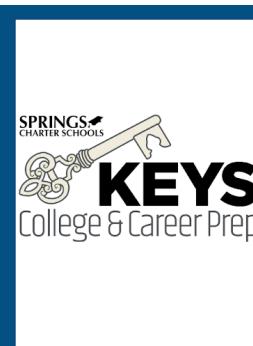
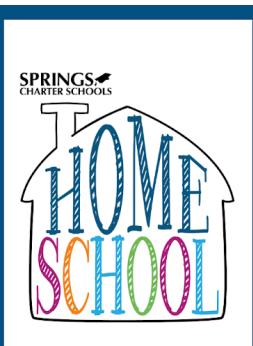
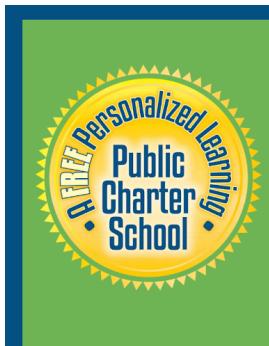




River Springs Charter School
Countywide Charter Material Revision

Submitted to:
Riverside County Office of Education
October 10, 2025

Material Revision: Redline Page 20



River Springs Charter School

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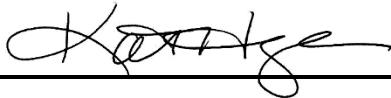
Affirmations and Declaration

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 School ("RSCS" or the "Charter School"), submitted to the Riverside County Board of Education ("RCBOE") and 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. The RCBOE approved the initial charter petition pursuant to the requirements set forth in Education Code Section 47605.6(a)(1)-(b). The initial charter petition was signed by over one-half of the teachers expected to be employed during the Charter School's first year of operation; each teacher signing the petition was provided a copy of the original charter document and signed a statement expressing he or she was meaningfully interested in teaching at RSCS. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school, 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 parents 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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. Education Code Section 47605.6(l)].
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 and 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 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)].

- 15.** Shall consult with its parents and teachers on a regular basis regarding RSCS's education programs [Ref. Education Code Section 47605.6(d)(2)].
- 16.** Shall comply with any applicable jurisdictional limitations to the locations of its facilities [Ref. Education Code Sections 47605.6(a)(1) and 47605.1].
- 17.** Shall comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. Education Code Section 47612(b) and 47610].
- 18.** 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").
- 19.** Shall comply with the Public Records Act.
- 20.** Shall comply with the Family Educational Rights and Privacy Act.
- 21.** Shall comply with the Ralph M. Brown Act.
- 22.** Shall comply with the Political Reform Act and Government Code Section 1090, *et seq.*, in accordance with Education Code Section 47604.1
- 23.** Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- 24.** Shall meet the requirements of Education Code Section 47612.5 and Education Code Section 51745 *et. seq.* as related to independent study.



5/8/24

Kathleen Hermsmeyer, Ed.D.
Superintendent, Springs Charter Schools

Date

Introduction

A. Founding 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 were added under her direction, Empire Springs and Harbor Springs Charter Schools. In 2016, Citrus Springs Charter School was opened. She has worked in education for nearly 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 nearly 20 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 intake. 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, a master's degree in leadership, and has completed Chief Business Official certification coursework.

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

Diane Anvari has over 25 years of experience in the field of education. She presently serves as the Assistant Superintendent of Personnel and is responsible for all human resources operations including recruitment, hiring, personnel files, benefits, credentials, training and development tracking, performance reviews, investigations, retirement, substitutes, temps, volunteers, staff and student safety, and risk management. Ms. Anvari began her educational career as a high school social science teacher. She joined Springs, serving as the director of the Riverside and Corona Resource Centers, and eventually served as the director of Academy Programs.

Ms. Anvari holds a bachelor's degree from California Polytechnic in behavioral science and an administrative clear credential. Ms. Anvari also holds certification as a Senior Professional of Human Resources (SPHR) and has earned the Society of Human Resources Management-Senior Certified Professional credential (SHRM).

Ms. Anvari has guided Springs' HR department throughout the years, during which the network's staff more than quadrupled to over 1000 staff members.

Dr. Kathy Cox has over 10 years of experience in the field of Special Education. She presently serves as the 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 an elementary school teacher in the Palm Springs and Beaumont areas of California. Dr. Cox moved into educational administration as an assistant principal, and quickly assumed the role of administrator overseeing a very large Special Education program. Dr. Cox led and supported district programs for students identified with moderate and severe disabilities and the development of an alternative program for students with emotional disturbance.

Dr. Cox has extensive leadership training including conflict management, non-violent communication, problem solving, and organizational change. She has collaborated with staff to develop programs for students with Autism in order to return students from county placements.

Dr. Cox is passionate about nurturing collaboration and team building between all the stakeholders within the unique charter school community in order to provide exemplary program for students.

Vivian Price has worked as an educator for over 20 years. She presently serves as the Assistant Superintendent of Education. Ms. Price began her career with Springs Charter Schools in 2006 having served as a middle and high school English teacher. She oversees all Springs educational programs, the Instructional Support Department, and Assessment.

Ms. Price earned her bachelor's degree in New Hampshire at Plymouth State University. She completed her master's degree in education with a literacy focus from California State University San Marcos. Presently, Ms. Price is completing her doctorate work in educational leadership. She holds multiple credentials in administration, English single-subject, and reading specialist. Ms. Price is recognized as a National Board Certified Teacher (ELA) and is a National Writing Project Fellow.

