees the audit processes. Ms. Rogers began her professional career in the hospitality industry in which she developed a love for leadership and serving others. These skills translated seamlessly into the arena of school finance. She began this adventure auditing school districts with a local auditing firm. Ms. Rogers joined a local community college district and eventually was selected to lead the multi-college district's personnel division as the Vice Chancellor of Human Relations. Returning to the field of auditing, Ms. Rogers joined a local San Diego firm that specialized, again, in school district, college, not for profit, and charter school audits. Ms. Rogers serves as a board member on two other charter boards carrying the mission of personalized education.

Ms. Rogers earned her bachelor's degree at California State University San Marcos in business with a concentration in accounting. She also earned a master's degree in business administration. Ms. Rogers is a Certified Public Accountant ("CPA") in the State of California. She also holds the designation as a Certified Fraud Examiner ("CFE").

While having grown up in the state of Washington, Ms. Rogers considers herself to be a California "native" having spent the last 30 years in the Southern California area. She is passionate about the programs Springs offers to students and families.

Michelle Sapanara has been an educator for over 25 years, working in a variety of educational settings. She currently serves the students and families of Springs Charter Schools as Assistant Superintendent, Student Services. In this role, Michelle is responsible for student support services which includes coordinated school health and behavioral health services, school counseling, and special education services.

Michelle was elected to the State Executive Board of the California Association of Supervisors of Child Welfare and Attendance in 2020, and has served continuously since then. She provides professional development and training around the state on student services issues including attendance, supporting teen parents, student threat management and CSTAG, human trafficking prevention, and home-school partnerships through home visits.

Michelle has earned her Bachelor's in Political Science, her Master's in Cross Cultural Teaching, and her administrative, multi-subject and single subject credentials. She recently completed the ACSA Superintendent's Academy. Having grown up in Southern California, Michelle and her family enjoy the beach, camping, and she is an avid reader.

Virginia Smith comes to River Springs Charter Schools from Atlanta, Georgia. She has served 18 years in public and private education. As an Executive Director, she has spent the past 12 years leading a start-up public charter school, growing and developing it in the areas of strategic planning, human resources, recruitment, performance management, budget, compensation, payroll, employee relations, federal and state law compliance, training and development, and implementing systems to streamline

processes, to name a few.

She has extensive work collaborating with Governing Boards, District and State authorizers, school leaders, and other stakeholders in promoting the school's vision and mission in meeting organizational goals and was awarded a Permanent Key to the school for her exemplary work and leadership. Virginia is a team-oriented human resources ("HR") leader who leads and manages through transparency, fairness, and excellent communication to reduce risks and increase employee engagement.

Virginia holds a master's degree in Business Administration from Emory University, a bachelor's degree in Administrative Management from Clayton State University, and is a Certified Human Resources Professional ("SHRM-CP"). She's a member of the Society for Human Resource Management and a member and mentor for the National Black MBA Association.

When she is not working, Virginia enjoys traveling and spending time with her husband, their children, Cavachon puppy Bentley, family, and friends.

Courtney Cook has over 20 years of experience in the field of Special Education. She presently serves as the Senior Director of Special Education for Springs Charter Schools. She is responsible for overseeing the entire special education operation and services to students with special needs. She began her career as a school psychologist in the Spring Valley and Chula Vista communities of San Diego. Ms. Cook moved into special education administration as a Coordinator of Special Education for the Chula Vista Elementary School District and has been a Coordinator for Cajon Valley Union, Oceanside Unified, San Dieguito Union High School District, and Guajome Park Charter School. She was the Director of Special Education at Oceanside Unified for four years. In her previous roles, she has overseen Special Education programs of all sizes. Ms. Cook has led and supported district and charter programs for students identified with the entire continuum of disabilities and has developed programs for students with autism, extensive needs, learning disabilities, and emotional disabilities. Courtney Cook has extensive leadership training, including vision and mission development, goal setting, conflict management, coaching, Universal Design Learning ("UDL"), Design Thinking, and Trauma-Informed Schools.

Ms. Cook is passionate about creating systems that nurture communication and collaboration and team-building between all the stakeholders within the unique charter school community in order to provide an exemplary program for students, parents, and staff.

Academic Criteria for Renewal

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

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance based on Dashboard data and metrics as compared to state average for all students and for subgroups. The California Department of Education evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. In accordance with law and the CDE’s performance category designations, River Springs Charter merited the middle-performing category. We present evidence and data below to demonstrate that RSCS has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the state indicators included on the [Dashboard] and the performance of the Charter School on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - A. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
 - B. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data...

Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments on the California Assessment of Student Performance and Progress (“CAASPP”) system, or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator (“CCI”). Education Code Section 47607.2(c)(1) specifies that verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. RSCS utilizes i-Ready as verified data, which will be discussed in more detail below.

Dashboard State and Local Indicators (2024)

The following chart reflects the Charter School’s 2024 Dashboard performance indicators and distance from standard (“DFS”), as compared to the State.

Indicator	RSCS	State
Chronic Absenteeism	10.4%	18.6%
Suspension Rate	2.0%	3.2%
ELPI	50.2%	45.7%
English Language Arts (“ELA”)	-23.5	-13.2
Math	-64.3	-47.6
CCI	50.0%	45.3%
Graduation Rate	87.9%	86.7%

River Springs Charter School (RSCS) continues to demonstrate strong student outcomes on key state indicators, outperforming the state in attendance, school climate, English Learner progress, college and career readiness, and graduation rates, while also identifying focused opportunities to strengthen academic achievement in English Language Arts and Mathematics.

In 2024, RSCS achieved a chronic absenteeism rate of 10.4%, significantly lower than the state average of 18.6%, reflecting strong student engagement and family partnership. Suspension rates were also lower than the state, with RSCS at 2% compared to 3.2%, demonstrating the school’s commitment to restorative practices and a supportive learning environment. RSCS exceeded the state in English Learner Progress Indicator (ELPI) with 50.2% compared to 45.7%, highlighting effective supports for language development. The school also outperformed the state in College and Career Indicator (CCI) readiness (50% vs. 45.3%) and graduation rates (87.9% vs. 86.7%), demonstrating strong preparation of students for postsecondary success. Academic outcomes, while showing growth, remain a key focus area: RSCS scored -23.5 in ELA and -64.3 in Math DFS, compared to state averages of -13.2 and -47.6. RSCS math performance achieved more growth than the state, as did the school’s ELPI results.

RSCS has developed a comprehensive plan to build on strengths and address areas for growth. To sustain positive outcomes in attendance, suspension, and English Learner progress, RSCS will continue its investment in restorative practices, targeted language supports, and family engagement. To accelerate academic achievement, the school is implementing evidence-based, state standards-aligned curricula in both ELA and math, supported by professional development and coaching to ensure consistent, high-quality instruction. Teachers are using i-Ready and other formative assessments to drive small-group and individualized instruction, ensuring that students performing below grade level receive targeted support. RSCS is also expanding access to proven intervention programs and enrichment opportunities designed to engage students in rigorous, real-world learning experiences. With these strategies in place, RSCS has already seen gains in these areas with the 2025 data and is confident that ELA and Math performance will continue to improve through these measures, while maintaining and expanding strong

results in student engagement, school climate, English Learner progress, graduation, and college and career readiness.

Chronic Absenteeism

	2022	2023	2024
RSCS	8.3% "Medium"	10.5%	10.4%
State	30% "Very High"	24.3%	18.6%

River Springs Charter School has built a culture of belonging, safety, and engagement that consistently outperforms the state. These results reflect our commitment to restorative practices, proactive family partnerships, and a learning environment that keeps students connected and thriving.

RSCS has consistently maintained chronic absenteeism rates that are dramatically lower than the state average. While our rate increased slightly from 8.3% in 2022 to 10.4% in 2024, it remains less than half of California’s 2024 rate of 18.6%. This performance reflects our strong student engagement and the effectiveness of our attendance supports, even as statewide absenteeism remains a persistent challenge.

To sustain and improve on this strength, RSCS will:

- Expand proactive family outreach and support systems to address barriers to attendance.
- Strengthen early-warning systems to identify and intervene with students trending toward chronic absenteeism.
- Continue monitoring attendance data monthly to ensure accountability and transparency.

Suspension Rate

	2022	2023	2024
RSCS	2.7% "Medium"	3.8%	2%
State	3.1% "Medium"	3.5%	3.2%

While the suspension rate for RSCS rose from 2022 to 2023, RSCS’s suspension rate dropped in half in 2024, outperforming the State.

RSCS’s suspension rate has remained consistently lower than the state’s, demonstrating our commitment to a safe and supportive learning environment. After a modest increase in 2023, our suspension rate dropped to 2.0% in 2024, compared with the state’s 3.2%, due to the intentional implementation of

restorative practices and student support systems. This positive trajectory reflects our strong school culture and student-centered approach to discipline.

Next Steps: RSCS will continue to build on this progress by:

- Expanding restorative justice practices to all student center staff to further reduce suspensions.
- Providing ongoing staff training in de-escalation and trauma-informed approaches.
- Strengthening tiered systems of behavioral support to address student needs before suspension becomes necessary.
- Engaging families as partners in reinforcing positive behavior and problem-solving strategies.

English Learner Progress

	2022	2023	2024
RSCS	37.2% "Low"	38.8%	50.2%
State	50.3% "Medium"	48.7%	45.7%

River Springs Charter School has made **notable gains** in English Learner progress, moving from 37.2% in 2022 to 50.2% in 2024—an improvement of more than 13 percentage points. While RSCS began below the state average, our most recent results now **outpace the state**, demonstrating that our focused investments in English Language Development (ELD) are working. These gains reflect the effectiveness of targeted supports, including dedicated ELD instructional blocks and rigorous curriculum, teacher professional development in integrated and designated ELD, and strong family engagement practices.

Building on this momentum, RSCS will:

- Expand the use of small-group, differentiated instruction to accelerate progress for students at risk of long-term EL status.
- Strengthen monitoring systems to track student progress toward reclassification and intervene earlier.
- Continue professional development in sheltered instruction strategies to support ELs across all content areas.
- Deepen partnerships with families by providing resources, workshops, and multilingual communication to ensure EL students receive consistent support at home and school.

College and Career Indicator

	2022	2023	2024
RSCS	Not reported	54.6% "Medium"	50%
State	Not reported	43.9% "Medium"	45.3%

River Springs Charter School continues to prepare students effectively for postsecondary success, as reflected in our CCI results. In 2024, RSCS achieved a score of **50%**, exceeding the state average of **45.3%** and maintaining a “Medium” performance level. Although this was a slight dip from 2023 performance, our results still significantly outperform the State average. This demonstrates that RSCS students are making meaningful progress in readiness for college and career pathways, reflecting the school’s commitment to quality academic programs, career exploration opportunities, and support systems that guide students toward postsecondary goals.

To build on this success, RSCS will:

- Continue and expand participation in career exploration and college readiness programming, including internships, dual enrollment, and mentorship opportunities.
- Strengthen alignment of high school coursework with postsecondary expectations and state standards.
- Increase individualized counseling and support to ensure all students are aware of and prepared for multiple postsecondary pathways.
- Monitor CCI progress annually and use data to identify gaps and provide targeted interventions for students needing additional support.

Graduation Rate

	2022	2023	2024
RSCS	84.5% “Medium”	93.1%	87.9%
State	87.4% “Medium”	86.4%	86.7%

River Springs Charter School continues to graduate students at rates above the state average, reflecting our commitment to student achievement and postsecondary readiness. In 2024, RSCS achieved a graduation rate of **87.9%**, exceeding the state rate of **86.7%**, following a peak of 93.1% in 2023. RSCS saw an almost 10% increase in graduation rates from 2022 and 2023 because of increased counselor staffing and counselor/Teacher-of-Record alignment. Although RSCS saw a dip from 2023 to 2024, the Charter School still performed higher than the State. These results demonstrate the effectiveness of our academic supports, credit recovery programs, and personalized interventions that ensure students stay on track to graduate.

To maintain and improve graduation outcomes, RSCS will:

- Continue offering personalized academic advising and progress monitoring to keep students on track for timely graduation.
- Expand credit recovery and summer bridge programs for students who are behind.
- Strengthen advertisement and recruitment of students into CTE pathways, internships, preapprenticeships, and dual enrollment courses.

- Use data-driven approaches to identify at-risk students early and provide targeted interventions to ensure all students successfully complete high school.

Local Indicators

The following chart reflects the Charter School’s 2024 Dashboard Local Indicators.

Indicator	
Basics: Teachers, Instructional Materials, Facilities	“Standard Met”
Implementation of Academic Standards	“Standard Met”
Parent and Family Engagement	“Standard Met”
Local Climate Survey	“Standard Met”
Access to a Broad Course of Study	“Standard Met”

RSCS English Language Arts Performance Level and DFS

Demographic	2022	2023	2024
RSCS	22.3 “Low”	-26.0	-23.5
African American	-49.9 “Low”	-51.2	-50.4
Asian	49.2 “Very High”	54.8	27.5
English Learners (“EL”)	-62.7 “Low”	-72.2	-77.5
Filipino	62.6 “Very High”	26.2	45.3
Homeless	-42.1 “Low”	-52.7	-30.1
Hispanic	-36.7 “Low”	-37.9	-37.6
Socioeconomically Disadvantaged (“SED”)	-40.7 “Low”	-47.6	-45.0
Students with Disabilities (“SWD”)	-92.2 “Very Low”	-91.6	-92.1
White	-8.8 “Low”	-15.8	-7.2
Two or More Races	-10.6 “Low”	-8.1	-3.7
State		-13.6	-13.2

River Springs Charter School is committed to improving literacy outcomes for all students while serving a highly diverse student population. In 2024, RSCS earned a DFS of **-23.5**, which, while below the state average of **-13.2**, reflects incremental improvements from **-26 in 2023** and demonstrates a positive trajectory. Subgroup analysis highlights both strengths and opportunities: Asian and Filipino students continue to demonstrate strong performance, while English Learners (-77.5) and Students with Disabilities (-92.1) face significant challenges, reflecting the complexity of addressing diverse learning needs. Hispanic (-37.6), African American (-50.4), SED (-45), and Homeless (-30.1) students also require targeted support to accelerate growth. These results show that while overall performance is below the state, RSCS is making progress and has identified the key areas that require focused intervention.

To accelerate ELA achievement across all student groups, RSCS is implementing the following strategies:

- Expand ELA curricula aligned to state standards and designed to scaffold learning for English Learners and struggling readers.
- Increase small-group and individualized instruction using data from formative assessments, including i-Ready, to target skill gaps.
- Provide ongoing professional development for teachers in differentiated and personalized instruction, academic language development, and culturally responsive pedagogy.
- Implement specialized support plans for English Learners, Students with Disabilities, and other high-need subgroups, including targeted interventions and extended learning opportunities.
- Strengthen family engagement initiatives to support literacy development at home and reinforce instructional strategies used in the classroom.
- Expanding our focus on writing including implementing a diagnostic assessment for writing to monitor growth and progress
- Increasing writing and reading volume

These focused efforts are expected to continue driving improvements in ELA outcomes and close achievement gaps across all student groups.

RSCS Math Performance Level and DFS

Demographic	2022	2023	2024
RSCS	-67.9 "Low"	-68.6	-64.3
African American	-112.5 "Very Low"	-109.4	-100.1
Asian	19.2 "High"	3.9	-3.2
EL	-109.2 "Very Low"	-112.5	-114.9
Filipino	4.5 "High"	-4.0	10.8
Homeless	-95.4 "Very Low"	-101.2	-80.7

Hispanic	-80.4 "Low"	-83.2	-79.8
SED	-86.6 "Low"	-88.3	-86.8
SWD	-136.4 "Very Low"	-133.3	-133.7
White	-53.8 "Low"	-53.8	-46.4
Two or More Races	-58.3 "Low"	-44.8	-44.6
State	-51.7 "Low"	-49.1	-47.6

River Springs Charter School is committed to improving mathematics outcomes for all students while serving a diverse population with varying needs. In 2024, RSCS earned a DFS of **-64.3**, showing slight improvement from **-68.6 in 2023** and **-67.9 in 2022**, though performance remains below the state average of **-47.6**. Subgroup analysis highlights areas of both strength and need: Asian and Filipino students show near or above grade-level performance, while English Learners (-114.9), Students with Disabilities (-133.7), African American (-100.1), Homeless (-80.7), Hispanic (-79.8), and Socioeconomically Disadvantaged (-86.8) students face significant challenges. Because math improvement has been identified as one of Springs' primary needs, RSCS pushed out a widespread adoption of a new math curriculum in 2024/25 which showed gains in 2025 CAASPP data and promises to provide more gains as teachers become accustomed to the change.

To accelerate math achievement and close performance gaps, RSCS is implementing the following strategies:

- Evidence-based math curricula initiative that targets conceptual understanding, problem-solving, and skill fluency across grade levels.
- Provide intensive, data-driven small-group and individualized instruction using formative assessments, including i-Ready, to identify and address skill gaps.
- Deliver ongoing professional development for teachers in differentiated and personalized math instruction, sheltered strategies for English Learners, and interventions for high-need subgroups.
- Offer extended learning opportunities to accelerate learning for students performing below grade level.
- Strengthen family engagement initiatives to support math learning at home and reinforce classroom instruction.

Through these targeted strategies, RSCS expects to continue improving math outcomes for all students and narrow the achievement gap relative to the state average.

Verified Data

The law also gives middle-performing charter schools the opportunity to provide data showing measurable increases in academic achievement, via verified data:

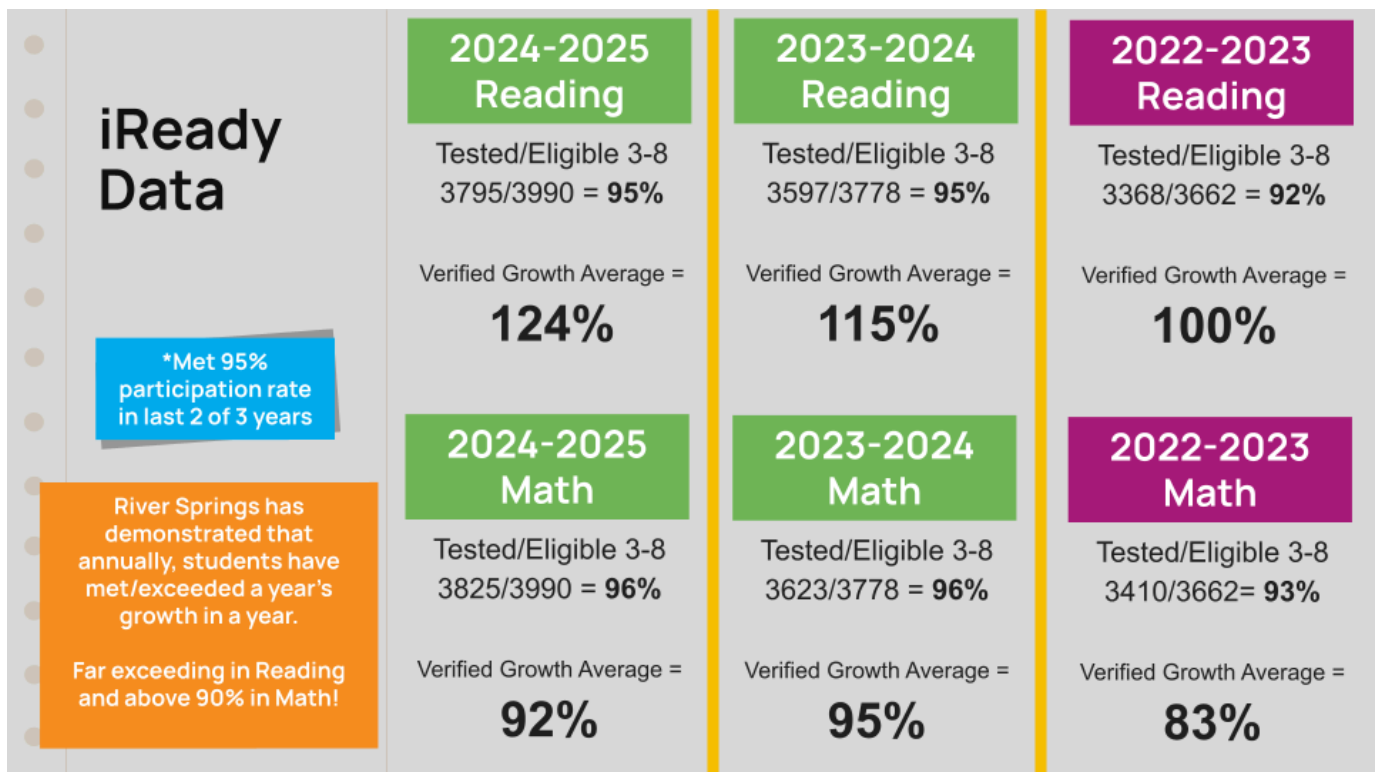
In addition to state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers.