Ms. Price grew up in New England where her love for biking and hiking began. She enjoys memoirs, great American authors, and adolescent literature.

Tanya Rogers has worked in the highly specialized world of school finance for nearly 10 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, 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 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 25 years in the Southern California area. She is passionate about the programs Springs offers to students and families.

Robert Hennings began his professional career in public education in 1999 as a teacher and coach, before serving as a counselor and then as an administrator. He presently serves as the Assistant Superintendent of Pupil Services and is responsible for Health Services, Guidance Services, Career Technical Education, Special Education, and CWA. Mr. Hennings and his wife are public charter supporters and proud parents of two children who attend a public charter school in his hometown. Mr. Hennings joined Springs Charter Schools in 2017.

Mr. Hennings holds an associate's degree in radiologic technology, a bachelor's degree in health sciences, and master's degree in education. Additionally, Mr. Hennings holds a single-subject credential; authorized in health science, chemistry, introductory social sciences, and introductory sciences, a PPS credential in school counseling, and an administrative services credential. Mr. Hennings also holds a CLAD certificate and is a Licensed Professional Clinical Counselor.

Mr. Hennings recently was successful in defending his dissertation for his doctorate in educational leadership and is completing final coursework this year.

Debbie Daniel is a current Assistant Superintendent and has over 25 years of experience in the field of school counseling and administration. She holds a bachelor's degree in developmental psychology, a master's degree in educational counseling, and a master's degree and spiritual formation.

Prior to joining the Springs family, Debbie worked for 12 years in a comprehensive high school setting. Debbie has served in the charter school environment for 14 years, including administrative oversight for school counseling and special education programs. Debbie has served in her current position for the past 10 years.

Debbie enjoys reading, hiking, and spending time with her family.

A. Who We Are

River Springs Charter School ("River Springs" or "RSCS"), sponsored by the Riverside County Office of Education, is the largest individual charter school in California, due to tremendous parent support, excellent programs, and best business practices. Since River Springs' initial charter approval in 2006, the school has obtained two five-year charter renewals and has opened fourteen resource center locations throughout the County. River Springs takes pride in helping each student through his or her 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.

B. Enrollment Projections

River Springs Charter School					
	2018-19	2019-20	2020-21	2021-22	2022-23
Homeschool	1,788	1,806	1,824	1,842	1,861
Keys High School	350	368	386	390	394
Riverside Student Center	348	368	368	368	368
iShine Student Center	490	492	492	492	492
Magnolia Student Center	582	698	828	828	828
Hemet Student Center (7-12)	293	296	370	435	435
Hemet Student Center (K-6)	450	455	605	605	605
Indio Palm Academy	60	61	120	150	188
Temecula Student Center	740	785	790	790	790
Bear River Student Center	529	534	534	634	634
Corona Student Center	190	198	202	202	202
Murrieta Student Center	502	527	553	553	553
Del Rio Student Center	--	240	247	255	263
Flabob Preparatory Academy	83	165	220	260	305
Total Enrollment	6,405	6,993	7,549	7,796	7,909
Total Projected ADA	6,277	6,643	7,172	7,406	7,514

C. Signature Components of River Springs' Education

- Parent as co-teacher, with support through parent education, online guides, and mentoring
- Fully-supported student choice curriculum on-demand
- Unique personalized learning paths for resource center and classroom instruction
- Power Tools strategies for independent learning
- Math Path and other structured support for struggling students
- Field trips and parent/student events
- CTE and internships incorporated into high school coursework every year
- Structured support for struggling students/multi-tiered system of supports

D. Benefits to the Authorizer

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:

- Oversight fee of 1%
- Customized access to all our online resources for use with any independent study or "virtual" students in the County
- Best practice sharing and collaboration

E. Charter Renewal

River Springs has experienced many successes and accomplishments over the prior charter term. We have highlighted some of these on pages 5 to 12 and provided a more inclusive list in Appendix B

1. Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

- The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that RSCS meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix B which includes CDE DataQuest/CAASPP Reports):

***Note on Testing Data**

Assembly Bill 484 amended Education Code section 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

RSCS meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Analysis of Charter Renewal Criteria

LEGAL REQUIREMENTS FOR CHARTER RENEWAL Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	No; RSCS met schoolwide API growth target, and all but one student subgroup API growth target in 2013
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2013 statewide API rank of 4
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	No
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable
(Source: CDE DataQuest, accessed March 2, 2018)	

Analysis of Comparison Schools Data

Analysis of comparison school data can be found in Appendix B.

2. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states: The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Analysis of additional justification for charter renewal can be found in Appendix B.

The Springs internship program gives you the opportunity to go out into the real world and see what it has to offer. You have the opportunity to network with professionals and create friendships that will last a lifetime. Springs will help you find a business that you would love to work for. Show them your passion and eagerness to work and learn.

You'd be surprised how many people would love to share what they know with you. Taken seriously, this program will put you years ahead of your competition and give you a head start on your career.

Thanks to the Springs internship program, I'm an 18-year-old professional chef working for the newest winery in Temecula, with constant opportunities to grow.

- Chef Matt Dawson, Class of 2016



Element A: Educational Program Description

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).

A. Mission & Vision

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

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

1. Optimum learning by the student will be achieved by encouraging parent 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.

RSCS is open to all students in grades 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.