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produces.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and supplemented the list in May 2023.

The data supplied below may not meet the State requirements as “verified data” due to the 2022-2023 participation rate being slightly under the 95% threshold. However, the Riverside County Office of Education staff requested this data to provide additional academic achievement trends, and River Springs has provided. Additional data can also be found in [Appendix K](#).



Analysis of Verified Student Growth Data

Over the past three years, verified student achievement data has demonstrated consistent and measurable growth across English Language Arts (ELA) and mathematics for the school’s student body. With more than 3,300 student scores verified annually—representing approximately 95% participation—these results support the fact that students are growing each year at River Springs.

Use of Diagnostic Data to Measure Growth

Unlike state standardized tests, which provide a single snapshot of proficiency, diagnostic assessments such as i-Ready administered three times per year allow the school to measure actual student growth for all learners—whether they are above, at, or below grade level. This approach provides timely, actionable feedback for teachers, validates instructional impact, and ensures that every student’s progress is captured. By charting growth across fall, winter, and spring, the school demonstrates that students are consistently making measurable gains, offering a more reliable and comprehensive picture of achievement than end-of-year standardized test proficiency scores alone.

Reading. Growth in reading has been both strong and accelerating. In 2023, students achieved an average of 100% verified growth from the beginning of the year to the end of the year, meeting national expectations. In 2024, this improved substantially to 115%, and in 2025 it further increased to 124%. This upward trajectory indicates that not only are students consistently meeting expected annual growth, but they are increasingly exceeding it, reflecting the effectiveness of the school’s instructional practices and interventions.

Mathematics. Growth in mathematics has also shown positive results when compared to national benchmarks. In 2023, students achieved 83% verified growth, below the national average of 89%. However, in 2024, growth improved significantly to 95%, surpassing national norms. In 2025, growth was sustained at 92%, again above national averages. These results demonstrate that the school is making progress in improving areas of need in mathematics instruction and is maintaining achievement levels above the national standard.

Next Steps. While RSCS’s verified growth data demonstrates strength in reading and a strong upward trend in mathematics, ongoing improvement efforts are underway to sustain and accelerate gains. Key next steps include expanding our mathematics pilot that has shown significant progress, deepening instructional strategies in mathematics, and improving intervention implementation to ensure continued growth above national benchmarks. RSCS has continued to expand targeted interventions for students who are not yet meeting or exceeding expected growth in both reading and mathematics. In addition, by analyzing subgroup data and providing targeted supports, Springs continues to ensure equitable outcomes for all learners. In order to improve outcomes, RSCS will continue refining professional development for teachers to reinforce evidence-based practices, while monitoring longitudinal data to evaluate the consistency and sustainability of growth across grade levels.

iReady:

2024-2025 all grades data broken down by grade. Non-cohorted.

Includes:

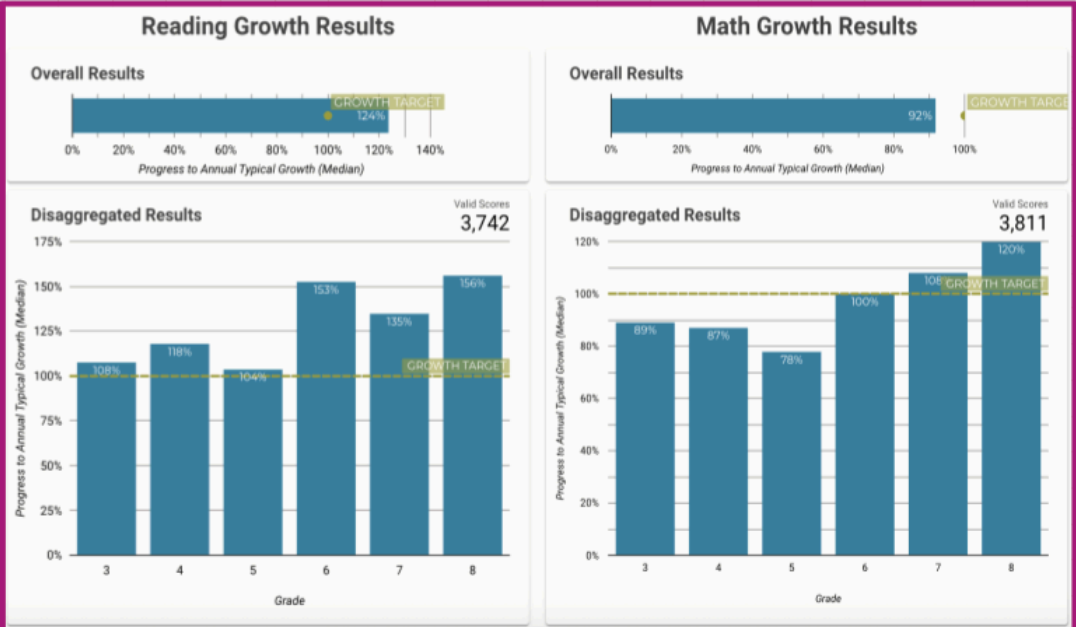
All River Programs 3-8

Highlights:

Average 100%+ all grade levels in Reading

92% average growth in Math; increasing with improvements to curriculum options and PD supports

Source: Parsec



Analysis of 2025 Verified Grade-Level Growth Data

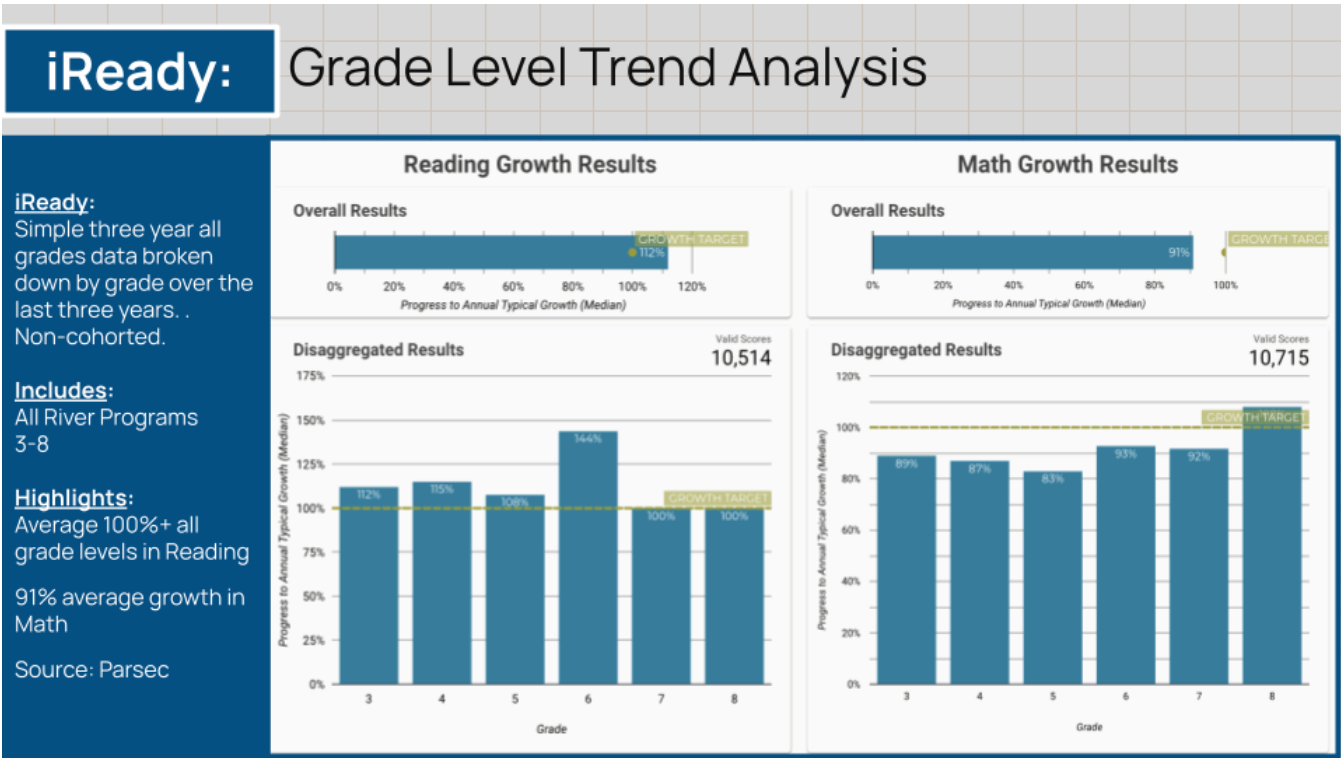
In 2025, verified diagnostic results across grade levels demonstrate that the school is consistently fostering significant growth in both reading and mathematics, with outcomes exceeding national norms in key areas.

Reading. Student growth in reading was strong across all grades, with every grade level surpassing the national average of 89% growth. Grade 3 students demonstrated 108% growth, Grade 4 reached 118%, and Grade 5 achieved 104%. Middle school grades posted especially high gains, with Grade 6 at 153%, Grade 7 at 135%, and Grade 8 at 156%. These results reflect that students are not only meeting but substantially exceeding expected annual growth, particularly in the upper grades, where outcomes highlight the school’s effectiveness in supporting adolescent literacy. Although i-Ready is not used as a diagnostic tool for high school, other reading measures (Reading+ and others), including CAASPP, demonstrate that our high school students make significant reading progress every year of high school

Mathematics. Growth in mathematics shows positive and encouraging results, particularly in the upper grades. Grade 3 students achieved 89% growth and Grade 4 achieved 87%, slightly below the national norm of 89%, while Grade 5 recorded 78%, indicating an area for continued instructional focus. However, middle school grades showed exceptional strength, with Grade 6 at 100%, Grade 7 at 108%, and Grade 8 at 120%, all above national benchmarks. These results demonstrate that while early grade mathematics remains an area for targeted support, students in the upper grades are making gains that exceed national averages.

Next Steps. The verified grade-level data highlights two important priorities: sustaining and improving the successes in middle school, particularly in reading and mathematics, while refining instructional strategies in the elementary grades to ensure more consistent achievement above national norms. Specific next steps include strengthening early numeracy interventions in Grades 3–5, continuing

professional development in evidence-based literacy practices that have proven highly effective in the middle grades, and monitoring subgroup performance to ensure equitable outcomes. This targeted approach will build on the school’s clear strengths while addressing areas of need to ensure consistent growth across all grade levels.



Analysis of Verified Growth Data – 3 Year Average

RSCS has demonstrated strong academic growth across all grade levels over the past three years (2022-23 through 2024-25). By analyzing student growth in reading and mathematics, we see evidence that RSCS students are progressing at rates that meet or exceed typical expectations, reflecting the school’s effective instructional practices and commitment to personalized learning.

Reading. Across grades 3–8, RSCS students have shown consistent growth in reading. Grade 3 students achieved an average growth of 112%, Grade 4 students 115%, and Grade 5 students 108%. Growth continues to accelerate in middle school, with Grade 6 students demonstrating the highest growth at 144%, while Grades 7 and 8 both reached 100%. These figures indicate that many students are progressing at a pace faster than standard expectations, particularly in Grade 6 where the growth far surpasses the typical annual rate. This sustained progress supports the school’s decision to focus on reading mastery and integration of literacy strategies across the curriculum.

Mathematics. In mathematics, students also demonstrated growth over the three-year period, though at slightly varying levels. Grade 3 students grew 89%, Grade 4 students 87%, and Grade 5 students 83%. Middle school students achieved higher growth, with Grade 6 at 93%, Grade 7 at 92%, and Grade 8 at 108%. While early elementary growth is slightly below the goal, the increase in growth at the upper grades suggests that the school’s instructional strategies, interventions, and differentiated supports are accelerating student learning over time. These results highlight RSCS’s commitment to meeting students

where they are and providing the necessary time and resources to ensure mastery of key mathematical concepts.

Next Steps. To continue this growth, RSCS is focusing on refining differentiated instructional strategies and fidelity to intervention groups, especially in the early elementary grades, to support students who may require additional time and scaffolding in mathematics. In addition, our pilot of a new mathematics curriculum (ENVISION) will be expanded. Writing across the curriculum and reading intervention for upper grades continues to be a focus for ELA. The school continues to monitor student progress through frequent assessments, data analysis, and flexible grouping, ensuring that all students have opportunities to advance at an individualized pace. By leveraging multi-age classrooms, personalized pacing, and research-based interventions, RSCS aims to sustain and enhance student growth in both reading and mathematics, preparing all students for long-term academic success.

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

Element A: Educational Program

Governing Law: *The educational program of the charter school is designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i).*

Governing Law: *The annual goals for the charter school for all pupils and for each subgroup of pupils, identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).*

Governing Law: *If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable to other high schools. Education Code Section 47605.6(b)(5)(A)(iii).*

Governing Law: *If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv).*

For purposes of this charter, "parent(s)/guardian(s)," include any parent or legally responsible entity/caregiver/legally-designated alternate party to act in place of the parent(s). RSCS adult students (18 years of age and older) do not require parental participation in educational or admission contracts or performance evaluations.

Who We Are

River Springs Charter, a county-wide benefit charter, authorized by the Riverside County Board of Education, is the largest individual charter school in California, due to tremendous parent/guardian support, excellent programs, and best business practices. Since River Springs' initial charter approval in 2006, the Charter School has earned three five-year charter renewals and has opened 18 Student Centers locations throughout the County. River Springs takes pride in helping each student through their own personalized educational journey. We believe that our unique program will continue to fill a special niche in the Riverside County community, and thus we are submitting this charter petition renewal.

RSCS is open to all students in grades transitional kindergarten (“TK”)-12. RSCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. RSCS specifically targets

and is attempting to educate students seeking a non-traditional educational setting. RSCS does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220, including immigration status.

RSCS has obtained continuous accreditation through Western Association of Schools and Colleges (“WASC”), and all high school courses offered by the charter school are considered transferable to other public high schools. RSCS offers students college preparatory programs that meet California State University (“CSU”) and University of California’s (“UC”) a-g admissions requirements. For high school students, the Student Agreement ([Appendix B](#)) that is signed by student and parent/guardian upon enrollment details the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. All teachers who are assigned to high school are trained in the requirements of a-g coursework and high school graduation policies and procedures.

Signature Components of River Springs' Education

- Parent/guardian as co-teacher, with support through parent/guardian education, online guides, resources, and mentoring
- Fully-supported student choice curriculum on demand
- Data-driven mastery-based learning cycle for deeper learning
- Student-driven with multiple pathways for learning
- Personalized content for: online, learning labs, and classroom instruction
- Power Tools strategies for independent learning
- Math Path and other structured support for struggling students
- Field trips and parent/guardian/student events
- Career and Technical Education (“CTE”) and internships
- Multi-tiered system of supports (“MTSS”) includes timely interventions

Students to be Served

River Springs Charter School currently serves over 8,600 students, with 95% of them residing in Riverside County (September 2025).

Enrollment by Gender	
	%
Female	48.5%
Male	51.5%

Enrollment of English Learners	
	%
English Learner	5.8%
IFEP	2.0%
RFEP	2.9%

Enrollment by Primary Race/Ethnicity	
	%
Ethnicity: Hispanic	53.7%
Race: White	32.0%
Race: 2+ Races	6.2%
Race: African-American	5.1%
Race: Asian	1.2%
Race: Native American	.3%
Race: Pacific Islander	.2%

Enrollment of Economically Disadvantaged	
	%
Free meals	50.9%
Reduced-price meals	8.3%
Total Free & Reduced Price Meals	59.2%

Enrollment of Students with Disabilities	
	%
Active IEP	15.7%
Active 504 Plan	4.0%

Enrollment of Homeless & Foster Youth	
	%
Foster Youth	0.5%
Homeless	3.7%

All demographic data as of October 2, 2024 from DataQuest and CDE reports.

Benefits to the County

The primary benefit is the opportunity to offer additional high-quality public school educational options to the students of Riverside County. In addition, the Charter School will offer the following benefits to the County:

- Oversight fee of 1%
- Customized access to all our online resources
- Best practice sharing and collaboration

Mission

RSCS is a parent/guardian choice school where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents/guardians, and promote optimum learning by collaboratively developing a personalized learning program for each student. RSCS's objective is to enable pupils to become self-motivated, competent, and lifelong learners.

Goals for students and parents/guardians of RSCS include, but shall not be limited to the following:

1. Optimum learning by the student will be achieved by encouraging parent/guardian involvement and support.
2. Students will be active participants in their personalized learning plan with the support of RSCS staff.
3. RSCS students will make at least one year of academic achievement gains each year.
4. Students will be intrinsically motivated.
5. Students will achieve competency in basic academic skills.
6. Opportunities will be provided for students to explore their potential in the performing and living arts and in the use of technology.
7. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak.

Vision

The RSCS vision empowers RSCS students through the five pillars:



Learner Driven

Our students are invested and are active leaders of their own educational journey. They are motivated and primed for learning through their active collaboration on their personalized learning plans, which combine skills diagnostics and interests analysis to build each child's unique learner profile. The learner-driven model builds young people who seek out new ideas on their own and who develop the skills to become lifelong learners. To this end,

RSCS teaches students how to be reflective, strategic learners, utilizing the 15 powerful strategies to help them learn any subject, called Springs' Power Tools.



Mastery Learning

We know every student can master rigorous, grade-level content as long as they are provided with multiple avenues for learning, flexible pacing, and varied materials and methods. Therefore, RSCS reinforces the power of educating the whole child by including the arts, sports, and other enriching pursuits in the mastery plan. Goal setting and reflection are at the heart of learner-driven education and

support the data-driven Mastery Learning Wheel process. With this process, students gain at least one grade level each year, with below-level students gaining more than 1.5 years' progress.



Caring Community

Relationships are the foundation of personalized learning. When students feel they belong, they thrive. We have intentional and specific methods which include beginning each day with a community circle to ensure every child builds relationships with staff and peers. It is vital for our students to feel they are welcomed and that they have a voice. In addition, our parents are included and considered cornerstone partners within the Charter School.



Flexible Learning Environment

The learning environment is not just a place of safety and comfort for students. At RSCS, classrooms become teachers too. Once a rich and robust student-centered space is created, students not only take ownership of their classroom but also learn from it. We employ flexible seating, gathering circles, discovery decks, learning lobbies, and peaceful playgrounds.



Personalized Curriculum and Resources

RSCS has developed proprietary materials to support students and teachers in creating wonderful personalized content for their learning. Teaching the Springs Way is just one resource where new teachers are provided an orientation for how to live out the vision of personalized learning at RSCS in the classroom.



The teaching methods at RSCS will be those used within the network of Springs Charter Schools, which has over two decades of success with this model. All teaching methods are proven best practices and are reviewed annually to ensure the highest quality available are being implemented. If applicable, strategies will be updated and professional development provided for teachers.

Personalized Learning

Children will be assessed formally and informally to gauge their mastery and readiness for concepts. This focus on meeting students “where they are” academically addresses advanced learners as well as those who are struggling to meet grade-level standards. [Click here to view the Proficiency Scale and Leveled Assessment Alignment.](#) Students work collaboratively with their teacher and parents/guardians to create a Personalized Learning Plan which includes personal and academic student-driven goals. Students use Work Maps to guide their learning, to help them stay on track and to report progress to the teacher.

By assessing each student’s academic needs and personal interests, in combination with their learning style, teachers will provide both interesting and challenging coursework that promotes academic success. Students will work with teachers to choose topics of interest to which they can apply the knowledge they gain. Teachers use various teaching styles and infuse voice and choice in their lessons to motivate and engage students in the learning process. Rigorous curriculum, technology, student-led projects, and real-world scenarios are tools that will be used to assist students in mastering the standards. Using these strategies will help students enjoy learning and give them the opportunity to be full participants in their own education process.

Learning is a process as dynamic as the children who make up each class. Helping parents/guardians and students realize that learning can happen anywhere and everywhere is a priority. The learning process should be something that is perfectly challenging and appropriate for each individual learner. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process and learning takes place in the Zone of Proximal Development (ZPD). The right conditions create children who are lifelong learners.

Personalizing learning enables students to engage in a more meaningful way with the content. A 2015 study completed by The RAND Corporation, in collaboration with the Bill and Melinda Gates Foundation, found that students attending personalized learning schools “made gains in mathematics and reading over the past two years that were significantly greater than a comparison group made up of similar students selected from comparable schools.” (Steiner et al.)¹ In addition, the longer students experience personalized learning practices, the greater their growth in achievement.