RSCS believes that learning best occurs when students are educated through a personalized learning, goal-oriented curriculum, which is developed utilizing home-based learning programs, cooperative school programs and classes, personalized learning models, internships, community-based educational programs, group seminars, distance learning via current technology, supplemental learning projects, and current educational research. The growing body of reputable research indicates that personalized learning schools (specifically those employing the aforementioned strategies and initiatives) have helped students attain greater academic achievement than their traditional school peers, particularly those students with lower starting achievement levels.¹ All student curricula are subject to approval by RSCS. A sample list of recommended curriculum and instructional materials can be found in Appendix C.

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. RSCS offers students college preparatory programs that meet California State and University of California's a-g admissions requirements. For high school students, the Student Agreement (Appendix D) that is signed by student and parent upon enrollment details the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. All homeschool specialists who are assigned to high school are trained in the requirements of a-g coursework and high school graduation policies and procedures.

For purposes of this charter, "parent(s)" includes guardian(s). Any parent or legally responsible entity may designate an alternate party to act in place of the parent(s). RSCS adult students do not require parental participation in educational or admission contracts or performance evaluations.

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 him or her, 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 she or he lives. This person is one who has realized his or her own special interests,

¹ Pane, John, et al. "Promising Evidence on Personalized Learning." *Continued Progress*, November 2015.

http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1365/RAND_RR1365.pdf. Accessed January 3, 2016.

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, students, teachers, and homeschool specialists 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 (see Appendix E), 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 interests².

The COMMUNITY is our CLASSROOM

TK-5

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



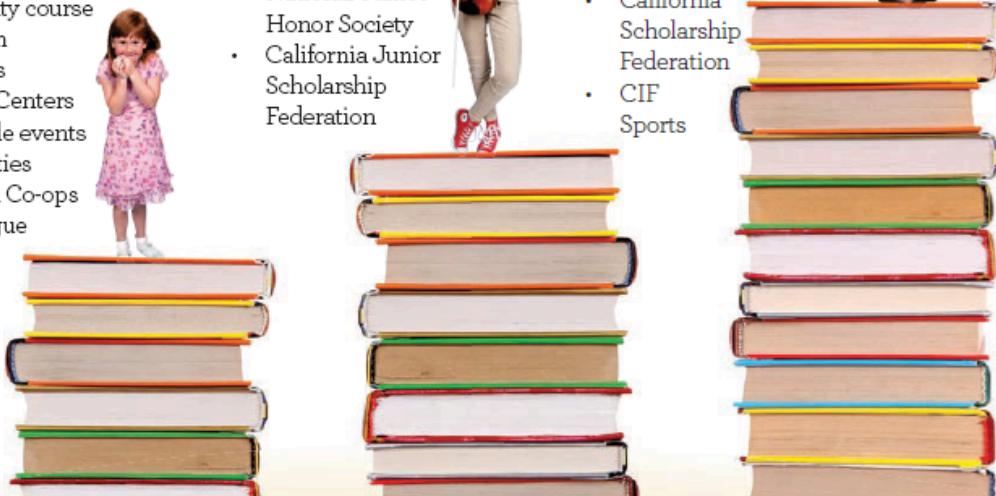
6-8

- 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



² Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 49.

B. Students to be Served

River Springs Charter School currently serves over six thousand students, with 97% of them residing in Riverside County. The following student demographic data represents the current students enrolled (as of 2017-18 CBEDS date).

Enrollment by Gender	
	%
Female	49.3%
Male	50.7%

Enrollment of English Learners	
	%
English Learner	4.3%
IFEP	1.9%
RFEP	2.4%

Enrollment by Primary Race/Ethnicity	
	%
Ethnicity: Hispanic	37.6%
Race: White	77.1%
Race: 2+ Races	11.2%
Race: African-American	5.7%
Race: Asian	3.3%
Race: Native American	2.0%
Race: Pacific Islander	0.7%

Enrollment of Economically Disadvantaged	
	%
Free lunch	26.1%
Reduced Lunch	18.7%
Total Free & Reduced Lunch	44.8%

Enrollment of Students with Disabilities	
	%
Active IEP	13.2%
Active 504 Plan	2.6%

Enrollment of Homeless & Foster Youth	
	%
Foster Youth	0.3%
Homeless	3.0%

All enrollment data as of October 4, 2017

C. 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 families. The school counselor's role is to help with high school academic planning, college entrance requirements, and post-graduation goals.

D. Educational Program Choices

RSCS believes in providing a multi-faceted portfolio of options for parents 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 resource center classroom instruction with the best of personalized home-study.

Each family must sign an annual Student (Master) Agreement prior to beginning any program at River Springs (see Appendix D). The school also adheres to an Independent Study Policy as shown in Appendix F.

RSCS believes that a child's attitude about learning a particular subject significantly contributes to his/her 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 his/her skills. The content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on his/her 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 his/her 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!), based on the Common Core State Standards in English language arts and mathematics. Sample pacing guides and instructional framework can be found in Appendix G.

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.

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.)

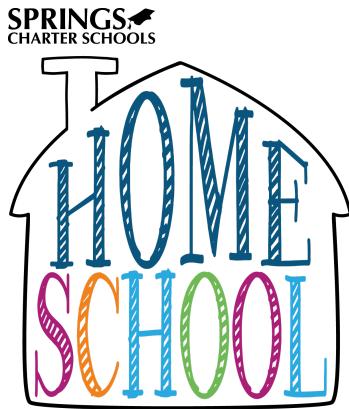
Programs will use a variety of instructional materials to teach these skills. These instructional materials will support standards-based mastery, and will be used with flexibility according to individual student need with specific attention to all significant subgroups.