Student Goal Setting

Teachers and students will work jointly to create learning goals that connect the learning objectives (standards) with each student’s interests and learning style. Student goals will be fleshed out with timelines and strategies to reach these goals. Students will track their progress using our I CAN! Mastery Tracking Folders ([Click here to view the I CAN! Mastery Tracking Folders](#)) and Work Maps. Timelines and activities will be created to give optimum learning experiences for the student’s educational success.

At RSCS, teachers will hold Personalized Learning Plan meetings at least three times throughout the year to partner with students and their parents/guardians in designing their education. Goals will be reviewed regularly through the use of bimonthly “tuning meetings,” where plans are adjusted to assist student success; new goals and plans will be created to move students along their personal learning path as quickly as possible. [Click here to view the Q1 Personalized Learning Plan resources](#).

Small-Group Lessons

Children will receive direct instruction in small groups based on readiness for subject matter. These lessons will occur throughout work period sessions during which time the rest of the students are making progress on the activities and assignments set forth in their Work Map. [Click here to view the Grade 1: ELA Unit Planner Template](#).

Integrated Curriculum

Lessons will be grounded in real-world relevance and will be integrated across the curriculum. In the elementary program, students will be provided extended work periods for them to complete independent work assigned on their Work Map and to participate in targeted small group and one-on-one instruction.

¹Steiner, Elizabeth D., et al. “Continued Progress: Promising Evidence on Personalized Learning: Survey Results Addendum | RAND.” RAND Corporation, 10 November 2015, https://www.rand.org/pubs/research_reports/RR1365z2.html. Accessed 27 July 2022.

Freedom of Movement

Classrooms will be organized with many types of flexible seating (floor seating, high, low, soft, etc.). Children will be free to choose where and with whom they work as long as distractions are kept to a minimum.

Work Periods

To the extent possible, the schedule will be set so each class has a large block of time, between one and a half hours to three hours, to work and receive lessons. This will give children mostly uninterrupted time to get into a state of flow and explore subjects and concepts at a deep level.

Independent Learning

After direct-instruction lessons, children will complete independent follow-up work designed to foster mastery of concepts and skills. When the teacher is occupied with small group instruction, our Assistant Classroom Educators (“ACEs”) are available to support students in their independent work.

Caring Community

Teachers and students will work diligently to create a cooperative learning environment where children take care of each other and treat each other with the utmost respect. Community Circle time will begin each day and helps set a positive tone for learning. Optimistic Closures will end each day, providing a review of the day’s achievements, allowing students time to reflect, and building excitement for the next day’s learning. [Click here to view the Community Circle Prompts.](#)

Time Management and Self-Awareness

Due to our unique classroom-based model, children will learn to manage their time between lessons, follow up on their work, and select their own interest-driven projects and learning activities with teacher collaboration. Their independent work selections will help them directly understand which activities further their learning and which activities are less effective in helping them learn. Tuning Meetings will provide an opportunity for students to reflect and analyze their progress with their teacher one-on-one.

Independent Personalized Materials

Springs has developed a varied set of hands-on and paper/pencil materials to support independent learning for every standard at every grade. Many of these activities use manipulatives. The use of manipulatives and visuals will allow children to grasp difficult abstract concepts through concrete materials.

Progress Tracker

Teacher and student will track progress together through the use of each child’s Progress Tracker in addition to the RSCS online grade book, which will allow full communication between the classroom teacher, parent/guardian, and student. Benchmark assessments will be given in all core classes multiple

times per year. Diagnostic assessments, in ELA and math, are administered three times per year.

The Community is our Classroom

The community is our classroom and we value learning that takes place within and outside of the classroom wall. Learning within the community takes place in many forms including through field trips, internships, work-based experience, and through our partnerships with local businesses and organizations. Community members will be invited into the classrooms regularly to share their expertise and experience to enrich all students' education.

Parents/guardians will be invited to participate frequently in the school at various levels, whether it is by being their child's teacher at home, being involved in decision-making at the school, attending RSCS events, or cheerleading their children to victory in their extracurricular programs. In this way, our parents/guardians are an integral part of the learning community at RSCS. Events are also organized to bring awareness to the community about literacy and ways that they can participate in creating a better educational system for all children.

The COMMUNITY is our CLASSROOM

TK-5

- Community course instruction
- Field Trips
- Learning Centers
- Schoolwide events and activities
- Clubs and Co-ops
- Lego League

6-8

- Community service
- Small group classes
- Science Fair
- History Day
- Spelling Bee
- National Junior Honor Society
- California Junior Scholarship Federation

9-12

- Internships
- CTE classes and pathways
- Dual and concurrent enrollment at local community college
- Robotics
- National Honor Society
- California Scholarship Federation
- CIF Sports

Positive Attitudes

RSCS believes that a child's attitude about learning a particular subject significantly contributes to their success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason:

The Charter School uses a variety of diagnostic tools to accurately assess and place each child in the appropriate course and curriculum for their skills. The content is challenging, but not so challenging

that it would cause the child to give up in frustration. Our goal is for children to spend most of the day in their Zone of Proximal Development (“ZPD”).² All students not only make progress on their personalized goals but also on grade-level content. All students take diagnostic assessments three times per year that test attainment of grade-level standards as per our pacing guide. Diagnostic data, along with other formative and summative assessment data, is used to inform teacher lesson planning, small group instruction, and Multi-tiered systems of support intervention placement. [Click here to view the Assessment Calendar.](#)

The Charter School focuses on the goals of concept mastery within each discipline. Numerous research articles reinforce the need for mastery.³ Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery. Once a skill is mastered, it is revisited regularly to ensure long-term retention of the learning. Springs has developed a robust variety of materials to support the entire continuum of skills for mastery based on the State Standards. These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of higher-level concepts, some students will begin their learning below their designated grade level. Our goal for students operating below grade level is to accelerate their learning through mastery and success.

The Charter School gives timely feedback to the student about their progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress through regular one-on-one meetings with their teacher. They are called upon to reflect—given tools such as rubrics, pre-assessments, and other means of identifying their strengths and areas for improvement—and are enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic. Aside from academic progress monitoring, students learn about themselves by developing their own personal learning profile and making changes to that profile as they grow, develop, and change their learning temperament and preferences.

² R.A. Walker, in *International Encyclopedia of Education* (Third Edition), 2010

³ e.g., Pearson, Juliana and Flory, Michael. “Beyond Proficient: How Three Schools In Kentucky Implement Mastery Learning.” July 2014. IRM-2014-U-008147 RIVER SPRINGS COUNTYWIDE RENEWAL PETITION 2026-2031



Our programs use a variety of instructional materials to teach key skills and concepts. These instructional materials support standards-based mastery and are used with flexibility according to individual student needs, interests, and strengths.

In any discussion of teaching, the first consideration is, “What do we value enough to teach with our heart and soul?”

For RSCS, this distills into three key concepts:

- (1) Personalized content,
- (2) Data-Driven Mastery learning, and
- (3) Student-driven process.

Personalized Content

At RSCS, we consider learning similar to the foundation and growth of a tree. There are three key components of our learning tree.

Tree Roots: *Academic Foundational Concepts* – Driven by the State Standards, these skills are the foundational requirements of literacy in our society which enables students to be successful in successive educational experiences. Using the State Standards for each subject and grade level, we have established student-friendly “I CAN!” standards ([Click here to view Grade 1 ELA Pacing Guide and I CANS! sample](#). [Click here to view Grade 5 Math Pacing Guide and I CAN! sample](#)) which ALL students are expected to achieve mastery (although they may master these on their own individual timeline.)

Tree Trunk: *Learning Skills* – At RSCS, we believe a lifelong learner is someone who not only seeks out learning experiences due to curiosity but who also has the skills necessary to learn independently. This requires students to receive explicit instruction in learning strategies, have the opportunity to practice learning on their own, and ultimately take ownership and be fully engaged in their learning process. Our students understand their individual best learning preferences and have the ability to think reflectively about their learning process. We believe in providing students with both Power Tools (research-proven strategies for learning) and Habits of Success for them to use to aid the learning of any subject—anywhere and anytime.

Tree Branches: *Personalized Student-Driven Applied Knowledge* – In order to foster curiosity, our students are allowed to explore areas of interest within each discipline. Content that is only taught “a mile wide and an inch deep” is unlikely to spark curiosity in students. Students are given meaningful, interesting, personalized assignments and projects that allow them to choose to pursue certain aspects of the curriculum in a targeted and deep way.

Many schools focus only on the roots, hoping that the rest will flourish naturally without explicit instruction. RSCS believes our mission is to foster curiosity and enable lifelong learning for every student. This means that we ensure our curriculum teaches and reinforces these skills in a spiral way beginning in kindergarten.

Data-Driven Mastery Learning

Springs steers through personalized learning through our data-driven Mastery Learning Wheel process used at every level with increasing complexity that is age and ability-appropriate.

The Data-Driven Mastery Learning Wheel includes Seven Stages:

1. Set personalized learning goals:

The teacher begins by reviewing diagnostic assessment data, mastery quiz data, and observations with the child to determine appropriate academic skills to select. Teachers lead students through a series of questions designed to get them thinking strategically and analytically. Teachers ensure that students know how to write a “SMART” goal—one that is specific, measurable, attainable, relevant, and time-based.

2. Make a plan with tasks and strategies to reach goals:

Students need the teacher’s guidance to develop clear and simple strategies for learning. Therefore, they are encouraged to select a variety of learning activities to complete their plan. The strategies align with and build on students’ learning preferences, their capacity for independent learning, their personal characteristics, and the specific learning goals they set. This plan also encourages students to determine any known or unforeseen challenges they may encounter through their learning process. [Click here to view the Holistic View of Learners Resource.](#)

3. Learn the content:

Work the plan. This portion of the process includes both teacher-delivered instruction and independent learning activities including online lessons, textbook learning, center activities, and independently completed paper-and-pencil activities. All “Learn” activities should be paired with a “try” activity for accountability and effort tracking. Teachers also provide daily feedback that is relevant and encourages critical thinking that will ultimately assist students on the journey to mastery.

4. Try:

Assess and track progress. Students complete learning activities and track progress in their folders. Students are also given opportunities to redo in order for them to demonstrate higher levels of mastery.

5. *Reflect:*

Teachers and students participate in tuning meetings at least bi-monthly where progress is reviewed and assignments are honed. These meetings provide a space for collaboration where teachers can support students' SMART goals and make informed decisions on pace, amount of practice, and further self-reflection strategies.

6. *Prove (summative assessment):*

When the student believes they have mastered the skill, they complete the mastery quiz or assignment related to the I CAN! topic. Mastery quizzes are created through the use of a valid and reliable test bank such as i-Ready or Mastery Connect.

7. *Celebrate:*

Celebrate success, discuss obstacles, and develop new goals.



Data-Driven Mastery Learning

Data-driven mastery learning builds a culture of effort and success. All students have the opportunity to succeed when their goals are created based on their individual test data, their interests, and their learning preferences. Data-driven instruction yields maximum results for typically underperforming populations due to its focus on continuous improvement. Students are encouraged to have a growth mindset and are expected to sometimes require multiple opportunities to master a skill through focused reteaching and practice. When teachers make decisions based on data, and employ focused

small-group lessons and personalized work maps, students do not waste time and are not bored or frustrated. Students spend more time in their zone of proximal development and can make rapid progress. Bimonthly student/teacher tuning meetings help clarify learning for the students and make the work time more effective. [Click here to view the Tuning Meeting Form 2nd Grade.](#)

Learner-Driven Process: Classroom-Based

There is a balance in Springs' classroom schedules between direct instruction and hands-on independent work periods. Most work blocks begin with a whole-class mini-lesson that is engaging, supported, and data-driven. This whole-class lesson ensures that all students are exposed to the grade-level standards on a daily basis, even if their independent work is either below that level or above. Students then begin their independent work. Students collaborate with the teacher to create a Mastery Learning Plan ("MLP") for the trimester and select mastery activities for their Paths to Mastery for each identified standard. The teacher (with the student for upper grades) then develops personalized weekly "Work Maps" that the student uses to guide and direct their independent work each day. Students are taught the process of completing work and getting feedback on that work, tracking their progress before moving on to new activities based on their work map assignments, and how to get help when they get stuck. Some work map assignments will be independent and others will be partner activities.

In a Springs' classroom, students are never "done early" and waiting for their peers. Instead, our students will have a list of important and focused personalized work to build their skills and meet their goals. Students are encouraged to get into a state of flow in their learning, and whenever possible are allowed to complete their projects instead of being required to stop, put their work away, and start on something different.

Teachers pull flexible small groups based on their skill mastery and academic needs. Students also have the option to sign up for a lesson in a certain area when they feel they need more support. In our model, students may get significantly more direct instruction in small groups than other students according to need. Teachers and Assistant Classroom Educators ensure that students complete adequate work daily and that they are making the best use of their time.

Learner-Driven Process: All Students

RSCS believes that our mission is to foster curiosity and enable lifelong learning for *every* student.

Learner-Driven means we believe that each learner must develop "agency" to control their own learning in a positive and proactive way. In order to do this, each child must be aware of their learning preferences, strengths, and challenges. Students are allowed to make choices about how, when, where, what, and with whom they learn best. As they grow, teachers release control of their learning to them so they can become self-directed, self-regulated learners who are able to monitor and adjust their own learning process.

RSCS teachers will create the conditions and teach specific behaviors and strategies to help students grow to be active drivers of their learning. Student strategies look different based on the age and capabilities of each child. For example, a first-grade student might want to be able to go all the way across the monkey bars or tie their shoes independently. An older child might want to learn to begin an internship program or master a musical instrument. We work with all students to track and monitor their own data and growth.

Springs Learner-Driven Elements

Voice: Provide opportunities for students to share their opinions, ideas, and preferences.

Choice: The goal of choice is to ultimately have learners make decisions about how they want to learn, practice, and demonstrate mastery, but this can be confusing for students just getting started. We begin by offering scaffolded opportunities for learners to choose from a menu or selection of activities.

Engagement or “flow” in learning: This is more than simply “on task” behavior. Students who are truly engaged find passion and purpose in the activity, are excited to plan to share the learning, are motivated intrinsically, and are able to self-regulate and make responsible learning choices.

Ownership: Students are invested in their learning. They pursue their interests and passions in creative ways. They self-monitor and track their own goals. They plan and decide when and how to demonstrate their learning through exhibitions, student-led conferences, or portfolios.

Self-Efficacy: Students must build self-confidence so that they can move from being passive receivers of learning to active drivers of learning. Drivers know where they are beginning and have a destination for where they want to end up. They have a purpose in their activities and make plans. Springs’ students are supported to embrace challenges, view mistakes as learning opportunities, and move out of their comfort zone to accomplish their goals.

RSCS has the highest expectations with mastery being at the forefront for all students. Grades are minimized, multiple attempts at mastery are expected and encouraged, and a culture of effort is established. The charter understands that the demographics of the county bring various needs and challenges. The sections located below outline the charter’s plans for students who are academically high achieving, academically low achieving, students with IEPs, students with 504 Plans, and English Learners. There are also references throughout the petition regarding how RSCS serves foster and homeless youth. Furthermore, students in typically underperforming subgroups receive a personalized education that is specifically focused on their learning needs, aligned with their learning preferences, and reflective of the specific interests of different learners, across learning objectives, content, and instructional methods.

“Although there is not yet one shared definition of personalized learning, leading practitioners in the field generally look for the following:

- (1) systems and approaches that accelerate and deepen student learning by tailoring instruction to each student’s individual needs, skills, and interests;
- (2) a variety of rich learning experiences that collectively prepare students for success in college and the career of their choice; and
- (3) teachers’ integral role in student learning: designing and managing the learning environment, leading instruction, and providing students with expert guidance and support to help them take increasing ownership of their learning.” (Redding 3-18⁴; Steiner et al.⁵)

Personalized Learning is proven to be a powerful strategy to close achievement gaps and to increase achievement in all students in numerous studies. From 2013 to 2015, the Bill and Melinda Gates Foundation studied 62 schools totaling 11,000 students. All used a schoolwide personalized learning approach. The results show that personalized learning is effective; study schools had an overall 11% average increase in student achievement in Math and an 8% increase in ELA. (Steiner et al.⁶)

RSCS uses the LMS, along with the student information system, to provide an up-to-date record of each student’s academic and behavioral progress. Springs’ students attend an intentional school environment that begins with the end in mind. Two key goals we have for young people are for them to become independent, competent adults who are lifelong learners. All scheduling and curriculum decisions at Springs are made with these goals in mind.

Students track daily progress in their progress folders and work maps and reflect on what worked and what needed changing. When they identify that they’re ready to prove their mastery of a particular skill, they will ask to take a mastery quiz for that standard. Students who pass the mastery quiz will move on to the next skill, but they understand that they aren’t done with that skill after only one quiz. The mastery quiz, along with milestone assessments, performance tasks, other authentic assessments, and teacher observation will all be used to double and triple-check that the student has mastered the skill.

All materials and teaching methods used for English, math, science, and history support the learning of the California Academic State Standards. All curricula will be vetted and thoroughly chosen by a committee of experts, including administrators, teachers, and other specialized staff, in order to ensure the best possible choice for the Springs model. The California Academic State Standards are focused on higher-level thinking skills, which can be taught through many teaching and curricular materials.

Voice and Choice

Students in upper elementary through middle school participate in self-selected arts elective classes. These classes are facilitated by our core-credentialed teachers based on their own interests, as well as the interests of the students. Classes may include options such as chess, robotics, drumline, watercolor

⁴Redding, S. (2016). Competencies and personalized learning. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on personalized learning for states, districts, and schools* (pp. 3–18). Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from www.centeril.org.

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art, (these are meant as examples and change every quarter) as well as many others. The instructor of that course guides students in exploring and documenting their learning in an individual interest area, enfolding as many related California State Standards as possible to ensure rigor and relevance. Skills from the arts (dance, music, theater, and the visual arts) are integrated with other core subjects as much as possible. We place an emphasis on project-based learning and arts integration. Both approaches are highly effective in engaging and motivating students. It supports academic achievement and improved social behavior of students while enhancing school climate and parental/guardian involvement. Similarly, arts instruction is deepened through integration of content from the other subject areas. It enlivens the teaching and learning experience for entire school communities. The arts are also taught as discrete elective courses.

RSCS provides significant time and focus on arts education. Art is the finest expression of the human condition. It increases motivation for students and is positively correlated with academic achievement and closing the achievement gap. Research studies identify improvements in student behaviors such as self-regulation, focus, tenacity, and leadership (Rabkin⁷). These characteristics have positive effects on student learning. The specific skills learned in music class transfer to other academic subjects including mathematics, literature, and foreign languages (Eason and Johnson⁸). Mastering an instrument helps students to understand in a visual and auditory way the progress they can make over time, and it helps to build confidence. A substantial body of literature finds that students enrolled in a comprehensive arts curriculum achieve higher scores on standardized assessments, specifically math, science, and English subtests on proficiency exams (Eason and Johnson (Johnson and Memmott 293-307⁹; Fitzpatrick 2006¹⁰; Kinney and Forsythe 35-48¹¹).

⁷ Babbkin, Nick. Critical Links: A New Compendium of Research, Grantmakers in the Arts, Published Fall 2002, <https://www.giarts.org/connections-between-education-arts-and-student-achievement>.

⁸ Eason, Becky J.A. Johnson, Christopher M. Music Makes Us Baseline Research Report, Metro Nashville Public Schools, <https://www.artsedsearch.org/study/prelude-music-makes-us-baseline-research-report/>

⁹ Johnson, Christopher & Mermott, Jenny. "Examination of Relationships between Participation in School Music Programs of Differing Quality and Standardized Test Results" *Journal of Educational Research in Music*, Dec. 1, 2006. <https://journals.sagepub.com/doi/10.1177/002242940605400403>

¹⁰ Fitzpatrick, Kate. "The Effect of Instrumental Music Participation and Socioeconomic Status on Ohio Fourth-, Sixth-, and Ninth-Grade Proficiency Test Performance" *Journal of Research in Music Education*. April 1, 2006. <https://journals.sagepub.com/doi/10.1177/002242940605400106>

¹¹ Kinney, Darryl & Forsythe, Jene. "The Effects of the Arts IMPACT Curriculum Upon Student Performance on the Ohio Fourth-Grade Proficiency Test" *Bulletin of the Council for Research in Music Education*, 2005.