All applicable courses will follow the California State Content Standards. Science skills will come from the Next Generation Science Standards.

Please see Appendix H for our Academic Calendar and Bell Schedule. CTE course offerings can be found in Appendix I.

River Springs Charter School - Programs by Location	
Location Address	Program(s) - Grades [# days on campus + opt class day]
Riverside Student Center 3050 Chicago Ave, Riverside	Mosaic TK-4 [3] Homeschool Learning Center K-4 [2]
Magnolia Student Center 4020 Jefferson St, Riverside	Magnolia Academy TK-8 [5] Renaissance Real World Acad. 9-12 [3-4]
Flabob Preparatory Academy 5580 42nd St, Riverside	Global Transitions Program 6-8 [5] Global Transitions Program 9-12 [4+1]
Pathfinder Student Center 4260 Tequesquite Ave, Riverside	Keys College & Career Prep - 9-12 Homeschool Learning Center TK, 5-12 [2]
Hemet Quest Student Center (TK-8) 760 W. Acacia, Hemet	Hemet Quest TK-8 [5]
Hemet Resource Center (9-12) Replacement facility: 45252 Florida Ave, Hemet	Homeschool Learning Center TK-8 [2]
Renaissance Valley Student Center 1091 W. Esplanade Ave, San Jacinto	Renaissance Real World Acad. 6-12 [5]
Indio Palm Academy Replacement facility: 81840 Avenue 46, Indio	Palm Academy - TK-8 [5] Keys College & Career Prep - 9-12
Cherry Valley Learning Center 10257 Beaumont Ave, Cherry Valley	Cherry Valley TK-8 [3] Keys College & Career Prep - 9-12
Corona Student Center Replacement site: 2115 Compton Ave, Corona	Mosaic 1-8 [3] Corona 1-8 [5] Homeschool Learning Center TK-8 [2] Keys College & Career Prep 9-12
Corona Student Center Keep after replacing: 510 West 2nd St, Corona	Mosaic TK-K [3] Homeschool Learning Center TK-8 [1-2]
Bear River Student Center 26800 Newport Rd, Menifee	Da Vinci Academy - TK-8 [5]
Murrieta Student Center 41866 Kalmia, Murrieta	Da Vinci Academy TK-6 [4+1] Montessori TK-6 [3] Classical Academy TK-8 [2] Montessori Middle 7/8 [5]
iShine Student Center 42145 Lyndie Lane, Temecula	Mosaic TK-8 [4]
Del Rio Student Center	Del Rio TK-8 [5]

745 N. Perris Boulevard, Perris	Homeschool Learning Center K-8 [2]
Temecula Student Center 43040 Margarita, Temecula	Da Vinci Academy K-8 [5] Renaissance Real World Acad. 9-12 [3+2]
Enterprise Resource Center 27447 Enterprise Circle W., Temecula	Homeschool Learning Center TK-12 [2] Drop-in independent study visits and individual/small group services by Special Education providers.
Riverside Student Center New facility: 17241 Van Buren Blvd, Riverside	TK-8 programming [5]



Homeschool Program

In the RSCS Homeschool program, parents and students work closely with a California credentialed Homeschool Specialist to choose the right combination of learning programs for each individual student. RSCS believes that parents are the primary educators of their children, and 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. These funds are used to purchase curriculum, educational materials, and services from approved RSCS vendors. Homeschool student are able to use a portion of their instructional funds to take TK-8 enrichment classes at a student center; 9-12th grade through an online course management system. Homeschool families are able to take advantage of field trips, the Curriculum Warehouse, various health and fitness programs, and numerous parent and student events throughout the year.

Student progress is tracked through the use of individualized learning plans which are created monthly and revised regularly through parent / Homeschool Specialist / student collaboration. Assessment is done regularly for a variety of purposes, including RSCS's common benchmark assessments which are stored in the RSCS data warehousing system. The data is analyzed regularly and used to modify instruction as necessary.

Parent Prep is an integral part of the Homeschool program designed to provide newly enrolled homeschool families extra support with curriculum, lesson planning, assessment, and time management. Parents who are new to homeschooling are required to go through the parent prep course which is supported by the Homeschool Specialist. At the end of their first year, families will either be transferred to the regular RSCS Homeschool program, Keys High School, an RSCS academy program, or the student's local school based on their Homeschool Specialist's recommendation.

Name: Sofie Dossi

Age: 16 **Grade:** 12

I chose: Homeschool

Why? Flexibility is extremely important to me and Springs is a great place to learn because I get my specific needs met.

Sofie says: "The best thing is that if I know a subject well, like math, I can continue to advance at my own pace. Also, if I need more help on a subject, I can take my time and really make sure I understand it before moving on to the next concept. In addition to that, I get the one-on-one attention I need, a better education, and my Mom is a great teacher!"

Sofie is a well-known contortionist who appeared on America's Got Talent and plans to run her own entertainment company or be a marine biologist - or maybe both!



Learning Centers

RSCS Learning Centers provide academic and enrichment classes for Homeschool students. Learning Center classes are created to supplement a student's homeschool program and include core and enrichment classes.

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

The Learning Center class offerings help families connect with other homeschoolers 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.

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

Core courses are available and are especially appealing to parents 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.