Emphasizing the Process of Learning

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

Fostering Individual Growth and Community Building

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

Building a Strong Home/School Connection

RSCS teachers support and encourage a strong connection between learning at home and at school, which positively influences students' attitudes and achievements. Teachers are in constant contact with parents/guardians through our online Learning Management System, gradebook, email, telephone, conferences, and written or in-person check-ins. Staff readily make themselves available to parents/guardians, as their schedules allow, and share the belief that strong communication is vital to create partnerships with parents/guardians and work as a team for each child's education.

Computer Utilization

RSCS is a one-to-one device school program, where each student is assigned a Chromebook or similar device. This device is used to complete certain assignments, upload work, communicate with parents/guardians and teachers, and for computer-aided learning that is personalized, adaptive and supportive. The devices are used by students for some time each school day, and they are sent home to support practice at home.

Springs incorporates the use of adaptive computer learning software to provide targeted reinforcement and variety to each student's independent work time. At no time will computer-aided instruction be the "stand-alone" method for learning a particular content standard or skill. Rather it is used to provide another tool for learning. Brain research is clear that novelty aids learning. To ensure we maximize every minute of the school day, students must neither be bored nor frustrated. Computer-aided learning helps target that "just right" learning zone - the Zone of Proximal Development - that helps all students succeed and grow. Students who are experiencing success continue to make an effort, which helps to close achievement gaps in math and reading. Our blended learning activities, along with "hands-on" centers, allow independent personalized instruction to continue while teachers work with students in small groups.

Power Tools

RSCS will teach all students fifteen powerful strategies for independent lifelong learning, called Power Tools.

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

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

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

These research-based literacy development strategies are

RACES, Sketch-to-Stretch, Connect, Graphic Organizers, Talk It Out, KWLQ, Cover and Tell, POWER Writing, Notes, RAFT, Mind Maps, Close Reading, TRIP (Tie, Repetition, Imagery, & Pattern), Questioning, SQ3R (Survey, Question, Read, Recite, & Review). [Click here to view more information about Power Tools.](#)

SPRINGS POWER TOOLS

We believe that teaching students how to learn is just as important as teaching them content. Power Tools are active learning strategies students are encouraged to use when accessing or learning new information. Springs Charter Schools focuses on 15 learning strategies.



21st Century Learner

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

RSCS parents/guardians, students, and teachers believe that the best learning occurs when:

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

Curriculum

RSCS believes that a child's attitude about learning a particular subject significantly contributes to their success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason:

- The Charter School will use a variety of diagnostic tools to accurately assess and place each child in the appropriate course/curriculum for their skills. The content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on their initial skill set.
- The Charter School will focus on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery.
- The Charter School will give timely feedback to the student about their progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress. They are called upon to reflect; given tools such as rubrics, pre-assessments, and other means of identifying their strengths and areas of improvement; and will be enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic.

Since RSCS focuses on personalized learning, we use a continuum of skills for mastery ("I CAN!s"), based on the Common Core State Standards ("CCSS") in English language arts and mathematics. [Click here to view sample pacing guides and instructional framework.](#)

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

RSCS focuses on all students' mastery and understands the needs of qualifying students including, but not limited to: significant subgroups, foster, homeless, English Learners, students with disabilities, and socio-economically disadvantaged. (Also see references in Element B.)

Programs will use a variety of instructional materials to teach these skills. These instructional materials will support standards-based mastery, and will be used with flexibility according to individual student needs with specific attention to all significant subgroups.

The State Standards are the foundation for Springs' I CAN! Statements, which are the basis for all goal-setting and learning at RSCS. Our academic plan for English Language Arts is grounded in the science of reading and centered on developing strong reading, writing, and speaking skills as well as developing critical thinking skills. Our comprehensive literacy approach ensures that students receive scientific, research-based reading methods in K-3rd grades with a focus on phonemic awareness, phonics, and fluency. In upper elementary and middle school, students focus on regular practice with

complex text, writing prompts, and academic vocabulary. Springs builds vocabulary and content knowledge through hands-on experiential learning and rich literature, listening centers, drama, and other meaningful experiences.

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

[Click here to view a sample list of recommended curriculum and instructional materials.](#)

Educational Program Choices

RSCS believes in providing a multi-faceted portfolio of options for parents/guardians who want to play a more active role in the public education of their children. Instead of providing just one model, RSCS works within the local community of families and teachers to create research-based, mission-driven, comprehensive school models. This takes place either in the classroom or is a combination of the best of classroom instruction with the best of personalized home-study.

Each family must sign an annual Student Written (Master) Agreement prior to beginning any program at River Springs ([see Appendix B](#)). The Charter School also adheres to an Independent Study Policy as shown in [Appendix C](#).

[The Academic Calendar can be found in Appendix D.](#) Bell schedules are on the charter’s website or available upon request.

EDUCATIONAL CHOICES SPrings CHARTER SCHOOLS MENU

HOME-BASED PROGRAMS

Home-based programs have a variety of options so parents can choose what is best for their child.

The options include:

Homeschool

- Five-day Homeschool with teacher support using parent-chosen methodologies
- Homeschool with in-person Learning Labs support 1-2 days/week at Learning Labs locations
- Homeschool with online support through H.E.L.L.O. or synchronous instruction

Virtual

- Five-day/week online synchronous instruction using Pearson curriculum
- Multiple-day online synchronous instruction using Springs-chosen curriculum with various methodologies

ACADEMY PROGRAMS

Academy programs have multiple options based on location.

The options include:

TK-8 grades

- Mosaic: 2-4 day hybrid emphasizing personalization
- DaVinci: 4.5-5 day emphasizing project-based arts & science
- Quest: 5-day emphasizing hands-on project-based
- Orchard: 5-day emphasizing project-based/nature
- Academy for the Arts: 5-day emphasizing VAPA
- Montessori: 3-5 day emphasizing Montessori education

High School

- Personalized Options Program emphasizing focus and mastery

SPRINGSCS.ORG

All buildings are “Student Centers” and individual programs (academy, home-based learning labs, etc) will be housed within the Student Center building.

River Springs Charter School - Programs by Location	
Location Name & Address	Program(s) - Grades [# days on campus] NCB - Non-classroom based SB - Seat-based
Riverside Student Center 3050 Chicago Ave, Riverside	Mosaic TK-5 [3 days expected on-campus; NCB] Learning Lab TK-4 [up to 2 days on campus, per choices; NCB]
Magnolia Student Center 4020 Jefferson St, Riverside	Quest TK-8 [5 days on campus; SB] .Personalized Options Program High School 9-12 [3-5 days on campus; NCB]
Flabob Preparatory Academy Student Center 5580 42nd St, Riverside	Quest 6-8 [5 days on campus; SB] Personalized Options Program High School 9-12 [3-5 days expected on campus; NCB]
Pathfinder Student Center 4260 Tequesquite Ave, Riverside	Learning Lab 5-12 [up to 2 days on campus, per choices; NCB]

	Special Education Extensive Needs/Transitions Center [per student need]
Hemet Quest Student Center 760 W. Acacia, Hemet	Quest TK-5 [5 days on campus; SB]
Hemet Student Center ("Hemet Academy for the Arts") 45252 Florida Ave, Hemet	Academy for the Arts TK-8 [5 days on campus; SB] Learning Lab TK-12 [up to 2 days on campus, per choices; NCB] Projected opening fall 2026 or 2027
Renaissance Valley Student Center 1091 W. Esplanade Ave, San Jacinto	Quest 6-8 [5 days on campus; SB] Personalized Options Program High School 9-12 [5 days expected on campus; SB]
Palm Student Center 46601 Vargas Rd, Indio	Quest TK-8 [5 days on campus; SB]
Cherry Valley Student Center 10257 Beaumont Ave, Cherry Valley	Mosaic TK-8 [3 days expected on campus; NCB] Learning Lab TK-12 [up to 2 days on campus, per choices; NCB]
Corona Student Center 2115 Compton Ave, Corona	Da Vinci Academy 1-8 [5 days on campus; SB] Mosaic 1-8 [3 days expected on-campus; NCB] Learning Lab 1-12 [up to 2 days on campus, per choices; NCB]
Corona 2nd St. Student Center ("Little Springs Kinder Center") 510 West 2nd St, Corona	Mosaic TK-K [3 days expected on-campus; NCB] Da Vinci K (Kinder) [5 days on campus; NCB] Learning Lab TK-K [up to 2 days on campus, per choices; NCB]
Bear River Student Center 26800 Newport Rd, Menifee	Da Vinci Academy - TK-8 [5 days on campus; SB]
Murrieta Student Center 41866 Kalmia St, Murrieta	Da Vinci Academy TK-6 [4.5 days expected on campus; NCB] Casa Montessori TK-6 [3 days expected on campus; NCB] Classical Academy TK-8 [2 days expected on campus; NCB] Casa Montessori Middle [5 days expected on campus; NCB] Learning Lab TK-12 [up to 2 days on campus, per choices; NCB] Special Education Extensive Needs/Transitions Center [per student need]
Discovery Student Center, Murrieta 24225 Monroe Ave, Murrieta	Da Vinci Academy TK-8 [5 days on campus; SB]

	Projected opening fall 2026
iShine Student Center 42145 Lyndie Ln, Temecula	Mosaic TK-8 [4 days expected on-campus; NCB]
Del Rio Student Center 745 N. Perris Blvd, Perris	Quest TK-8 [5 days on campus; SB] Learning Lab TK-8 [up to 2 days on campus, per choices; NCB]
Temecula Student Center 43040 Margarita Rd, Temecula	Da Vinci Academy TK-8 [5 days on campus; SB] Personalized Options Program High School 9-12 [3-5 days expected on campus; NCB]
Enterprise Student Center 27447 Enterprise Circle W., Temecula	Learning Lab TK-8 [up to 2 days on campus, per choices; NCB] Special Education Extensive Needs/Transitions Center [per student need]
Riverside Van Buren Student Center ("Arbor Student Center") 17241 Van Buren Blvd, Riverside	Orchard Academy TK-8 [5 days on campus; SB] Learning Lab TK-12 [up to 2 days on campus, per choices; NCB] Projected opening fall 2026 or 2027

In all non-classroom based (NCB) programs, students are expected (not required) to attend the student center on certain days; however, their presence does not determine ADA. However, seat-based (SB) programs determine attendance (ADA) by the student's daily presence on-campus. All independent study laws and regulations are followed for NCB programs while all seat-based laws and regulations are followed for SB programs, as indicated above.

ADA Projections: 2026/27-2030/31

Programs	2026-27	2027-28	2028-29	2029-30	2030-31
Grades TK-3	3,675.60 3,731.84	3,884.62 3,988.56	4,075.95 4,205.82	4,270.24 4,388.87	4,467.76 4,563.68
Grades 4-6	2,307.24 2,342.55	2,438.45 2,503.69	2,558.55 2,640.08	2,680.51 2,754.97	2,804.50 2,864.70
Grades 7-8	1,594.88 1,619.29	1,685.57 1,730.67	1,768.60 1,824.95	1,852.90 1,904.37	1,938.60 1,980.23
Grades 9-12	1185.32 1167.46	1,266.86 1,223.85	1335.88 1,294.62	1,394.01 1,356.33	1,149.54 1,419.07
Totals	8,745.18 8,879.00	9,242.49 9489.78	9,697.72 10,006.73	10,159.98 10,442.22	10,629.93 10,858.15

Budget presented in [Appendix J](#) (under separate cover).

Home-based Programs

In the Home-based programs, parents/guardians and students work closely with California credentialed Teacher of Record (“TOR”) to choose the right combination of learning programs for each individual student. RSCS’s primary mission is to support and encourage families in the challenging task of educating their children. Families are allotted instructional funds, depending on the grade level/options. These funds are used to purchase curriculum, educational materials, and services from approved RSCS vendors and our internal warehouse (“Bookmart”). Home-based students are able to use a portion of their instructional funds to select optional TK-12 enrichment/core classes at a student center, Pearson or Springs online options, H.E.L.L.O. classes, etc.

Student progress is tracked through the use of individualized learning plans or learning management system (“LMS”) courses which are created monthly and revised regularly through parent/guardian/teacher/student collaboration. Frequent progress monitoring through multiple-measures including diagnostic, formative, and summative assessment is done on a regular cycle and schoolwide assessment data is stored in the RSCS data management system. . Academic data is analyzed regularly and used to modify instruction as necessary.

Parent/guardian Prep is an integral part of the Home-based programs designed to provide newly enrolled families extra support with curriculum, lesson planning, assessment, and time management. It is highly suggested that parents/guardians who are new to Home-based learning participate in the parent/guardian prep course which is supported by the Education department.

For Home-based students who need additional support, RSCS offers the following personalized options:

- Virtual support: Students can attend 1-5 days/week of online synchronous instruction/classes through a variety of options (details below)..Small Group Instruction: Students may also participate in small group intervention instruction with a credentialed teacher.
- Electronic assignments: Class assignments may also be delivered electronically via the virtual classroom and/or Canvas (Learning Management System) and are available 24/7.
- Differentiated coursework: Courses are differentiated, with integrated modules students can choose from based on their learning styles, interests, and abilities.
- Community college options: Students may enroll at the local community colleges through dual or concurrent enrollment.
- CITE programs: Students have access to college-articulate CITE (Career Technical Education courses and internship programs).
- Catch-up or personalized curriculum plan: High school students who are behind in credits can work with their TOR to develop a “catch-up plan” or be assigned credit-recovery options..
- Learning Lab classes (details below)
- H.E.L.L.O. classes (details below)

Learning Labs

RSCS Learning Labs provide academic and enrichment classes for home-based students in grades TK-12. Learning Labs classes are created to supplement a student’s home-based program and include core and enrichment classes at various locations.

RSCS home-based students can take up to eight Learning Labs enrichment classes one or two days per week. Parents/Guardians choose classes based on the needs and interests of their students. Class offerings can vary by location.

The class offerings help families connect with other home-based learners to create a strong support system. RSCS families can enjoy a range of high-interest course offerings, including time-honored school activities such as school pictures, yearbooks, open houses, and opportunities to perform and compete as a group in classes such as theater and Lego League.

Home-based students attending our Learning Labs have an opportunity for socialization and developing appropriate classroom/school behaviors. Through events, outreach, activities, and guest speakers; Learning Labs students use the community as the classroom throughout the year.

Core courses are available and are especially appealing to parents/guardians who want the added support of a credentialed teacher offering rigorous math or ELA programs. The mastery driven “I CAN!” program is embedded in core classes such as “I CAN! Math” and is designed to build each child’s academic skills and confidence. High school course offerings are taught by properly credentialed single-subject specialists.

Learning Lab teachers are knowledgeable and passionate about the special interest topics they are teaching. Their focus is to support the gifts and talents of RSCS home-based students.

H.E.L.L.O.

H.E.L.L.O. (Home-based Education Live Learning Online) are live synchronous classes available to home-based students. Our H.E.L.L.O classes are a wide range of enrichment and intervention classes. Home-based families have access to a wide range of field trips, the Curriculum Warehouse, various health and fitness programs, and numerous parent/guardian and student events throughout the year.

Online Options

Families can choose between different personalized support options, such as: Pearson Online Classrooms (“Connections” home-based), Springs Online Classrooms (“Venture” or “Virtual Village” home-based), Daily Synchronous Online Classrooms, H.E.L.L.O., or a variety of other available home-based supports as written herein.

TK-8 Academy Programs

Mosaic Academies

3-4 Core Classroom Days and 1-2 Home Study Days

Mosaic Academy is a hybrid offering that parents/guardians are provided with on how to teach their students at home using a variety of RSCS provided online and textbook materials. Personalized online math and reading programs are provided for every student to use on home-study days. Mosaic Academy focuses on math significantly during classroom days so that the bulk of the mathematics teaching is completed at school. Parents/guardians support the home study classroom instruction through supervision of online and independent practice activities assigned by the teacher. The core curriculum for Mosaic Academies is State Standards based and enriched with novels, I Can! Mastery Learning activities, interventions as needed, and hands on interest-driven projects. Teachers engage students in project-based learning that allows students to dive deep and to learn more about their own interests. Mosaic Academy fosters and promotes the unique gifts and talents of every student through developing personalized learning plans and access to a variety of electives. Through field trips, outreach activities, and guest speakers, Mosaic students use the community as the classroom throughout the year.

The Mosaic Academy Core Principles include:

- Parent/guardian involvement is integral to student success.
- Parents/guardians must be involved in home-study instruction.
- Active learning is essential in every classroom.
- Personalized, independent learning is the key to developing lifelong learners.
- Math and reading should be taught to mastery.
- Community events and field trips help every student stay connected to their community.
- The best of computer-based learning, textbooks, and projects should be used to foster every student's innate curiosity.
- Social-emotional learning addresses the whole child and is a vital part of the learning process.

The Mosaic Academy signature practices include:

- Active hands-on learning and projects to foster every student's innate curiosity.
- Independent learning blocks where students take charge of their learning.
- Personalized Learning Paths with student-developed mastery learning goals.
- Regular community events and field trips that connect students to their community.

Student progress is tracked through portfolio assessment and the RSCS online grade book which allows full communication between the classroom teacher, parent/guardian, and student. Benchmark assessments are given in all core classes multiple times per year and are stored electronically in the RSCS data warehousing system.

Da Vinci Academies

4.5-5 Classroom Days

Da Vinci Academy students attend a rigorous five day per week academic program. Elementary and middle school students are exposed to the arts and sciences in greater depth than would be offered in

a traditional elementary or middle school environment through project-based learning, small group work, and attention to students' modalities of learning. The Da Vinci learning environment is a safe place where all students feel that they can learn, succeed, and thrive. The teachers know each student and their abilities in order to individualize their lessons. Project-based learning uses the creative arts to inspire the student to obtain a deeper knowledge of any subject they are studying. This method engages the student in active learning.

The Da Vinci Core Principles include:

- Expressing concepts in a variety of creative ways using the elements of Da Vinci as a lens.
- Involving all senses in the learning.
- Celebrating the human experience in many varied forms.
- Prioritizing student-centered time to develop curiosity and hands-on learning

Da Vinci Academy Signature Practices include:

- Integrating music, drama, and art within the curriculum.
- Developing individual interests and talents through student-led projects.
- Demonstrating knowledge through hands-on projects and authentic experiences

Student progress is tracked through portfolio assessment and the RSCS online grade book which allows full communication between the classroom teacher, parent/guardian, and student. Benchmark assessments are given in all core classes multiple times per year and are stored electronically in the RSCS data warehousing system.

Casa Montessori Academies

3 Classroom Days and 2 Home Study Days

Casa Montessori combines Montessori-based classroom instruction with home-study project work as a hybrid model. Classes are taught using the Montessori methods and materials. Montessori philosophy believes in each child's innate willingness to learn, allowing children to work at their own pace with a balance of teacher-selected and student-selected activities. As such, Montessori schools are designed to help each student discover and develop their unique talents and possibilities. They treat each child as individual learners and do not rely on rewards and punishments to motivate. Rather, children are encouraged to "learn how to learn," thus gaining independence and self-confidence.

The Casa Montessori Core Principles include:

- **Multi-Age Classrooms:** Dr. Montessori observed a natural progression of three-year developmental stages and designed classrooms to address these stages.
 - Primary: 3-6 year-olds (Casa Montessori has a single age Kindergarten Classroom.)
 - Lower Elementary: 6-9 year-olds (1st – 3rd grade)
 - Upper Elementary: 9-12 year-olds (4th – 6th grade)
- **Integrated Curriculum:** Lessons are integrated across the curriculum. There are no set times for instruction (e.g., math time, language arts time).

- Freedom of Movement: Children are free to choose where and with whom they work as long as distractions are kept to a minimum.
- Community Building: Teachers and students work diligently to create a cooperative learning environment where children take care of each other and treat each other with the utmost respect.
- Montessori Materials: The manipulatives developed by Dr. Maria Montessori are an important part of a Montessori classroom. Montessori materials provide hands on allow children to grasp difficult abstract concepts with concrete materials. Materials are carefully crafted for discovery and independent learning with a focus on use in a specific sequence and are self-correcting in nature. The materials create a sensory experience for children with multiple opportunities to practice and reach mastery.

The Casa Montessori signature practices include:

- Individualized Learning: Children are assessed formally and informally to gauge readiness for concepts. This focus on meeting students at their academic needs addresses advanced learners as well as those who are struggling to meet grade-level standards.
- Small Group Lessons: Children receive direct instruction in small groups based on readiness for subject matter. Work Periods: The schedule is set so that as much as possible each class has a large block of time between one and a half hours to three hours to work and receive lessons. This gives children time to really explore subjects and concepts at a deep level.
- Independent Learning: After lessons, children complete follow-up work designed to foster mastery of concepts and skills.
- Time Management: Children learn to manage their time between lessons, follow-up work, and projects of their own choosing.