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



TK-8th Grade Learning Center Locations

Corona Student Center	510 W. 2nd Street, Corona, CA 92882	TK- 1st Grade
Hemet Resource Center	105 N. Girard Avenue, Hemet, CA 92544 moving to 45252 Florida Ave, Hemet, CA 92544	TK-8th Grade
Corona Student Center II	2115 Compton Ave, Corona	2nd-8th Grade
Enterprise Resource Center	27447 Enterprise Circle W, Temecula, CA 92590	TK-8th Grade
Riverside Student Center	3050 Chicago Ave, Riverside, CA 92507	K-4th Grade
Pathfinder Resource Center	4260 Tequesquite Ave, Riverside, CA 92501	TK, 5-8th Grade
Del Rio Student Center	745 N. Perris Blvd., Perris, CA 92571	TK-8th Grade
Riverside Student Center II	17241 Van Buren Blvd, Riverside	TK-8th grade

Cherry Valley Student Center	10257 Beaumont Ave, Cherry Valley, CA 92223	TK-8th Grade
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High School Learning Centers

Homeschool and Keys students in grades 9-12 are able to attend a-g approved core classes taught by single subject credentialed teachers. Students who elect to receive classroom instruction attend those classes two days per week and complete assignments at home the remaining three days.

High school classes offered at the learning centers include, but are not limited to:

- Math 1, 2, & 3
- Pre-Calculus
- Biology
- Chemistry
- Physics
- Spanish 1 & 2

High School Learning Centers Locations

Pathfinder Resource Center	4260 Tequesquite Ave, Riverside, CA 92501	9-12th Grade
Hemet Resource Center	45252 Florida Ave, Hemet	9-12th Grade
Enterprise Resource Center	27447 Enterprise Circle W, Temecula, CA 92590	9-12th Grade



Name: Christian Abts

Age: 13 **Grade:** 8

I chose: Riverside Learning Center

Why? To take workshops while having fun in a great learning environment.

Christian says: "The learning center helps me pursue my interest in robotics because of the First Lego League workshop. I have been on our competition team for 4 years and I love going to Legoland to compete with our First Lego League team. This year I am taking ASB for the first time and it is an outstanding workshop! I love getting to dive deep behind the scenes in how the school fundraisers work and the process of making our annual yearbook."

Christian wants to be an Imagineer for Disney. He is also interested in prop making and costume design. His advice to new students is, "To not be afraid, the teachers are great and you will learn about your interests more in depth and make new friends."



KEYS

College & Career Prep

Keys College & Career Prep is a high school college-prep program for high school students who want the flexibility of an independent study program. The Keys program is designed specifically to create motivated high school independent learners. The Keys teachers are responsible for meeting the student and parent once a week, selecting and ordering curriculum, and personalizing lessons to meet each student's

individual needs, interests and goals. Class assignments are delivered electronically via the virtual classroom and are available 24/7 through the RSCS course management system. Courses are differentiated, with integrated modules students can choose from based on interest and ability. Students receive face-to-face lessons and assessments in their weekly meetings with the Keys teacher. In addition to online course options, students may take up to two core classes at any RSCS High School Student Center (based on available space) and/or at local community colleges through dual or concurrent enrollment. Eligible Keys students may attend RSCS field trips with their parents.

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

Name: Mackenzie Lunney
Age: 18 **Grade:** 2016 Graduate
I chose: Keys College & Career Prep
Why? For the flexibility to work with my schedule and the college preparation.

Mackenzie says: "When I first started with Keys during my freshman year, I was five weeks behind and I thought I was never going to make it through. With the help of my Keys teacher, I felt confident and was able to finish the work".
Mackenzie plans to pursue a nursing career and her advice to new students is, "No matter what, don't give up. Lots of people are there to help and you should always take advantage of that help."



Keys Independent Study Center Locations

Hemet Study Zone
105 N. Girard, Hemet, CA
(Moving to Florida Ave.)

Indio Study Zone
81840 Ave 46, Indio, CA

Cherry Valley Study Zone
10257 Beaumont Ave, Cherry Valley, CA

Riverside Study Zone
4260 Tequesquite Avenue, Riverside, CA

Enterprise Study Zone
27447 Enterprise Circle W., Temecula CA



Riverside Student Center
3050 Chicago Avenue, Riverside, CA
(951) 225-7350

- **Mosaic Academy**
- **Homeschool Learning Center**

Mosaic Academy

TK-8th Grade

3 Core Classroom Days

2 Home Study / Optional Elective Days

Mosaic Academy combines 3 days of classroom-based instruction with 2 days of fully supported home-study days. Parents are given in-service and development 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 support the classroom instruction through supervision of online and independent practice activities assigned by the Teacher of Record. The mastery driven "I CAN" Power standard program along with RSCS's Academy Math Path program have been scientifically designed to build each child's skills and confidence. The core curriculum is California standards based and enriched with novels and higher level thinking activities. Teachers engage students in project-based learning that allows students to learn more about their own interests. Mosaic Academy embraces and promotes the gifts and talents of every student through personal interest electives. Through field trips, outreach activities, and guest speakers, Mosaic students use the community as the classroom throughout the year.

The Mosaic Academy signature practices include:

- Parent involvement is integral to student success.
- Parents 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.
- Focusing on social skills helps teach every student to treat one another 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, and student. Benchmark assessments are

given in all core classes multiple times per year and are stored electronically in the RSCS data warehousing system.

Homeschool Learning Center

K-4th Grade

2 Enrichment Class Days per week

See Learning Center program description on page 24.

Name: Reilley Berry

Age: 13 **Grade:** 8

I chose: Riverside Student Center

Why? To overcome my struggle with math.

Reilley says: "I'm getting the help I need and now I'm learning more and more math!"

I've asked my friends to consider coming to Springs to take advantage of the great teachers and different ways we learn."

Reilley writes poetry, draws, sings, and sews. She hopes to become a designer and a songwriter one day. Her advice to new students is to take advantage of the helpful teachers and students to understand the concepts.



Mosaic Academy

TK-8th Grade

5 Core Classroom Days

Mosaic Academy combines 3 days of classroom-based instruction with 2 days of fully supported home-study days. Parents are given in-service and development 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 support the classroom instruction through supervision of online and independent practice activities assigned by the Teacher of Record. The mastery driven "I CAN" Power standard program along with RSCS's Academy Math Path program have been scientifically designed to build each child's skills and confidence. The core curriculum is California standards based and enriched with novels and higher level thinking activities. Teachers engage students in project-based learning that allows students to learn more about their own interests. Mosaic Academy embraces and promotes the gifts and talents of every student through personal interest electives. Through field trips, outreach activities, and guest speakers, Mosaic students use the community as the classroom throughout the year.

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- Parent involvement is integral to student success.
- Parents 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.
- Focusing on social skills helps teach every student to treat one another 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, and student. Benchmark assessments are

given in all core classes multiple times per year and are stored electronically in the RSCS data warehousing system.

Homeschool Learning Center

TK-8th Grade

2 Enrichment Class Days per week

See Learning Center program description on page 24.



iShine Student Center
42145 Lyndie Lane, Temecula, CA
(951) 225-7500

- **Mosaic Academy**

iShine Academy

TK-8th Grade

4 Core Classroom Days

1 Home Study / Optional Elective Day

iShine Academy is a high performing, project-based program that emphasizes personalized learning, integration of the arts and innovative instructional strategies in a state-of-the-art learning environment. California Common-Core Standards form the basis for curriculum that is designed with each student in mind. Through rigor, innovative strategies and inquiry, students are inspired and challenged. With hands-on learning, maker-spaces and community excursions, practical experience is celebrated. Underscoring both academic and social-emotional skill development, iShine seeks to develop lifelong learners.

In this dynamic program, students learn from masterful mentor teachers in stimulus-rich learning spaces that are multi-sensory, provocative, student-centered and fun! They make music, dance, draw, build, compute, construct and innovate as they practice both critical and creative thinking.

The iShine Academy signature practices include:

- Personalized learning is based on the uniqueness of each learner and the importance of choice
- Intrinsic motivation creates a passion to learn
- Project-based and problem-based learning encourages natural curiosity, inquiry, research and individualized media choices for exhibition of lessons learned
- Whole-brained learning, with art as integral, is essential for teaching the whole child
- Positive discipline is important to develop self-discipline and social skill development
- An environmental design which is light, orderly, beautiful, stimulus-rich and open to choice is important for student achievement
- Emphasis on instilling a growth-mindset allows student to continue to challenge themselves
- Community engagement and community service create important life-lesson opportunities

- Optimal learning is achieved for each student when high expectations are combined with effective mind-compatible strategies
- Social-emotional development is an important life skill
- Parents are partners in student success

Students are surveyed, interviewed and observed to assist in learning about individual learning-style preferences, intelligences, thinking styles, brain-dominance and social-emotional development. In addition, formative and summative assessment, often co-developed by students and teachers assist students in developing the knowledge and skills which prepare them for a deep and rich learning journey.

Name: Nevaeh Atchison

Age: 12 **Grade:** 8

I chose: iShine Student Center

Why? To take advantage of the freedom to work ahead and create my own learning path.

Nevaeh says: “The teachers teach us important things like integrity and intrinsic motivation. The freedom to use my own learning style is great for me because I get to be creative and am encouraged to try new things and look for new perspectives.” Nevaeh hopes to be a children’s book author when she grows up.





Magnolia Student Center
4020 Jefferson St, Riverside, CA
(951) 225-7200

- **Magnolia Academy**
- **Renaissance Real World Academy**

Magnolia Academy

TK-8th Grade

5 Core Classroom Days

The Magnolia Academy is a progressively challenging hybrid program offering a combination of classroom experiences and supported home study learning. Magnolia's emphasis is on the mastery of fundamental academic skills necessary for success. Field trips at all levels provide enrichment to supplement classwork and assignments. As much as possible, activities in the fine arts accent and enhance units and themes studied in the regular classroom. Students engage in projects, write extensively, and learn study skills in all academic disciplines. Students have the opportunity to reflect and share their individual experiences through student led conferences that are held throughout the year. Students in 4th-8th grades may choose to participate in intramural sports throughout the year. Students who need additional support are provided opportunities within the day to receive additional instruction.

The Magnolia Academy signature practices include:

- Students should be empowered to take charge of their own learning. They do this through goal setting, goal tracking, choosing from a variety of learning activities and regular one-on-one meetings with their teacher.
- Students benefit from a relaxed, positive atmosphere, with flexibility in workspace, seating and pace.'
- The community is the classroom, which is why regular field trips and community events are prioritized.
- Parents are able to support personalized learning at home on their weekly home-study day through a variety of online and hands-on learning activities.