Student progress is tracked through portfolio assessment and the RSCS online grade book which allows full communication between the classroom teacher, parent/guardian, and student. Benchmark assessments are given in all core classes multiple times per year and are stored electronically in the RSCS data warehousing system.

Casa Montessori Middle Schools

5 Classroom Days

Montessori Middle School is a classroom program that melds the Socratic-style classroom experience with Montessori methodology. The curriculum is personalized and project-based. Students take field trips and are involved in community internships and service learning. (See directly above under Casa Montessori for philosophy and program description.)

Classical Academies

2 Classroom Days and 3 Home Study Days

Classical Academy offers parents/guardians a hybrid Socratic-style classroom experiences and full-service planning for home-study days based on *The Well Trained Mind* and *Thomas Jefferson Education* philosophies. Classical education depends on a three-part process of training the mind

(called the “trivium”). The early years of school are spent in absorbing facts, systematically laying the foundations for advanced study. In the middle grades, students learn to think through arguments. In the high school years, students learn to express themselves.

The Classical Education Core Principles:

- Integrated Curriculum: Based on the period of study, students read and study books in their entirety either from the period or high-quality texts about the period (i.e., *The Bronze Bow* is read during the study of the Roman Empire).
- Focus on Science: Science is based on the major discoveries of the time period studied—astronomy and geography, biology, chemistry and physics.
- Cycle of World History: Children are exposed to the major time periods twice during their elementary/middle school career. The Ancients are studied in first grade and fifth grade. The Fall of the Roman Empire through the Renaissance is studied in second grade and sixth grade. Early Modern Times are studied in third grade and seventh grade. Modern Times are studied in fourth grade and eighth grade.

The Classical Education Signature Practices include:

- Focus on World History: History is broken down into four major periods – the Ancients, Fall of the Roman Empire through the Renaissance, Early Modern History, and Modern History.
- Community Building: Teachers and students work diligently to create a cooperative learning environment where children take care of each other and treat each other with the utmost respect.

Student progress is tracked through portfolio assessment and the RSCS online grade book which allows full communication between the classroom teacher, parent/guardian, and student. Benchmark assessments are given in all core classes multiple times per year and are stored electronically in the RSCS data warehousing system.

Quest Academies

5 Classroom Days

Quest Academy students attend classes five days per week and focus on hands-on learning, building a strong sense of community, and personalized academic goal setting. Quest students are engaged in lessons through a variety of learning methods, including hands-on activities, reenactments, real life scenarios, community resources, and collaboration with peers. Elective courses are numerous and are based on teacher and student interests. Students participate in extracurricular teams such as Theater, Music, Community Engagement, Reading Club, Gaming Club Robotics, yearbook, and tutoring. Students are assessed and set goals for their standards-based learning using “I CAN” statements. Teachers meet regularly to discuss student achievement, analyze data, collaborate, realign instructional practices, review issues with struggling students, and follow the MTSS process closely to increase achievement and maintain the rigor of the State Standards.

The Quest Academy Core Principles include:

- Strong relationships are developed between students and their peers as well as students and their teachers.
- Successes are regularly celebrated
- Social/emotional wellness and needs are an essential part of teaching the whole child. Concepts are taught through the use of manipulatives and models.
- Community is reinforced continually through specific positive character instruction.

The Quest Academy signature practices include:

- Adults are invited into the classroom to share relevant careers and life skills.
- Parents/guardians and community have monthly opportunities to engage in events
- Critical thinking is integrated into all subjects.
- Students pursue their own interests through project-based and arts-integrated learning as part of their individual quest for learning

Student progress is tracked through portfolio assessment and the RSCS online grade book which allows full communication between the classroom teacher, parent/guardian, and student. Benchmark assessments are given in all core classes multiple times per year and are stored electronically in the RSCS data warehousing system.

The Orchard Academies

5 Classroom Days

This TK–8 program integrates the rich, holistic traditions of experiential, developmentally aligned education with the flexible, mastery-based, student-centered principles of personalized learning. At its heart, the program nurtures the whole child—head, heart, and hands—while also honoring each student’s unique pace, goals, and interests.

Creative expression integrated into academics brings rhythm, artistry, storytelling, and developmental awareness to the classroom. Personalized learning complements this by empowering students with ownership over their education through mastery-based progression of I Can! Statements (based on grade-level standards), independent and small group work, and opportunities to pursue individual interests.

Harmony and balance create a learning environment where children experience both the beauty of tradition and the freedom of personalized student-driven learning.

The Orchard Academy Core Principles include:

- **Developmentally Responsive:** Recognizes distinct stages of childhood growth and designs learning experiences that support intellectual, emotional, and social development.
- **Holistic Learning:** Integrates academics with arts, movement, music, storytelling, and handcrafts to nourish creativity and critical thinking.

- Student Driven: Encourages students to take ownership of their learning through goal setting, reflection, and interest-driven projects.
- Flexible Pathways: Ensures mastery before moving forward, allowing students to progress at their own pace while still participating in collaborative community learning.

The Orchard Academy Signature Practices include:

- Whole-Child Development – Education addresses cognitive, social-emotional, and physical growth.
- Mastery-Based Learning – Students progress when they demonstrate true understanding, not just completion of tasks.
- Independent Work Habits – Daily rhythms include opportunities for self-directed practice and independent projects.
- Goal Setting and Reflection – Students engage in regular planning and reflection cycles to track progress and cultivate responsibility.
- Interest-Driven Exploration – Learners pursue personalized projects connected to their passions, integrated into academic goals.
- Artistic and Practical Integration – Music, art, movement, and handwork are woven into the core curriculum to balance intellectual work.
- Nature and Rhythm – Seasonal rhythms, outdoor learning, and connection to the natural world ground the learning experience.
- Community and Collaboration – Multi-age interactions, group projects, and class festivals foster a sense of belonging and cooperation.
- Teacher as Guide and Mentor – Teachers provide both structure and flexibility, balancing instruction with coaching for independent growth.
- Lifelong Love of Learning – By cultivating curiosity and honoring individuality, the program develops motivated, engaged, and resilient learners.

Academy for the Arts Academies

5 Classroom Days

Academy of the Arts students attend classes five days per week and focus on creative expression, hands-on, real-world learning and mastery of core academic skills. The program uses creativity as the foundation of learning, and every child is encouraged to be an artist, innovator, and thinker. This TK–8 program weaves the arts into every subject, allowing students to explore knowledge through expression, collaboration, and imagination. By honoring diverse voices and nurturing the whole child, HAA cultivates confident, empathetic learners who are prepared to thrive academically and contribute meaningfully to their communities.

HAA students are engaged in lessons through a variety of learning methods, including songs, plays, dances and art-integrated activities as well as simulations, reenactments, real life scenarios, community resources, and collaboration with peers. Students are encouraged to pursue passion projects that integrate arts into all subject areas. Students are assessed and set goals for their standards-based

learning using “I CAN” statements. Teachers meet regularly to discuss student achievement, analyze data, collaborate, realign instructional practices, review issues with struggling students, and follow the MTSS process closely to increase achievement and maintain the rigor of the State Standards.

The Academy of the Arts Core Principles include:

- Every child is inherently creative, and cultivating imagination and innovation is as important as academic mastery.
- Arts education supports not just intellectual growth but also emotional well-being, empathy, and collaboration.
- Knowledge deepens when students can express understanding through multiple modalities—movement, sound, image, and words.
- The arts give every child a voice, honoring diverse backgrounds, cultures, and perspectives.

The Academy for the Arts signature practices include:

- Project-based learning units culminating in an artistic product (play, mural, film, musical composition).
- Portfolio-based assessment showcasing both process and product.
- Cross-disciplinary “arts labs” where math, science, and literature are explored through dance, drama, or visual arts.
- Culturally responsive curriculum with opportunities to study and perform works from many traditions.
- Partnerships with local artists and cultural organizations.
- Student-led performances and showcases that highlight student identity and community storytelling.
- Social-emotional learning embedded into artistic collaboration and reflection.
- Regular movement and music to support focus and joy in learning.
- Community-building rituals (e.g., morning circles with music or poetry).
- Daily integration of the arts (visual, performing, and digital) into core subjects.
- Student exhibitions and performances that showcase creativity across disciplines.
- Design-thinking projects where students solve problems through creative expression.

High School Program

Personalized Options Programs for High School

In-Classroom Days Vary by Location (see chart above)

Springs High School programs empower students to take charge of their learning, to gain the abilities and knowledge necessary to achieve success beyond high school, and to become lifelong learners. Beginning in the 9th grade, students are taught independent learning strategies and valuable 21st-century skills to ensure their success in a global world.

The Personalized Options Program for high school signature elements include:

- High-interest personalized high school curriculum (POP-Personalized Options Program).
- Mastery-based learning cycle where redos and retakes are part of the learning process
- Multiple opportunities to apply learning to real-life situations through internships, projects, and Career Technical Education (CTE).
- Practicing independent learning, including goal-setting, to become lifelong learners.
- Becoming self-reflective through the process of evaluation and monitoring their progress.
- Access to college classes for all high school students

Students receive a combination of classroom-based instruction and teacher-guided independent study. In our Springs high school programs, we let choice and personalization lead the way. High school students will choose from a variety of OPTs (options) for each learning sprint (26-day period). Students concentrate on three courses at a time during each sprint along with 45-minute elective (X-OPT) periods. Fewer courses and longer time blocks encourage hands-on learning and allow students and teachers to delve more deeply into their subjects. Offering students choice in their learning increases intrinsic motivation and is a brain-friendly approach that enables students to dive deep and focus on fewer courses at a time.

Students learn using a variety of methods, including textbooks, discussions, Socratic seminars, projects, online activities, and hands-on learning. Our personalized approach provides students with opportunities to choose classes that match their interests, take Career Technical Education classes, participate in community outreach, complete internships, and utilize dual enrollment at local community colleges. Our program gives students access to the tools they need as they advance through high school, into college, and careers. The Personalized Options curriculum is designed to ensure that all students are capable communicators, critical thinkers, global citizens, problem solvers, and well-versed in diverse life skills by the time they graduate high school.

High School Guidance Services

All high school students enrolled in RSCS are challenged through a-g courses and concurrent and/or dual enrollment at local community colleges, where appropriate. Students are guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

High school counselors are available to all students. The School Counselor's role is to help with high school academic planning, college entrance requirements, and post-graduation goals.

[The High School Handbook can be found here.](#)

Plan for Students who are Academically High Achieving

Students who are academically high achieving are those who are working independently a minimum of one grade level above grade-level standards.

Identification

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

Parent/Guardian Notification and Involvement

River Springs Charter School (RSCS) partners closely with parents/guardians to support high achieving students. Families are informed through written reports of assessment results, counselor meetings, and academic planning sessions. RSCS assists parents/guardians through academic screening, counseling, and curriculum choices to support high achieving students. The Charter School shall provide regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans (“PLP”) are created in collaboration with parents/guardians and students based on the assessment results so that strengths can be built upon and difficulties addressed.

High-achieving students at RSCS benefit from differentiated instruction, tailored to their learning profiles and interests. Supports and opportunities include:

- Access to next grade-level coursework upon mastery of current standards.
- High-interest enrichment projects and independent study options.
- a–g approved courses.
- Advanced online classes in areas of student interest.
- Early college opportunities through concurrent and dual enrollment with local community colleges.
- Leadership opportunities, mentorships, and project-based learning that allow for deeper exploration of subject matter.

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of RSCS understand that high-achieving students often have academic gain “sprints,” students who have mastered their grade level standards will be encouraged to study the next grade level designation. Great care will be taken before deciding to accelerate students, either academically or through a grade level change. Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas.

Supports

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

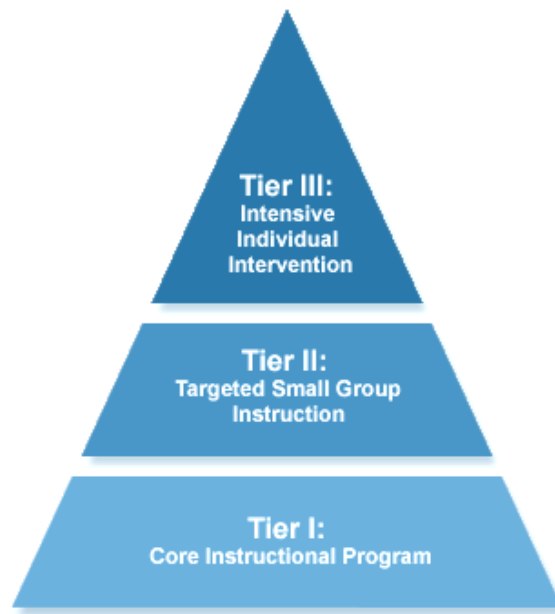
Plan for Students who are Academically Low Achieving

RSCS believes that both the confidence and the motivation to learn are fostered by providing the student with curriculum appropriate for their current level, with supplemental and strategic support based on individual student needs to support growth and close achievement gaps. The pace and rigor of learning adjust to challenge and engage their full potential. In order to directly support low-achieving students, the teacher, parent/guardian(s), and student will collaborate to design the optimal personalized learning plan. River Springs Charter School is designed to provide a rigorous and personalized school experience within each student's familial culture and support. River Springs Charter's community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

Identification

Students will be assessed upon enrollment in RSCS to identify their level of proficiency in reading, writing, language usage, and mathematics. With the information from these formative and diagnostic assessments, in addition to information from both the parent/guardian and the student about the student's history, attitudes, and interests, a personalized learning plan will be developed to meet the individual needs of each student and to optimize the student's chance for success.

Universal screening is a diagnostic assessment used to identify students' areas of strength and growth, to set stretch goals, increase achievement rates, close opportunity gaps, and ensure the target of more than one year of growth is achieved, with appropriate support provided at school, in the classroom, and for the student. The key feature in a screening measure is the accuracy in identifying a student as "at promise" or not "at promise." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered systems of support (Tier I, Tier II and Tier III).



Universal screening measures for all RSCS students:

1. Amplify mClass Early Literacy Screener for Kindergarten through second grade
2. i-Ready for grades third through 12
3. State Test, including CAASPP
4. Curriculum-based assessments that are part of the student’s instructional program
5. Teacher and parent/guardian observation, student work samples
6. Early Warning System report, including behavior incidents, grades, and attendance

Parent/Guardian Notification and Involvement

Both the administration and teachers will communicate with parents/guardians of low-achieving students in a responsive and timely manner, as laid out in our Multi-Tiered System of Support process ([click here to view our MTSS Handbook](#)). The “Teacher of Record” (“TOR”) will be the main point of contact between the family and the Charter School. TORs will communicate with parents/guardians both formally and informally, in person, through email and by phone. TORs assess progress toward personalized learning plan and work progress each month with the student at the regular home-based meeting or during a tuning meeting, and during personalized individual student conferences. Students with less than 70% of work completion are identified for additional support and more frequent one on one check ins.

The teacher will remain in close contact with the family and will propose any alterations to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the personalized Learning Plan review, the teacher will meet with the parent(s)/guardian(s) and student to discuss the situation and advise them on how to better achieve and support learning.

Supports

RSCS’s philosophy that parents/guardians are the primary educators for their children implies that the parents’/guardians’ influence on their children’s education is a major factor in their students’ academic success. Parents/guardians and staff are expected to have ongoing, open discussions about each

student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent/guardian or teacher observation, interventions to the curriculum and/or instructional delivery will be discussed.

Increase Time and Intensity

Time spent daily in ELA and math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First through third-grade students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth through eighth-grade students should spend two hours per day in ELA and one hour in math per day. High school students should spend one hour per academic day in each enrolled course.

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

- Time: provide more direct instruction and learning time with shorter assignments
- Time of day: schedule assignments at optimal time for the student's maximum performance (e.g., math assignments after physical education ("PE"), in the morning, or after medication)
- Breaks (specify the number and length of breaks for students, during the performance of assignments)
- Multiple days (provide an assignment in sections over two or more days (e.g., one section or question of the task per day)
- Multiple time segments- provide assignment in sections over two or more time periods throughout the day (e.g., one 15-minute segment in the morning and another 15-minute segment in the afternoon)
- Timelines and daily checklists lists provided to students to assist them in pacing their work

Supplemental Resources

We include supplemental resources in every discussion of the personalized learning plan. RSCS has supplemental resources available for all students. Below are the current resources used by River Springs and they may be changed periodically based on student needs, curriculum updates, etc.

- Aleks Math is an online resource that provides student choice in assignments for the learning session.
- Reading A-Z - offers ELA materials in reading, vocabulary, comprehension, assessment, spelling, and phonics. In the Hybrid program, resources can be accessed by parents/guardians with internet access, or they can be printed by the teacher and provided to the student.
- Math Essentials - an intensive resource to teach essential foundational skills needed in mathematics, and can count for a high school special interest course, as it

prepares students for the necessary skills in Algebra 1. This free resource is available to our high school students through Canvas.

- Math Bridge - an intensive resource to teach essential foundational skills needed in mathematics, and can count for a high school special interest course, as it prepares students for the necessary skills in Algebra 1. This free resource is available to our high school students through Canvas.
- SRA Reading Labs - designed to work comfortably with core reading programs. This early intervention program provides a significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations.
- Lexia Core5 - Lexia Core 5 ELA curriculum for pre-K through 5th grade is both adaptive and diagnostic. It provides both direct instruction and digital manipulative practice activities. It also includes written pencil/paper activities in the form of skill builders and Lexia Lessons to reinforce concepts.
- Lexia PowerUp (6-12) - is a comprehensive English Language Arts curriculum for 6-8th grade students. However, students have access to material through kindergarten. This creates an age-appropriate platform for older students to fill in learning gaps. The curriculum is rigorous and challenging. Lexia PowerUp uses both direct instruction and digital manipulative practice activities. It is both adaptive and diagnostic. It also includes written pencil/paper activities to reinforce concepts that will need to be accessed through the teacher's account and printed for their students.
- Read Naturally - a research-based reading intervention to help students become fluent readers and make solid gains in comprehension and vocabulary. Read Naturally has options for fluency, phonics, vocabulary, spelling, phonemic awareness, and assessment.
- Heggerty Bridge - a series of systematic phonemic awareness intervention lessons for students in 2nd grade and above. The lessons can be used in small groups or with individual students who struggle to decode words automatically.
- Write Score - a Blended Solution for Assessment and Instruction that can be used in the classroom and at home. Write Score is used to measure students' literacy abilities, and data is used to inform instructional decisions. Write Score is standards-aligned and is used to address learning gaps and augment our online and paper-based assessment offerings.
- Reading Plus (3rd-12th Reading Level) - Reading Plus's InSight assessment is primarily utilized with our high school students. It measures reading comprehension, vocabulary, comprehension-based silent reading rate, and motivation, and provides a composite reading proficiency grade-level score.
- Literacy Essentials - high school students reading significantly below grade level receive an additional support course to increase reading fluency, comprehension, and vocabulary skills, to increase success in other subject coursework.

- I Can Mastery Courses - developed for our I CAN! statements. These standards-based courses provide a pre-test, resources to master the concept, and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress-monitoring tool.
- i-Ready Intervention Tool and Online Instruction - systematically teaches foundational skills in math and ELA using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.
- Ten Marks provides access to grade-level content to personalize mastery of math skills while providing immediate feedback for students and progress-monitoring reports for teachers. When students work on Ten Marks, they have access to hints and video lessons on every problem, so if they cannot recall something or did not understand the topic when it was covered in class, they can review the topic and move forward. Immediate feedback is a research-proven, highly effective strategy to improve motivation and build confidence.¹²

Ongoing Evaluation

Progress monitoring is an essential part of supporting students in attaining their goals. Progress monitoring includes providing timely and consistent feedback about the effectiveness of the instructional program and the student's achievement. i-Ready diagnostic assessments are used for progress monitoring. Additional assessments are used for students receiving Tier 2 and 3 support.