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

Renaissance Real World High School Academy

9-12th Grade

3-4 Core Classroom Days

1-2 Home Study / Optional Elective Days

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

Students receive a combination of classroom-based instruction and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socratic seminars, projects, online activities and other hands-on learning methods. This innovative university approach to classroom learning provides opportunities for students to set goals and track them for their academics. Students may also take Career Technical Education classes, be involved in community outreach, work in an internship, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance through high school on into college and into the world of work. The Renaissance High School Academy curriculum is designed to ensure that all students are capable communications, critical thinkers, global citizens, problem solvers, and well-versed in diverse life skills by the time they graduate high school. CIF sports are available for those that choose to participate.

The Renaissance Real World Academy signature practices include:

- Learning how to set and reach goals.
- Opportunities to apply learning to real life situations through internships, projects, and Career Technical Education (CTE).
- Practicing independent learning methods to become lifelong learners.
- Becoming self-reflective through the process of evaluation and critiquing their progress.
 - Working in small groups and participating in group discussions.



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

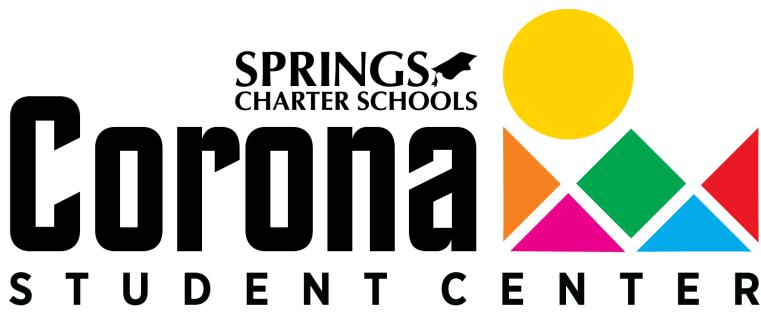
Name: Carmina Kendall

Age: 8 **Grade:** 3

I chose: Magnolia Student Center

Why? To get a solid foundation on Math and Science and become a chemical engineer.

Carmina says: "Multiplication and division are hard, but I practiced and now they are easier." She likes to play with GoldieBox, an engineering toy for girls.



Corona Student Center
510 W. 2nd Street, Corona, CA
(951) 225-7550

2115 Compton Ave, Corona, CA

- **Mosaic Academy**
- **Homeschool Learning Center**

Mosaic Academy

TK-8th Grade

4 Core Classroom Days

1 Home Study / Optional Elective Day

Mosaic Academy combines classroom-based instruction with fully supported home-study days. Parents are given in-service and development 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 offered 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 support the classroom instruction through supervision of online and independent practice activities. The mastery driven "I CAN" Power standard program along with RSCS's Academy Math Path program have been scientifically designed to build each child's skills and confidence. The core curriculum is California standards based and enriched with novels and higher level thinking activities. Teachers engage students in project-based learning that allows students to learn more about their own interests. Mosaic Academy embraces and promotes the gifts and talents of every student through personal interest electives. Through field trips, outreach activities, and guest speakers, Mosaic students use the community as the classroom throughout the year.

The Mosaic Academy signature practices include:

- Parent involvement is integral to student success.
- Parents 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.
- Focusing on social skills helps teach every student to treat one another with the utmost respect.
- Project Based Learning and Passion Projects are integral to student skill development in the 4 C's (critical thinking, communication, collaboration, and creativity) for 21st Century Global Skills, and College and Career Readiness.

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

Homeschool Learning Center

TK-8th Grade

2 Enrichment Class Days per week

See Learning Center program description on page 24.



Name: Amelie Meyer

Age: 13 **Grade:** 8

I chose: Corona Student Center

Why? To organize her own schedule and personalize how to get things done.

Amelie says: "Springs is a great school with exciting activities around every corner. It has wonderful people too!"

Amelie was born in Japan where her parents taught English. She plans to pursue a career in dance or music. Her advice to new students is to take advantage of the free time to enjoy family and friends.



Flabob Airport Preparatory Academy
5580 42nd Street, Riverside, CA

- Global Transitions Program

Global Transitions Program at Flabob Airport Preparatory Academy

6-8th Grade

5 Core Classroom Days

9-12th Grade

4 Core Classroom Days

1 Home Study / Optional Elective Day

Flabob Airport Preparatory Academy (FAPA) provides a special program for students in grades 6-12. FAPA provides a combination of hands-on classroom experiences and supported home-study activities. FAPA believes that project-based learning and student/parent choice should drive the curriculum. The curriculum is designed to reinforce real world skills, particularly those related to aviation, mechanics, engineering, and science. Students have the opportunity to be mentored by approved adults in a number of career capacities.

The Global Transitions Program (GTP) at FAPA is designed to provide career and college preparation to students in grades 6-12. Students will be introduced to career paths that connect them directly to the global world. The GTP empowers students to take charge of their learning, to gain abilities and knowledge necessary to achieve success beyond high school, and to become lifelong learners. Beginning in the 6th grade, students are taught time-management, independent learning methods, and valuable 21st century skills to ensure their success in a global world.

Students receive a combination of classroom-based instruction and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socratic seminars, projects, online activities and other hands-on learning methods. This innovative university approach to classroom learning provides opportunities for students to receive tutoring one day a week, take Career Technical Education classes, be involved in community outreach, work in an internship, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance through high school onto college and into the world of work. The Global Transitions Program curriculum is designed to ensure that all students are capable communications, critical thinkers, global citizens, problem solvers, and well-versed in diverse life skills by the time they graduate high school.