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

- Continuous feedback via conferences, written, and oral communication on the effectiveness of a specific instructional intervention
- A system for accountability for student achievement
- Data on student progress, which can assist teachers in making data-based decisions regarding the need
- Current instructional strategies, which include well-developed evaluation techniques
- Graphic displays of a student's progress over time in a way that can easily be shared with parents/guardians and other professionals involved in the student's education

Special Education

RSCS serves the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education in a safe environment be provided to, children with disabilities. [Click here to view the complete Special Education Procedural Manual.](#)

¹²

Overview

River Springs Charter School is committed to meeting the needs of students with exceptional needs, their parents/guardians, and the staff members who work with the students with disabilities enrolled in our programs, regardless of their district of residence. Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education (“FAPE”), in the least restrictive environment. RSCS is committed to offering the full continuum of educational options to students with disabilities in the least restrictive environment that allows them to make progress in accordance with their unique circumstances. RSCS follows the guidelines and procedures set forth in accordance with all State and Federal laws.

RSCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA. RSCS shall participate as a local educational agency (“LEA”) for purposes of special education in a Special Education Local Plan Area (“SELPA”) approved by the State Board of Education, in accordance with Education Code Section 47641(a), and will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan. RSCS is a member, in good standing, of the Riverside County SELPA.

RSCS will comply with the SELPA’s Agreement in whole, including the organization, administration, and implementation.

RSCS shall comply with all state and federal laws related to the provision of special education instruction and related services, and all SELPA policies and procedures, and shall utilize appropriate SELPA forms.

RSCS may request related services (e.g., speech, occupational therapy, adapted P.E., nursing, and transportation) from the SELPA, subject to SELPA approval and availability. RSCS may also provide related services by hiring credentialed or licensed providers through Non-Public Agencies.

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

Services for Students under the IDEA

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

RSCS provides services for special education students enrolled in the Charter School. RSCS follows SELPA policies and procedures and utilizes SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, for responding to record requests and parent/guardian complaints, and for maintaining the confidentiality of pupil records. RSCS is exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification, and implementation).

All students with disabilities are fully integrated into the programs of RSCS with the necessary materials, services, and equipment to support their learning. The Charter School will ensure that any student with a disability attending RSCS is properly identified, assessed, and provided with necessary services and supports. Special Education and related services are provided to each student in accordance with the areas of need identified by each IEP. Students with disabilities enrolled in the Hybrid program may receive services virtually or at designated RSCS facilities. All students have the opportunity to participate with their general education peers to the greatest extent possible based on the needs identified in the IEP. The full continuum of services are available to all students with disabilities. RSCS will contract with local LEAs, the County Office of Education, and/or Non-Public schools as needed if a more restrictive placement is required than can be provided by RSCS.

Staffing

All special education services at RSCS will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. RSCS staff shall participate in in-service training relating to special education by the SELPA or RSCS.

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

Assessments

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

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

Parents/guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment. Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel, in accordance with any instructions provided by the producer of the assessments. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable. Assessments are adapted as necessary for students

with impaired sensory, physical, or speaking skills. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable about the disability. The assessment will be completed and an initial IEP meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Identification and Referral

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

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

Concerns may be addressed in the MTSS meeting. This meeting will be initiated by school staff or parents/guardians/the student. During the MTSS meeting, the team will document concerns and which strategies are being implemented or will be implemented to attempt to address the students' concerns related to their learning.

A written parent/guardian request for assessment starts the assessment process, and RSCS must respond in writing within 15 days. The Director of Special Education or designee will notify the MTSS Team of the parent's/guardian's request. RSCS will then hold a meeting to address the parent's/guardian's concerns and determine if an assessment is required. If so, the parents/guardians will receive a written Assessment Plan within 15 days. An Assessment Plan and Prior Written Notice ("PWN") will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. The parent/guardian will be given at least 15 days to provide written consent. A pupil shall be referred for special education instruction and services only after the resources of the regular education program through the Multi-Tiered System of Supports have been considered and, where appropriate, utilized and documented with data specific to the progress monitoring of that student (Education Code Section 56303). [Click here to view the MTSS Handbook](#). The assessment is then completed, and an initial IEP meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment. If assessment is not required, the parent/guardian will be provided with a PWN indicating denial of request within 15 days of the request.

IEP Meetings

RSCS shall arrange and send notice for the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. RSCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the RSCS designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher;

the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; the parent/guardian; and other RSCS representatives who are knowledgeable about the general education program at RSCS and/or about the student. RSCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, special education teacher, and behavior specialist, and shall document the IEP meeting and provide the notice of parental/guardian rights.

IEP Development

RSCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible RSCS students in the least restrictive environment in accordance with the policies and procedures of the Charter School and requirements of State and Federal law. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment, and independent living skills, along with transition services needed to assist the student in reaching those goals, shall be developed.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent/guardian or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's/guardian's request)
- When an Individual Transition Plan is required at the appropriate age
- Prior to RSCS seeking to suspend or remove a student for a 10th day or more, or for an expulsion, in order to determine if the student's misconduct was a manifestation of their disability

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting their needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School.

Once the request is received, RSCS will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

IEP Implementation

RSCS shall ensure that all progress reporting complies with state and local guidelines. RSCS shall be responsible for implementation of IEPs and supervision of services. RSCS shall provide the parents/guardians with timely reports on the student's progress as provided in the student's IEP, as frequently as progress reports are provided for RSCS's non-special education students, which is at least once during each academic term. RSCS shall also provide all hybrid coordination and information to the parent/guardian each semester if enrolled in the hybrid program. RSCS shall also be responsible for providing all curriculum, classroom materials, technology/adaptive technology, modifications, and accommodations. All special education services and supports shall be developed to ensure every student receives a free, appropriate education in the least restrictive environment.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll during the school year in RSCS from another school district with a current IEP, RSCS shall implement comparable services in accordance with the most recent agreed-upon and implemented IEP from previous school district to the extent practicable or as otherwise agreed between RSCS and the parent/guardian. RSCS will conduct an Interim IEP meeting within 30 calendar days. Prior to such meeting and pending agreement on a new IEP, RSCS shall implement the existing IEP at RSCS, to the extent practicable or as otherwise agreed between RSCS and the parent/guardian.

Non-Public School Placements/Non-Public Agencies

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

Non-Discrimination

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

Procedural Safeguards and Parent/Guardian Complaints

RSCS policies and procedures for responding to parental/guardian concerns or complaints related to special education services are in accordance with applicable law. Parents/guardians of students with IEPs must provide written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. RSCS will provide the parent/guardian with a written Notice of Procedural Safeguards, which will include information on the

procedure to initiate both formal and informal dispute resolutions at least once per year. RSCS will utilize the Notice of Procedural Safeguards used by the SELPA.

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

Dispute Resolution

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

SELPA Representation

RSCS understands that it shall represent itself at all SELPA meetings.

Funding

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

Section 504 of the Rehabilitation Act

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

River Springs Charter identifies, evaluates, and provides a free, appropriate public education under Section 504 to each student with a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. Those students who are found to satisfy all three of these criteria, through a multi-disciplinary team process, are eligible to receive general education accommodation and general education-related aids and services that are designed to meet the needs of disabled students as adequately as the needs of non-disabled students.

The team will develop a Section 504 service plan based on all available information. The team will be assembled by RSCS's 504 Coordinator or other designated staff and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the

meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including but not limited to health, academic, social, and behavioral records, and is responsible for making a determination in regard to eligibility for a Section 504 accommodation plan as a qualified individual under Section 504. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's major life activity. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills

The final determination of whether the student will or will not qualify to receive services is made by the 504 team in writing, and notice is given in writing to the parent/guardian of the student in their primary language, along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have accommodation needs under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by RSCS's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team staff, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, will have access to a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan and continued eligibility.

English Learners

RSCS will meet all applicable legal requirements for English Learners, including long-term English Learners (“LTELs”) or ELs at risk of becoming LTELs, as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians. [Click here to view the English Learner Master Plan](#). RSCS complies with all applicable federal and state laws concerning services and the education of EL students. RSCS has adopted policies and procedures ensuring the:

- Identification of EL students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

River Springs agrees with the California Department of Education on the vision for English Learners. As such, we:

... affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for [our students].

<https://www.cde.ca.gov/sp/el/rm/>

Under the management of the Superintendent, RSCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire Crosscultural, Language, and Academic Development (“CLAD”) and Bilingual, Crosscultural, Language and Academic Development (“BCLAD”) teachers.

Home Language Survey

At the time of enrollment, all RSCS parents/guardians fill out a Student Application, which includes a Home Language Survey (“HLS”) for students enrolling for the first time in a California public school, used to determine the primary language of the student. This survey remains on file for each student in the RSCS office in the cumulative folder. The application with the home language survey is available in English and Spanish. All students, including English-only students, must have a completed HLS on file. (Translations into other languages are available upon request.)

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing using the ELPAC. The results of these assessments enable school personnel to determine the English language proficiency level of the student.—In addition, the student’s information will be reviewed in the California Longitudinal Pupil Achievement Data System (“CALPADS”) to ensure accuracy of the HLS.

For students who are transferring from a California school district, the application with the HLS is still administered. However, the only HLS that is valid is the first one ever completed by the parent/guardian

at the time of initial enrollment in a California public school. For placement purposes, while cumulative student records are in transit, the Assessment Department will verify previous English Language status through CALPADS. The student's language status, as determined by the originating district, shall be honored.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA is the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA are administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade is administered as a paper-pencil test.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test will be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or

within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners will be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC will be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassified students must be monitored for a period of at least four years following reclassification. RSCS will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments, and observations to semi-annually monitor the progress of Reclassified Fluent English Proficient (“RFEP”) students for a period of no less than four years after reclassification. Student performance shall be reviewed at least once each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English, including, but not limited to, all of the following:

- a) Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC.
- b) Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- c) Parental/guardian opinion and consultation, achieved through notice to parents/guardians of the language reclassification and placement, including a description of the reclassification process and the parents’/guardians’ opportunity to participate, and encouragement of the participation of parents/guardians in the reclassification procedure, including seeking their opinion and consultation during the reclassification process.
- d) Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Parent/Guardian Notification and Involvement

The Charter School shall send a notification of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and Spanish (where applicable). In addition, the notice shall be given orally when staff have reason to believe that a written notice would not be understood. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental/guardian involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. In addition, the Director of Assessment will review monthly score reports and notify school administrators and teachers of student performance levels.

Strategies for English Learner Instruction and Intervention

River Springs uses the California ELA/ELD Framework to guide administrators and staff.

Support for English Learners in RSCS programs is guided by the CA ELA/ELD Framework in both integrated and designated instruction. RSCS will create an environment in which non-English speaking families feel supported and welcomed. RSCS will employ bilingual staff whenever possible, and all communication materials for parents/guardians will be available in English or other home language. All meetings that involve parents/guardians or other members of the community will offer the appropriate translation services as needed.

Teachers will engage in best practices to support ELs, with the specific strategy modified according to the needs of the student and the program in which the student is enrolled. In the classrooms, ELs will have daily access to the core curriculum and are taught in English with additional support as necessary, such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. In Hybrid, students will be supported daily with a variety of online tools, including i-Ready, Rosetta Stone, RAZ Kids, Reading A-Z, BrainPop, LEXIA, and Reading Plus. Canvas, Google Meets, and Zoom, or similar, are used to enable students to connect with their credentialed teacher via a virtual platform. In addition, face-to-face instruction with a credentialed CLAD or BCLAD certificated instructor may occur each week.

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

English Language Development is a part of each English Learner's instructional program. ELD is integrated into all content areas and the RSCS I CAN! Standards are the focal standards for designated ELD instruction. The ELD I CAN! Standards are the CA ELD Standards written in student-friendly language. In addition to each student's ELA and mathematics I CAN! goals, students are assigned ELD standards to master based on their initial or summative assessments and other multiple measures, including i-Ready diagnostic results. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at

the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD will be incorporated not only within the language arts curriculum, but also in all content areas in accordance with the CA CCSS for ELA/Literacy, which includes developing reading and writing in all subjects. ELD is taught daily in designated time, per the EL Master Plan, in grades K-12. However, RSCS recommends 30 minutes per instructional day. High school classes will have scaffolded supports to help EL students understand and master the content-specific vocabulary. High school shadow classes for EL students are provided for English and mathematics at all levels. Shadow classes include explicit instruction for English Language Development, including developing reading comprehension through teaching metacognitive skills and strategies. Metacognitive skills are developed through modeling and using “think-aloud” instruction, such as verbalizing the skills used when comprehending a text. Additional scaffolds include ensuring that the core instruction is comprehensible through developing prior knowledge, including vocabulary, and ensuring that all students have the requisite foundational skills to access the grade-level content. These classes provide students with multiple opportunities for practice in a personalized setting.

River Springs teachers use strategies that are specifically intended to develop the English language. Strategies are intended to target vocabulary development, reading fluency, reading comprehension, and include explicit instruction with the goal of Academic English language development. Skills are taught explicitly through modeling, explaining, and using skills in context. Teachers include multiple opportunities for students to practice skills and strategies before applying in authentic learning experiences, such as developing a project.

The ELD curriculum is based on the California ELD Standards and may include state-adopted curriculum by publishers such as Houghton-Mifflin, Harcourt, and Pearson, or similar. In addition, supplemental English Language Development materials are used to provide a personalized program for each student. The RSCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched opportunities for all ELs.

Subject area teachers, advisors, coaches, and administrators meet twice annually to review the academic progress of English Learners through data-driven professional development. These meetings ensure that EL students are receiving both core content instruction and designated ELD supports aligned to their proficiency levels and grade-level expectations.

Using multiple measures—including ELPAC results, classroom performance, formative assessments, and teacher observations—students are placed into support categories to align instruction and interventions with their specific needs:

- EL–Emerging/Expanding: Recent English learners, including newcomers, who benefit most from targeted language supports and scaffolds embedded within core instruction to accelerate English acquisition.

- EL–Reclassification Ready: Students demonstrating higher levels of English proficiency who meet or are approaching state criteria for reclassification and should be closely monitored for readiness.

EL–Dual Identified: Students dually identified as ELs and as having learning differences, who require coordinated support aligning ELD services and IEP goals to ensure access to both language development and specialized instruction.

EL–At Risk/Long-Term EL: Students whose performance shows limited progress in language growth or grade-level academics, requiring intensified interventions, additional scaffolding, and intentional focus on foundational literacy and academic vocabulary.

This information is shared with teachers and administrators to ensure targeted supports within the MTSS framework:

Tier 1: Core instruction consistently integrates ELD standards, metacognitive strategies (e.g., think-alouds), academic language supports, and structured opportunities for oral language practice.

Tier 2: Small-group or supplemental supports are provided during the school day, focusing on specific skill gaps such as reading fluency, academic vocabulary, or writing conventions.

Tier 3: Intensive, individualized supports are offered, which may include after-school tutoring programs, reading interventions matched to students’ instructional levels designed to scaffold comprehension while building English proficiency.

Progress is reviewed throughout the year using formative and summative assessments, with adjustments made as needed.

In order to determine the student’s annual progress in English, each English Learner is assessed annually with the ELPAC. Additional assessments obtained from the ELA and ELD curriculum, and teacher observations are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

In addition, a number of assessments are used to track each student’s progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessment embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- ELPAC outcomes
- i-Ready
- Web-based, ELD-standards based assessments (embedded in our ELD Essentials course in our LMS)

RSCS staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid as part of their ongoing professional development activities. Instruction techniques,

assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students will be assessed on English language proficiency level in the fall and the spring annually. The EL Coordinator administers and reports ELPAC results to staff and monitors, and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers non-ELPAC assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, the administration monitors teacher qualifications for legal compliance and the availability of adequate resources.

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

- 1) Adhering to RSCS-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- 2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- 3) Monitoring of student identification and placement.
- 4) Monitoring of parental/guardian program choice options.
- 5) Monitoring of availability of adequate resources.

District English Learner Advisory Committee (DELAC)

When there are 21 or more English learners at RSCS, a parent/guardian District English Learner Advisory Committee ("DELAC") shall be maintained to serve the advisory functions specified in applicable law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. DELAC has four legal responsibilities that are the focus of their work. It must advise the Charter School and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the Charter School's needs assessment.
- Administration of the Charter School's annual language census.
- Ways to make parents/guardians aware of the importance of regular school attendance

[For further information click here to view the EL Master Plan.](#)

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605.6(b)(5)(A)(ii), a reasonably comprehensive description of RSCS's annual goals and actions, both schoolwide and for each subgroup of pupils, which address the

Eight State Priorities as described in Education Code Section 52060(d), are described in the Local Control and Accountability Plan in [Appendix E](#).

Element B: Measurable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B).

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

1. RSCS will maintain or increase the change rate via the Dashboard annually in all numerically significant subgroups and school-wide in two (2) of the last three (3) years.
2. RSCS will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.
3. Students who are identified as MTSS Tier II will show improvement in proficiency as measured by the RSCS systematic online standards-based assessment tool in two (2) of the last three (3) years.

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

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of RSCS's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), are described in the current [Local Control and Accountability Plan \(LCAP\) in Appendix E](#).

Each of these goals addresses the unique needs of all students attending RSCS, including our numerically significant student subgroups: students with disabilities, English Learners, socio-economically disadvantaged, and numerically significant ethnic groups. RSCS will also analyze data on homeless and foster youth. The metrics associated with these goals help RSCS to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

RSCS shall develop and annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. RSCS reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. RSCS shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a midyear report on the annual update to the LCAP and the local control funding formula budget overview for parents/guardians on or

before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

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

All approved LCAPs will define metrics clearly for the current year and two following.

Element C: Methods of Measuring Student Progress

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).

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

RSCS affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605.6(b)(5)(C).

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

1. Monthly review of work
2. Annual portfolios
3. Parent/guardian, student, and teacher observation
4. Norm and criterion-referenced tests
5. Formative student assessments
6. Common Assessments developed through Professional Learning Communities
7. Continuous, personalized assessments through independent study courses
8. Student demonstrations
9. Student projects
10. Student grades
11. Student work samples
12. Student self-evaluations
13. Tuning meetings for individual progress monitoring

The staff of RSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. River Springs uses student-friendly I CAN!s based on the State Standards. RSCS pacing guides identify the grade-level I CAN!s to be addressed during each benchmark test window. Proficiency Scales, developed for each I CAN! have a clearly articulated list of skills students demonstrate when they have mastered the I CAN! Teachers use the I CAN! Proficiency Scales, much like a rubric, when they assess their students for mastery of the I CAN!.

All students will have a personalized learning plan developed that matches their current achievement level, learning style, and interests. Students performing substantially below grade level expectations are

evaluated and monitored through the MTSS process. As part of this process, a team will develop a plan for meeting the student's needs, including evaluating curriculum used by the student and the delivery method(s).

In addition, the Charter School has Personalized Learning Paths developed for each I CAN! statement in order to ensure personalized learning ([Click here to view a sample](#)). Because River Springs believes in developing the whole child, our Habits of Success, which are linked to our Graduate Learner Outcomes, delineate the social-emotional skills our students need to succeed. Each Habit of Success is clearly articulated with appropriate activities for each level of mastery.

Finally, the Charter School's Adequate Progress policy ensures that students make progress in their school work. Each 20 school day Learning Plan, the teacher calculates the percent of work turned in. Students who turn in less than 70% of their assigned work are notified and begin the MTSS process.

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

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

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

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

Assessments

All students will be assessed using multiple measures, including diagnostic, summative, and formative progress monitoring. [Click here to view the Assessment Plan and Calendar](#). Students will be given diagnostic, growth-monitoring assessments in the fall, winter, and spring annually. RSCS may utilize nationally normed and recognized assessments such as the i-Ready diagnostic for grades 3-12, and mClass Amplify for grades K-2. Diagnostic assessment items are intended to match the rigor of the State Standards and cover the main domains of ELA (phonics, phonological awareness, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational text) and math (number and operations, algebra and algebraic thinking, measurement and data, and geometry). Currently, mClass Amplify is also RSCS's board-approved Reading Difficulties Screener, complying with

SB 114 and EC 53008. Results from this assessment are provided to families and support intervention through the MTSS process.

Following the completion of the diagnostic exams, teachers meet in grade-level groups to disaggregate this data and pair students with personalized interventions and supports. Teachers also look at subgroup data for each of these tests and use the results to evaluate and inform their instruction for students in significant subgroups such as: SWD, EL, and SED. In addition, our teachers utilize multiple classroom formative assessment strategies such as using exit tickets, whiteboards, and one sentence summaries.

Summative assessments are given for students to show evidence of their mastery of standards. These include chapter tests, projects, and presentations. All of these assessments prepare our students and inform our teaching strategies for success on the CAASPP test in the spring.

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

Diagnostic and benchmark test results are used to develop personalized learning plans. The learning plans incorporate RSCS I CAN!s. Based on frequent student assessment outcomes, the curricula are modified and personalized as needed to ensure students are best prepared to meet rigorous performance goals.

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

Students in Tier 2 and Tier 3 will complete additional diagnostic and benchmark testing using a variety of assessments such as DIBELS and Lexia.

Use and Reporting of Data

RSCS will use a data warehousing platform to manage student progress. Selected platforms, such as Parsec Education, will be used to house both formative and summative data.

Additionally, RSCS will use the i-Ready platform to produce timely reports on a variety of measures for diagnostic assessments to determine how students perform overall, by standard, by numerically significant subgroups (including all unduplicated pupil groups, even if not numerically significant). I-Ready reports are nationally normed and provide a wealth of information in a parent/guardian-friendly format. RSCS teachers will also use an online learning management/gradebook system.

RSCS will also annually create and post the SARC with overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroups.

RSCS students are required to regularly check their progress using the Learning Management online student interface. Students analyze this data, use it to advocate for themselves, and to monitor progress toward achieving their goals. Teachers use student data from the Learning Management System to make decisions about necessary student progress and use it in Personalized Learning Plan and tuning meetings. RSCS parents/guardians will have full access to their student's data via the Learning Management System online interface. Instructions for how to use the System are provided at the start of the school year or at the time of enrollment.

Improvement Plan

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

Cycle of Inquiry Stages

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

Grade Level Teams

Teachers across disciplines meet as a grade-level team and use discipline report data, classroom observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that

grade level. Results are provided to the teachers of individual students so that pertinent information can be used in personalized learning plan meetings with parents/guardians and the student.

Department Teams

Teachers in the same department meet as a team and use formative assessment data and classroom observations to discuss progress primarily on the core academic skills. Teachers are involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place monthly.

Reporting of Data to the RSCS Board and Community

RSCS staff compiles an annual school performance report for each program to be presented to the Board of Directors (“Board”). This report includes, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the charter.
- Data on the level of parent/guardian involvement in program activities.
- Data on numerically significant subgroups, always including unduplicated pupil groups.
- Data regarding the number of staff working at the program and their qualifications.
- An overview of the program’s demographics, including number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
- Information demonstrating whether or not the program implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school, relative to compliance with the terms of the charter generally.

The report is presented to the RSCS Board at the end of the school year at a public meeting. Data from the performance report is translated into the SARC that is published on the Charter School’s website.

Reporting of Data to Families and Students

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

SARC & LCAP

RSCS will comply with state-mandated requirements applicable to charter schools regarding the SARC and LCAP. The SARC will be accessible to all parents/guardians via the Charter's website. Progress toward LCAP goals will be tracked through a variety of instruments, such as OASIS, our student database system; our internal assessment reporting system; and our budget. This data will be analyzed quarterly by administrative leadership to help us meet our LCAP goals.

Element D: Location of Each Charter School Facility

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605.6(h).

RSCS will utilize Learning Labs to facilitate its independent study program and offer supporting services to students, including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings.

RSCS may also rent occasional temporary space for events and activities.

The locations of the student centers are below:

Location Name & Address
Riverside Student Center 3050 Chicago Ave, Riverside
Magnolia Student Center 4020 Jefferson St, Riverside
Flabob Preparatory Academy Student Center 5580 42nd St, Riverside
Pathfinder Student Center 4260 Tequesquite Ave, Riverside
Hemet Quest Student Center (TK-8) 760 W. Acacia, Hemet
Hemet Student Center (9-12) 105 N. Girard St, Hemet 45252 Florida Ave, Hemet
Renaissance Valley Student Center 1091 W. Esplanade Ave, San Jacinto
Palm Student Center 46601 Vargas Rd, Indio
Cherry Valley Student Center

10257 Beaumont Ave, Cherry Valley
Corona Student Center 2115 Compton Ave, Corona
Corona 2nd St. Student Center ("Little Springs Kinder Center") 510 West 2nd St, Corona
Bear River Student Center 26800 Newport Rd, Menifee
Murrieta Student Center 41866 Kalmia St, Murrieta
iShine Student Center 42145 Lyndie Ln, Temecula
Del Rio Student Center 745 N. Perris Blvd, Perris
Temecula Student Center 43040 Margarita Rd, Temecula
Enterprise Student Center 27447 Enterprise Circle W., Temecula
Riverside Van Buren Student Center ("Arbor Student Center") 17241 Van Buren Blvd, Riverside
Discovery Student Center, Murrieta 24225 Monroe Ave, Murrieta

Element E: Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).

Legal Status

River Springs Charter School is a directly funded independent charter school operated by River Springs Charter School, Inc., a California nonprofit public benefit corporation. Pursuant to Education Code Section 47604(d), the County is not liable for the debts or obligations of the charter school that is operated by, or as a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the charter school if the County has complied with all oversight responsibilities required by law.

RSCS provides a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the County. Details of this policy will be outlined in a Memorandum of Understanding (“MOU”) between RSCS and the County.

Board of Directors

RSCS is governed by the RSCS, Inc. Board of Directors, which shall follow the Bylaws ([click here to view bylaws and board member bios](#)). The Board of Directors shall include five (5) to seven (7) members who align to the needs of the Charter School. Board member vacancies are widely advertised on the school website and through other electronic means, and will be members of one of the following two groups: parents/guardians or community members. Board members must reside in Riverside County or in an adjacent county where RSCS students are served. In accordance with Education Code Section 47604(c), the County Board may appoint a representative to sit on the Board of Directors. If the County Board chooses to do so, the Charter School may appoint an additional Board member to ensure that the Board is maintained with an odd number of directors.

Annually, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board will order the inclusion within its membership, in addition to the number of members otherwise prescribed, at least one student member. A student member of the Board has preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The Board of Directors shall exercise final authority on all matters concerning RSCS. The Board of Directors’ major roles and responsibilities will include, but are not limited to:

- Hire, supervise, evaluate, discipline, and dismiss the Superintendent of the Charter School;
- Approve all contractual agreements;

- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents/guardians and the community in school-related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out-of-state or overnight field trips (if applicable);
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Engage in Board Committee work (as applicable);
- Approve annual independent fiscal audit; and
- Appoint an administrative panel or act as a hearing body and take action on appeals to an administrative panel’s decision to expel a student..

[Click here to view a list of RSCS board members with their bios.](#)

[Click here to view the Articles of Incorporation as included in Appendix G.](#)

Board Meetings

All meetings of the Board of Directors will be in compliance with the Brown Act and Education Code Section 47604.1(c). Board meetings will occur no less than eight (8) times per fiscal year, but may occur more often as called or scheduled by the Board. Meetings will be conducted and available to the public held at the RSCS’ administrative offices, located at 27740 Jefferson Ave., Temecula, CA 92590, or at another posted location within the County. In compliance with Education Code 47604.1(c), meetings will be available via a two-way teleconference at RSCS Learning Labs, and an audio recording of each meeting will be posted on our website.

Conflict of Interest

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, and the Charter School complies with Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which is updated with any charter school-specific conflict or interest laws and regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval. Annual Form 700 financial interest disclosure statements will be required of all RSCS Board members. The full Conflict of Interest Code can be found in [Appendix F](#).

Oversight

At any time, the County staff has the right to inspect and observe any part of RSCS's operations, pursuant to Education Code 47607(a)(5).

Board Member Professional Development

Each board member will be required to attend multiple professional development trainings that will include, but not be limited to, cover the following topics:

- Brown Act/GC1090/Conflict of Interest/Political Reform Act/ethics (AB 2158)
- Family Educational Rights and Privacy Act (FERPA)
- Expulsion process
- Student achievement
- School finance (AB 640) beginning April 1, 2027 Finance/Budget
- Local Control and Accountability Plan (LCAP)
- One external conference per year, as the budget permits

Parent/Guardian Involvement

Parents/guardians will be encouraged to participate in the School Site Council ("SSC") and to be involved in school activities, fundraising, and advising the RSCS, Inc. Board of Directors on any and all matters related to the strengthening of the RSCS community.

Parent/guardian participation will play a vital role in the effectiveness of our program. Parents/guardians are also encouraged to attend Board meetings, and, if qualified, are welcome to apply for vacant Board positions.

In addition to encouraging parents/guardians to serve on the Board and parent/guardian participation on the School Site Council, parents/guardians will be encouraged, but not required, to volunteer at RSCS. The RSCS administration will maintain a comprehensive list of volunteer opportunities, including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent/guardian-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from RSCS or school activities due to the failure of their parent/guardian to volunteer at the Charter School, and in accordance with Education Code Section 47605.6(n), parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Memorandum of Understanding

The details of the working relationship between the County Office of Education and RSCS will be delineated in a Memorandum of Understanding (MOU).

Superintendent

The Superintendent will have the authority and responsibility of managing the day-to-day operations of RSCS, including the selection of administrative, certificated, and classified personnel. Additionally, the Superintendent will direct, administer, and coordinate activities in support of organizational policies,

goals, and objectives by performing the following duties personally or through subordinate managers:

- Serve as liaison between the Charter School's leadership, management, and Board of Directors;
- Supervise employees members of the Senior Management Cabinet, made up of management employees who direct department activities that implement the organization's policies and procedures;
- Guide and direct the leadership team management in the development, production, promotion, and financial aspects of the organization's products and services;
- Direct the preparation of short-term and long-range plans and budgets based on broad corporate goals and growth objectives;
- Implement programs that meet the Charter School's corporate goals and objectives;
- Create the structure and processes necessary to manage the organization's current activities and its projected growth;
- Maintain a sound plan of corporate organization, establishing policies to ensure adequate management development and to provide for capable management succession;
- Direct the development and installation of procedures and controls to promote communication and adequate information flow within the organization;
- Establish operating policies consistent with the board policies and objectives of the corporation and ensure their execution;
- Evaluate the results of overall operations regularly and systematically;
- Ensure that the responsibilities, authorities, and accountability of all direct subordinates are defined and understood;
- Ensure that all organization activities and operations are carried out in compliance with local, state, and federal regulations and laws governing business operations;
- Ensure professional quality relationships with contracted agencies; and
- Assist Charter School directors in the school accreditation process.

[Organizational Chart can be found in Appendix H](#)

The charter school will require school finance training for charter school officials as stated in AB 640, beginning April 1, 2027.

Element F: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

RSCS will employ professional staff members who are certificated in their teaching field and other qualified staff personnel who subscribe to the mission and educational philosophy of the school. In accordance with Education Code 47605.6(e)(1), RSCS is nonsectarian in its employment practices and all other operations. RSCS does not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, disability, or any other characteristic prohibited by state and federal law, including immigration status. In accordance with Education Code Section 47605.6(l)(1), teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. All RSCS employees are "at-will" employees. RSCS will comply with all federal and state laws regarding employee records. RSCS will meet all applicable federal/state guidelines under the ESSA.

Recruitment of River Springs Charter Staff

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

General Qualifications for Key Positions

Superintendent

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

The Superintendent will be responsible for:

- Providing leadership and supervision for the development and implementation of effective instructional programs for all students
- Ensuring that all such programs comply with Education Code, IDEA, and all applicable regulations
- Ensuring adequate staffing in all departments and overseeing personnel practices
- Providing visionary instructional leadership and sound fiscal management for all schools
- Attending all regular Board of Directors' meetings, or ensuring an appropriate designee attends

- Providing leadership and supervision of professional development on an ongoing basis for all staff. [Click here to view the professional development plan](#). Ensuring departmental and academic goals are addressed and met on an annual basis

Person holding this position must possess, at minimum:

- A minimum of a master’s degree, with at least 10 years of experience working with youth/adolescents
- Administrative and educational experience. Previous administrative experience with charter schools or similar institution
- Excellent communication and community-building skills
- Excellent financial, business, and quantitative skills
- Demonstrated leadership, decision-making, and managerial skills
- Passionate about working with youth/adolescents and their families

Preferred skills:

- Doctorate degree or other higher education degree

Principal / Director

The Principal/Director (“Principal”) supervises both instructional and non-instructional staff, and is responsible for implementing the mission and vision of the Charter School, its philosophies and practices. The Principal is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The Principal is responsible for ensuring that personalized instruction takes place for each student, each day, throughout the school year.

Other responsibilities include:

- Providing leadership for the development of school programs and curricula on a daily basis
- Serving as the liaison between parents/guardians, teachers, and students when appropriate
- Serving as the “voice” for their Student Centers and reporting to the superintendent as required
- Conducting research and implementing best instructional practices to meet the needs of each student on a personalized level
- Ensuring safest and most productive measures resulting in a productive school environment
- Fostering and nurturing a positive and supportive school culture for all students, staff, and parents/guardians

- Collaborating with teachers, staff, parents/guardians, and students as stakeholders in key decisions that affect the school
- Providing professional development opportunities for all staff to grow professionally
- Ensuring that vacancies are filled with the best staff possible, and working closely with the Human Resources department
- Evaluating staff and ensuring supervision of volunteers
- Collaborating with community agencies

Person holding this position must possess, at minimum:

- A master's degree, with a minimum of 5 years of experience working with youth/adolescents
- Administrative and educational experience
- Previous administrative experience with charter schools or similar institutions
- Excellent communication and community-building skills
- Demonstrated leadership, decision-making, and managerial skills
- Passionate about working with young/adolescents and their families

Preferred skills:

- Proficiency in Spanish

Teachers

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

- Understanding the mission and vision, and practices of charter schools
- Overseeing student academic progress, including assessment and recommendation(s)
- Promoting a school culture/environment that maximizes student learning and critical thinking
- Engaging in ongoing professional development activities
- Collaborating with colleagues and administration
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents/guardians

- Utilizing the community as an extension of the classroom

RSCS teachers (TK-12) hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. Teachers will hold appropriate certifications (including CLAD and BCLAD certificates) or CTC-recognized authorization to teach EL students.

All TK seat-based teachers will be held to the qualifications as set forth in Education Code Section 48000(g).

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

- Professionalism and commitment to personalized learning
- Understanding and appreciation for diversity and the contribution of each to the learning environment
- Belief that all students should be prepared for college and or career upon high school graduation
- Ability to communicate clearly and collaborate with other colleagues
- Capable of managing a well-disciplined and productive classroom or home-study environment conducive to the needs of each student
- Understanding of how to modify lessons and differentiate instruction for different learning styles
- Ability to work with parents/guardians in a friendly manner, demonstrating problem-solving skills
- Ability to multitask
- Ability to empathize with students while still holding students responsible to a high level of social and academic standards
- Commitment to the development of students as young adults
- Desire to advocate on behalf of students and parents/guardians/families
- Commitment to academic rigor and utilizing data to drive instruction

Subject Specialists

Subject specialists are responsible for developing, coordinating, and evaluating the assignments within their subject area. They are responsible for supporting the instructional department and teachers, as well as developing curriculum, mentoring teachers, and supporting the use of our online learning management tools. Subject Specialists must hold the CTC certificate, permit, or other document required for the teacher’s certificated assignment, possess a valid CA driver’s license, and be able to travel each week. Employees may be assigned additional related duties as required by RSCS.

Essential Duties and Responsibilities:

- Support the vision and work of River Springs Charter School

- Coach and support of all single-subject teachers in the department, including mentoring new teachers in the induction program
- Develop curriculum and pacing guides for all high school classes within the department
- Attend monthly face-to-face meetings with assistant superintendent of education as required to develop department meeting agendas and discuss departmental issues
- Develop the agenda and chair monthly departmental meetings to share best practices and effective instructional techniques within the department
- Perform monthly teacher support and informal observation in the classroom with the goal of developing the teachers' skills in personalizing education within the classroom setting
- Collaborate with members of the department regarding needs of students and parents/guardians and find solutions to meet needs, including attending Response to Intervention meetings as they are scheduled
- Establish basic competencies for each course offered by the department, as well as at each level (general education and college prep/a-g)
- Support teachers in our online learning management system, including setting up course syllabi, assignments, grade book usage, and resources
- Support teachers in online synchronous course environments, such as Adobe Connect
- Provide support for teachers in areas of curriculum and content delivery methods
- Assist in planning of academic staff development days
- Plan and implement quarterly parent/guardian/student workshops at Student Center locations
- Maintain the department web content under the direction of the assistant superintendent of education
- Develop and maintain the annual department budget with input from department personnel
- Collaborate with grant writer, providing answers to questions for grant submissions
- Inform site directors through RSCS email of the content of each PLC meeting, including attendance, content of discussions, and decisions made as a collaborative team
- Coordinate with each site director to supervise and support department teachers, sharing insights and strategies
- Develop additional curriculum for students during the summer months, as assigned by the assistant superintendent of education

Education Specialists/Homeschool Collaborative Teachers/Teachers of Record

River Springs ESs/HCTs are primarily responsible for ensuring that the Charter School’s educational program is implemented in the students’ homes or the communities. ESs/HCTs specialists act as instructional leaders for the home-based families, serving an ambassador role between the family and the Charter School. ESs/HCTs must be able to support and disseminate curriculum in their subject area, as well as those areas created by other teachers. The ESs/HCTs specialists will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. ESs/HCTs are also responsible for collaborating with parents/guardians and other staff—both in their department and outside their department - to ensure the delivery of rigorous content and instruction in a way that maintains consistency and works toward RSCS's mission of personalized learning.

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

- Understanding the Charter and its mission, and practices
- Overseeing the students' academic progress
- Administering student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the school
- Engaging in ongoing professional development activities
- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents/guardians

All RSCS ESs/HCTs will hold the CTC certificates (including CLAD and BCLAD), permits, and/or other documents required for their certificated assignment. Teachers providing instruction meet the requirements outlined in Education Code Section 47605.6(l).

All ESs/HCTs are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can and should set and reach personalized academic goals
- Understanding and appreciation of the backgrounds of our students
- Resilience and perseverance
- Professionalism and a commitment to the seriousness of our work
- Ability to communicate promptly and clearly
- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to all students mastering RSCS's I CAN!s
- Promotion of academic rigor

- Desire to collaborate with other disciplines
- Capable of running a well-managed and productive classroom
- Ability to work with English Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multitask
- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addition to a content-area teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

Non-Instructional Staff

At RSCS, all non-instructional staff will possess experience and expertise appropriate for their position as outlined in their job description and consistent with personnel practices and policies.

With the assistance of the department of Human Resources, job descriptions, job qualifications, selection processes, and evaluation tools appropriate for non-instructional staff members have been developed.

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

- Computer skills (including working knowledge of word processing, spreadsheets, and internet communication management)
- Written and verbal communication in English
- Filing skills, including organizational management
- Phone etiquette and an interest/desire to promote best human resources practices
- Punctuality
- Ability to fulfill the physical requirements of the job as prescribed by the job description
- Strong work ethic
- Ability to communicate and interact with youth and adults in a positive manner

Training and Professional Development

All River Springs Charter staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Annually, all staff members participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and particular areas of focus are provided for all staff members. Parents/guardians are also invited to participate, and specific topics are provided for them.

[Click here to view the Employee Handbook.](#)

[Click here to view the Staff Performance Evaluation procedure and rubrics.](#)

Element G: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

Education Code Section 47605.6(b)(5)(G).

In order to provide safety for all students and staff, RSCS shall maintain health and safety procedures and risk management policies, which have been developed in consultation with its insurance carriers and risk management experts.

RSCS will occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Health and Safety Policies

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

RSCS complies with all applicable federal and state laws regarding criminal background checks and fingerprinting. RSCS is also compliant with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors, and volunteers prior to employment and/or any more than limited contact with RSCS pupils. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. RSCS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Assistant Superintendent of Human Resources shall monitor compliance with this policy as well as prepare quarterly board reports. The Superintendent shall monitor the fingerprinting and background clearance of the Assistant Superintendent. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws for the State of California and the policies and procedures adopted by the RSCS, Inc. Board of Directors. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

RSCS will adhere to all laws related to legally required immunizations for entering students who receive classroom-based instruction pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th-grade students must be immunized with a pertussis (whooping cough) vaccine booster. Students will be required to submit verification of required immunizations before enrolling in an RSCS classroom-based program.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent/guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

RSCS will adhere to Education Code Section 49423 regarding administration of medication in school. RSCS will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers. Medication guidelines are provided in the Parent/Student Handbook. [Click here to view the Parent/Student Handbook.](#)

Vision/Hearing/Scoliosis Screenings

Students will be screened for vision, hearing, and scoliosis. RSCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by RSCS. Parents/guardians who do not wish for their child to participate in screenings must provide a written notice to the school nurse. This can be a form provided by the Charter School or a general written statement.

Diabetes

The Charter School will make type 1 diabetes informational materials accessible to the parent/guardian or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent/guardian or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Suicide Prevention Policy

RSCS shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School will review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

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

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School will post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice will include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement under the federal school meal programs. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

For students enrolled in independent study the Charter School will provide each student, as needed, as defined in Education Code Section 49552, with access to one nutritionally adequate meal, as defined in Education Code Section 49553(a), free of charge on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, Student Centers, meeting space, or other satellite facility operated by the Charter School.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

California Healthy Youth Act

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

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N). [Click here to view a Sample School Safety Plan.](#)

- a) routine and emergency disaster procedures
- b) policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- c) procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- d) a discrimination and harassment policy consistent with Education Code Section 200
- e) provisions of any school-wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- f) procedures for safe ingress and egress of pupils, parents/guardians, and employees to and from the Charter School
- g) a safe and orderly environment conducive to learning
- h) the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6
- i) procedures for conducting tactical responses to criminal incidents
- j) procedures to prepare for active shooters or other armed assailants by conducting a drill, if the topic is covered in the School Safety Plan

The School Safety Plan is drafted specifically for the needs of each facility in conjunction with law enforcement and the Fire Marshal. Staff will review the School Safety Plan annually and is continuously trained as to its contents, and receive specific training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

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

Drug Free/Alcohol Free/Smoke Free Environment

RSCS will maintain a drug, alcohol, and smoke-free environment.

Trainings

RSCS staff will receive training on CPR, sexual harassment, and other safety-related issues annually as required based on their position.

Facility Safety

RSCS shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. RSCS will assess potential and current school buildings for structural safety, using the existing state, county, and city standards. RSCS, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections, and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. RSCS will obtain a Certificate of Occupancy prior to occupying any new facility.

RSCS shall conduct regular fire drills for staff and students. Additionally, RSCS will test sprinkler systems, fire extinguishers, and fire alarms as required by law to ensure they are maintained.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

RSCS provides a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. [Click here to view the Charter School’s Title IX policy.](#) RSCS maintains a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the RSCS anti-discrimination and harassment policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

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

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety, utilizing the most updated model language published by the California Department of Education.

School Wellness Policy

This policy outlines the Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. [Click here to view the School Wellness Policy.](#)

Specifically, this policy establishes goals and procedures to ensure that:

- Students at the Charter School's student centers participating in NSLP have access to healthy foods throughout the school day – both through reimbursable school meals and

other foods available throughout the student center – in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Programs engage in nutrition and physical activity promotion and other activities that encourage student wellness;
- All staff are urged to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the Charter School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and programs in the Charter School.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.”

Custodian of Records

The Superintendent will annually designate an Assistant Superintendent as Custodian of Records per California Department of Justice requirements.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.

This Charter School participates in any interscholastic athletic programs, and it will comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for

sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, the Charter School's emergency action plan describes the location of emergency medical equipment and includes a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussions and heat illness, will be rehearsed.

The charter posts on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting events, and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Suicide and Crisis Lifeline

All new student identification cards for 7-12 grade students include the 988 Suicide and Crisis Lifeline phone number consistent with Education Code Section 215.1.

Immigration Enforcement Officers

The school has developed procedures for notifying parents/guardians and staff when immigration enforcement officers are present on school sites.

Element H: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).

As further described in this charter petition, RSCS shall not discriminate against any student on the basis of race, ethnicity, or any of the characteristics listed in Education Code Section 220, including immigration status. RSCS shall actively seek to achieve the racial and ethnic, special education, and English learner student population, including redesignated fluent English proficient students, and a balance of the general population residing within the territorial jurisdiction of the County. RSCS will implement an open enrollment policy and active recruitment strategies to target the student populations generally reflective of the County's population.

RSCS will have complete wrap-around services to ensure all students have access to the resources they need to succeed. These supports will also ensure that RSCS maintains an enrollment balance as described. These supports include counselors, psychologists, support staff, classroom assistants, a school nurse, health technicians, child welfare and attendance staff, and the like.

Element I: Independent Financial Audit

Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted auditing standards. The Assistant Superintendent of Business is responsible for facilitating the annual audit.

The Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of RSCS's financial affairs, federal and state compliance. The auditor will have, at a minimum, a CPA and educational institution audit experience, and be approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of RSCS's financial statements and reporting practices and required elements associated with the State and Federal compliance matters. The audit will be conducted in accordance with generally accepted accounting principles applicable to public schools and in compliance with the audit provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars. Each annual budget will include an expenditure for this service.

The Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies, including costs. Audit exceptions must be resolved to the satisfaction of the Riverside County Board of Education.

Audit reports will be completed and available for review by the school members and the public, and submitted to Riverside County Office of Education, the California Department of Education, and the State Controller's Office by December 15 of each year. Procedures and/or processes that caused the exceptions and/or deficiencies are modified to meet the auditor's specifications, and such modifications will be sent to the Board of Directors within three (3) months of the auditor's report. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

RSCS shall be compliant with the provisions of Education Code Section 47604.33 regarding financial reporting and accountability. In addition, as outlined in Education Code Section 47604.3, RSCS shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from the County Office of Education or from the Superintendent of Public Instruction, and shall consult with the requesting entity regarding any inquiries. Finally, in accordance with Education Code Section 47604.4, RSCS recognizes the authority granted to the County Superintendent of Schools to monitor the operations of a charter school located within the County and conduct an

investigation into the operations of that charter school, based upon written complaints by parents/guardians or other information that justifies the investigation.

Element J: Student Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(i) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(ii) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(J)

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at River Springs Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as RSCS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments conform to legal requirements. RSCS staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed annually as part of the Student Handbook, which will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians,¹³ detention during and after school hours, use of alternative educational environments, suspension, expulsion, and other means of correction.

In accordance with AB 1729, other means of correction will include, but are not limited to, a positive behavior support approach with tiered interventions that occur during the school day on campus, a conference between school personnel, the pupil's parent/guardian, and the pupil, participation in a restorative justice program, and after-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors.

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

RSCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that

¹³ The Charter School shall ensure ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

this Policy and its Procedures are available upon request from the administration office via email at student.records@springscs.org.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct, which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(b)(1).

Procedures

Grounds for Suspension and Expulsion of Students

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

I. Enumerated Offenses

A. Discretionary Suspension Offenses

Students may be suspended when it is determined the student:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force of violence upon the person of another, except in self-defense.
- 3) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
- 7) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- 8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of a student's prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 9) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- 11) Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
- 12) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 13) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 14) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 15) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution,

which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events,

- 16) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- 17) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- 18) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- 19) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- 20) Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- 21) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described

in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(c) Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

23) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (A)(1)-(2).

24) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or their designee’s concurrence.

B. Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion when it is determined the student:

- 1) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- 2) Brandishing a knife at another person.
- 3) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- 4) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

C. Discretionary Expellable Offenses

Students may be recommended for expulsion when it is determined the student:

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

- 2) Willfully used force or violence upon the person of another, except self-defense.
- 3) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- 5) Committed or attempted to commit robbery or extortion.
- 6) Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
- 7) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- 8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 9) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- 11) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- 12) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 13) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 14) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 15) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical

or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- 16) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- 17) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- 18) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- 19) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- 20) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their

- age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c) Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (C)(1)-(2).

22) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

D. Non-Discretionary Expellable Offenses

Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- 1) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- 2) Brandished a knife at another person.
- 3) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- 4) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Education Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

II. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

A. Conference

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

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student will not be contingent upon attendance by the student’s parent/guardian at the conference.

B. Notice to Parents/Guardians

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

C. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension will be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence is disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

D. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent/guardian, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher will provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned in to the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment will not be included in the calculation of the student's overall grade in the class.

III. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it, and preceded by recommendation from the Superintendent or designee. The Charter School's Board of Directors will appoint a neutral and impartial Administrative Panel. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's Board of Directors. The Administrative Panel may be composed of educators within the Springs community, in local charter schools, or in local school districts. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to

have committed an expellable offense, and the Board of Directors shall make a final determination.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

A student and their parents/guardians may appeal an expulsion decision by the Administrative Panel to the neutral and impartial Charter School Board of Directors, which makes the final determination. The Board of Directors is presided over by a designated neutral hearing chairperson. Following the appeal hearing, the Board of Directors makes a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

IV. Expulsion Procedures

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

The Administrative Panel will hold a hearing on the case and will make a determination whether to expel. The hearing will be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the Superintendent or designee, to the student, and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it will be deemed served upon the student. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;

- 3) A copy of the Charter School's disciplinary rules, which relate to the alleged violation;
- 4) Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- 6) An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
- 7) An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
- 8) An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

A. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- 1) The complaining witness in any sexual assault or battery case is provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that

the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and is helpful to the Charter School. The entity presiding over the hearing permits the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official admonishes the support person or persons not to prompt, sway, or influence the witness in any way. Nothing precludes the presiding officer from exercising their discretion to remove a person from the hearing who they believe is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness is excluded from the hearing room during that testimony.
- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

B. Record of Hearing

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

C. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted

and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

D. Expulsion Decision

The decision of the Administrative Panel will be in the form of written findings of fact and a determination regarding the expulsion. The Administrative Panel makes the determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

E. Written Notice to Expel

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

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

As indicated in the Affirmations and Declaration section, above, the Charter School shall notify the superintendent of the school district of the student's last known address within 30 days if a student is expelled or leaves RSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district provides this information to the Charter

School within 30 days if the Charter School demonstrates that the student was enrolled in the Charter School.

F. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

G. Right to Appeal

Parents/guardians (or students aged 18 or over) may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board of Directors within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made and language support offered for students and parents/guardians who wish to appeal.

Following the appeal hearing, the Board of Directors will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Superintendent or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing.

The Charter School Board of Directors' decision to uphold the Administrative Panel's decision to expel shall be final.

H. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs, including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

I. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

J. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, will be in the sole discretion of the Administrative Panel and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The administrative panel will make a

decision regarding their determination. The parent/guardian/student may decide to appeal the decision of the administrative panel to the RSCS Board of Directors. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks admission or readmission to the Charter School.

K. Notice to Teachers

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

L. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1) Notification of SELPA

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

2) Services During Suspension

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

3) Procedural Safeguards/Manifestation Determination

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

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

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

4) Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5) Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

6) Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Element K: Retirement Systems

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).

Certificated employees of RSCS who are eligible shall participate in the State Teachers' Retirement System ("STRS"). Non-certificated employees of RSCS shall participate in the Public Employees' Retirement System ("PERS") and Social Security. The RSCS, Inc. Board of Directors reserves the right to offer its employees additional retirement options such as a 403(b) or 401(k) program. Eligibility of new employees in a particular retirement program will be determined by the RSCS Human Resources Department as part of the new hire process. The RSCS Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees. A complete list of the positions covered under each system resides in the RSCS Human Resources Department and is available for inspection by the County.

Element L: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L).

Charter and the County

Any dispute between RSCS and the County (collectively "the Parties") will be resolved in accordance with the following procedure. The term "dispute" means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the Parties which does not constitute a severe and imminent threat to the health and safety of students.

In the event of a dispute between RSCS and the County, RSCS staff, employees, and Board members of the Charter School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Superintendent of the Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, RSCS will request that this be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section is not interpreted to impede or act as a prerequisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School Superintendent and County Superintendent, or their respective designees, will informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties identify two Board members from their respective boards who shall jointly meet with the County Superintendent and the Superintendent of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If the Parties are unable to reach an agreement, the dispute may be referred to non-binding mediation before a single neutral mediator. A request for mediation will be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. A request for mediation succinctly states the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator will be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation commences within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation are shared equally by the Parties. The cost to RSCS for the dispute resolution process will be paid for through unrestricted dollars. No party commences any action in connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure.

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

Internal Disputes

RSCS shall have an internal dispute resolution process and will maintain a Uniform Complaint Policy (Appendix I) and Procedures and Title IX complaint procedures ([click here to view Title IX Policy](#)) as required by state and federal law, respectively, as well as a General Complaint policy, to be used for all internal disputes related to RSCS's operations. Parents/guardians, students, Board members, volunteers, and staff at RSCS will be provided with a copy of RSCS's policies and internal dispute resolution process. In the event that the County receives a dispute not related to a possible violation of the Charter or law, the County will promptly refer the matter to RSCS.

Element M: Admission Policies and Procedures

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M).

RSCS actively recruits a diverse student population from Riverside County and adjacent counties. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, will not charge tuition, and will not discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

RSCS shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. RSCS will comply with all laws establishing minimum and maximum ages for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the student or their parent/guardian within the state, except as required by Education Code Section 51747.3.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental/guardian volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents/guardians.

Students with exceptional needs will not be denied admission to RSCS solely due to missing copies of IEP or 504 plans, or due to the nature, extent, or severity of their disability, or due to the student's request for, or actual need for, special education services.

RSCS will not request a student's records before enrollment.

Students admitted to RSCS must understand and value the Charter School's mission and be committed to the Charter School's instructional and operational philosophy. Admission to RSCS shall be open to any resident of Riverside County and the adjacent counties. Students in the community will be informed and given an equal opportunity to attend RSCS. All promotional material will clearly state that RSCS will serve ALL students. Prospective students and their parents/guardians will be briefed regarding RSCS's instructional and operational philosophy and will be informed of any student-related policies. RSCS has established an annual recruiting and admissions cycle which shall include: (1) outreach and marketing, (2) orientation sessions for parents/guardians and students, (3) an admissions application period, (4) an admission lottery if necessary, and (5) enrollment.

Public Random Drawing/Lottery

RSCS may enroll students from a wide geographic area that includes Riverside County and adjacent counties. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that the number of students who wish to attend RSCS exceeds the Charter School's capacity, a public random drawing (or "lottery") will be used to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following year.

Admission preference in the case of a public random drawing shall be granted in the following order:

- 1) Foster youth and homeless youth,
- 2) Siblings of students admitted to or attending RSCS,
- 3) Children of currently employed RSCS staff and RSCS board members, and
- 4) Residents of Riverside County.

As set forth in Education Code Section 47605.6(e)(2)(B)(iii), RSCS's random drawing preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In the event of a drawing, the County shall make reasonable efforts to accommodate the growth of the Charter School, and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand.

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

Public Random Drawing/Lottery Procedures

The lottery will be led by the Superintendent or designee. The lottery will be open to the public; however, families are not required to be present at the time of the drawing to be eligible for admission. Numbers will be assigned for each application submitted to the charter. Each entry will indicate if the applying student has any siblings who are applying for admission the same year. Entries will be given a numerical ranking based on the order they were chosen. The drawing will continue until all entries have been drawn and all entries have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double-checked by the lottery official.

Separate lotteries shall be conducted for each grade and program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. The first lottery will consist of foster and homeless youth, based on student application information. If additional spaces are available, a second lottery consisting of siblings of students admitted to or attending RSCS will occur. If additional spaces are still available, then a third lottery will occur, consisting of children of currently employed RSCS staff. If, after all three lotteries are complete, there are additional spaces available, then a fourth lottery will be held consisting of students who are residents of Riverside County.

Due to preference given to siblings admitted to or attending RSCS, if an entry is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level.

If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the lottery has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, enrollment shall be determined on a case-by-case basis as determined by the superintendent. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot, if available, or placed in the first available slot(s) on the appropriate waiting list. At no time will the admission preference for children of staff exceed 10% of the total enrollment.

Waiting List

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

Families will be immediately notified by phone call or email of their placement on the waiting list within two weeks of the lottery. Families may call the main office to track their status on the waiting list. Students who are not offered seats for the academic school year for which the lottery was held will

remain on the waiting list until the end of that academic school year, unless otherwise requested in writing by the parent/guardian to be removed. Students who remain on the waiting list at the end of the academic year will be required to enter the lottery again for the next school year. In no circumstance will a waitlist carry over to the following school year. Application documents for those not enrolled in the charter will be entered into the student information system as never attended and retained per state guidelines.

Pupil Exits

If a pupil leaves the charter school for any reason, without graduating, RSCS will notify the district of residence within 30 days and forward all cumulative records upon request.

Element N: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).

No student may be required to attend RSCS. Students who reside within the County who choose not to attend RSCS may attend the public school within the attendance area of their school district of residence or otherwise as provided by the policies of that school district, or at another school within their district of residence, or at another school district, through applicable intra- and inter-district transfer policies, or schools operated by the County, as applicable, according to County policy. Parents /guardians of each student enrolled in RSCS will be informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in RSCS, except to the extent that such a right is extended by the local education agency.

Element O: Employee Return Rights

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O).

No county office of education employee shall be required to work at RSCS. Persons employed at RSCS will not be considered employees of RCOE for any purpose whatsoever. Employees of RCOE who resign from their employment to work at RSCS and who later wish to return to RCOE shall be treated the same as any other former RCOE employee seeking reemployment and will have no automatic rights of return to RCOE after employment by RSCS unless specifically granted by RCOE through a leave of absence or other agreement.

However, County employees may have rights under County collective bargaining agreements, procedures, and policies as they may be amended from time to time. RSCS will make no representations as to any such rights.

Sick or vacation leave, or years of service credit at the County or any school district, will not be transferred to RSCS. Employment by RSCS provides no rights of employment at any other entity, including any rights in the case of closure of RSCS.

Element P: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605.6(b)(5)(P).

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

- 1) The RSCS, Inc. Board of Directors shall adopt a resolution electing to close the charter school. The resolution shall identify the reason for closure. The Superintendent, or another individual selected by the Board, will be responsible for closure-related activities.
- 2) RSCS will promptly notify parents/guardians and students of RSCS, the County, the Charter School's SELPA, the retirement systems in which RSCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure, as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
- 3) RSCS will ensure that the notification to the parents/guardians and students of RSCS of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close RSCS.
- 4) RSCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, which it will provide to the entity responsible for closure-related activities.
- 5) As applicable, RSCS will provide parents/guardians, students, and RCOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. RSCS will ask RCOE to store original records of RSCS students. All RSCS student records will be transferred to RCOE upon closure. If RCOE will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.
- 6) All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
- 7) As soon as reasonably practicable, RSCS will prepare final financial records. RSCS will also have an independent audit completed within six months after closure. RSCS will pay for the

final audit. The audit will be prepared by a qualified Certified Public Accountant and selected by RSCS, Inc., and will be provided to RCOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to RSCS.

- 8) RSCS will complete and file any annual reports required pursuant to Education Code section 47604.33.
- 9) On closure of RSCS, all assets of RSCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending RSCS, remain the sole property of RSCS, Inc. nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III. A Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from RCOE or RCOE property will be promptly returned upon RSCS closure to RCOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 10) On closure, RSCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- 11) As RSCS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the RSCS Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
- 12) As specified in the RSCS budget, RSCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The RSCS, Inc. Board of Directors will designate a school employee(s) to remain on the payroll of the charter school beyond the charter school's closing for the purpose of overseeing the transfer of student records and distribution of assets, as well as matters directly related to the closure procedures.

Additional Provisions

Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the RSCS, Inc. Board of Directors and the County Board. Material revisions to the charter may be made only with the County Board's approval and shall be governed by Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.6.

Any material revision to the charter must be presented to the County Board for approval.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter that are inconsistent with the terms of this charter, the parties agree to amend this charter and any applicable MOU provisions to accord with any such changes.

Term of the Charter

The term of this charter renewal shall be five years, commencing July 1, 2026, through and including June 30, 2031, and may be renewed for subsequent terms by the County Board of Education, in accordance with Education Code Sections 47607 and 47607.2.

Revoking the Charter

The County Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

- 1) RSCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.
- 2) RSCS failed to pursue any of the pupil outcomes identified in the charter.
- 3) RSCS failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- 4) RSCS violated any provision of law.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

Details of any business or administrative services, special education services, costs, and funding between RCOE and RSCS shall be detailed in a separate MOU.

The MOU outlines the respective roles and responsibilities of RSCS, its Board of Directors, and the RSCS. A copy of the MOU shall be provided to the County promptly anytime upon request. The RSCS, Inc. Board of Directors reserves the right to contract with a different back-office provider at any time pursuant to the needs of RSCS and budget considerations as determined by the Board.

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

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

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

[\(See Appendix J](#) - under separate cover)

RSCS shall provide reports to the County Superintendent of Schools as follows, as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the County:

- 1) By July 1, a preliminary budget for the current fiscal year.
- 2) By July 1, a local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- 3) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education, and County Superintendent of Schools.
- 4) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- 5) By September 15, a final unaudited report for the full prior year. The report submitted to RCOE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

RSCS shall maintain general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage

amounts will be based on recommendations provided by the County and RSCS's insurer. The County Board of Education shall be named as an additional insured on all policies of RSCS.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

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

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

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

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

The RSCS, Inc. Board of Directors shall maintain appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.