The Global Transitions signature practices include:

- Learning how to set and reach goals.
- Being given opportunities to apply learning to real life situations through internships, projects, and Career Technical Education (CTE).
- Practicing independent learning methods to become lifelong learners.
- Becoming self-reflective through the process of evaluation and critiquing their progress.
- Working in small groups and participating in group discussions.

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



Name: Nellie Camarena

Age: 17 **Grade:** 12

I chose: Flabob Airport Preparatory Academy, FAPA

Why? To reach my goal of being accepted into the U.S. Naval Academy in Annapolis so I can serve my country, travel the world, and show my parents that I have the skills with which I was raised.

Nellie says: "I went to FAPA on a field trip as a GATE student. At the end of a week there, I went flying with an instructor. I fell in love with airplanes as soon as the air-lifted us from the ground." She advises new students to believe in themselves and stay on the path for their success.



Temecula Student Center
43040 Margarita Road, Temecula, CA
(951) 225-7400

- **Da Vinci Academy**
- **Renaissance Real World Academy**

Da Vinci Academy

K-8th Grade

5 Core Classroom Days

Da Vinci Academy students attend a rigorous four day per week academic program with electives offered on the fifth day. 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 environments is a safe place where all students feel that they can learn, succeed, and thrive. The teachers know each student and her/his 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 Academy signature practices include:

- Expressing concepts in a variety of creative ways.
- Working with others to complete a project.
- Involving all senses in the learning.
- Being allowed to develop individual interests and talents.
- Celebrating the human experience in many varied forms.
- Integrating music, drama, and art within the curriculum.

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

Renaissance Real World High School Academy

9-12th Grade

3 Core Classroom Days

2 Home Study / Optional Elective Days

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

Students receive a combination of classroom-based instruction and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socratic seminars, projects, online activities and other hands-on learning methods. This innovative university approach to classroom learning provides opportunities for students to receive tutoring one day a week, take Career Technical Education classes, be involved in community outreach, work in an internship, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance through high school onto college and into the world of work. The Renaissance High School Academy curriculum is designed to ensure that all students are capable communications, critical thinkers, global citizens, problem solvers, and well-versed in diverse life skills by the time they graduate high school.



The Renaissance Real World high school signature practices include::

- Learning how to set and reach goals.
- Being given opportunities to apply learning to real life situations through internships, projects, and Career Technical Education (CTE).
- Practicing independent learning to become lifelong learners.
- Becoming self-reflective through the process of evaluation and critiquing their progress.
- Working in small groups and participating in group discussions.

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

Name: Alexzandra Nagelvoort **Age:** 17 **Grade:** 2016 Graduate

I chose: Temecula Student Center

Why? To enjoy the small classes and project-based environment along with its friendly and welcoming atmosphere.

Alexzandra says: "Early on I struggled, but eventually with guidance, love, and support from peers and great teachers, I was able to gain the confidence I needed to succeed.

What I love best are the opportunities that Springs provided me, including dual enrollment through my community college and an internship with the City of Temecula."

Alexzandra is studying civil engineering at Northern Arizona University and hopes to work as a civil engineer for a large city.



Murrieta Student Center
41866 Kalmia Street, Murrieta, CA
(951) 252-7250

- **Casa Montessori**
- **Montessori Middle School**
- **Classical Homeschool Academy**
- **Da Vinci Academy**

Casa Montessori

TK-6th Grade

3 Core Classroom Days

2 Home Study / Optional Elective Days

Casa Montessori combines Montessori-based classroom instruction with home-study project work. 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 signature practices 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)
- **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.
- **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.

- 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 works designed to foster mastery of concepts and skills.
- 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.
- Time Management: Children learn to manage their time between lessons, follow-up work, and projects of their own choosing.
- Montessori Materials: Manipulatives developed by Dr. Maria Montessori allow children to grasp difficult abstract concepts with concrete materials.

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

Montessori Middle School

7-8th Grade

5 Core Classroom Days

Montessori Middle School is a five day a week classroom program that melds the Socratic-style classroom experience with Montessori methodology. 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 Homeschool Academy

TK-8th Grade

2 Core Classroom Days

3 Home Study / Optional Elective Days

Classical Homeschool Academy offers parents 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 signature practices include:

- Individualized Instruction: Students learn at their own pace. This focus on meeting students at their academic need addresses the unique needs of students who require an accelerated pace as well as those who have academic challenges.
- 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.
- 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.
- 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, 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 Academy

TK-6th Grade

4 Core Classroom Days

1 Home Study / Optional Elective Day

Da Vinci Academy students attend a rigorous four day per week academic program with electives offered on the fifth day. 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 environments is a safe place where all students feel that they can learn, succeed, and thrive. The teachers know each student and her/his 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 Academy signature practices include:

- Expressing concepts in a variety of creative ways.
- Working with others to complete a project.
- Involving all senses in the learning.
- Being allowed to develop individual interests and talents.
- Celebrating the human experience in many varied forms.
- Integrating music, drama, and art within the curriculum.

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



Name: Riley Hatch

Age: 11 **Grade:** 6

I chose: Murrieta Student Center

Why? To try a school that would allow me to go to a classroom, but also have Homeschool days. "Springs has the best teachers and they really care about the students."

Riley says: "I love this school. It has been a great experience for me. I am so thankful that I get to go to Springs." Riley swims every chance she gets and plans to be a beach lifeguard one day. She advises new students to not be nervous and don't stop trying their best even when the work seems hard.



Bear River Student Center
26800 Newport Road, Menifee, CA
(951) 225-7650

- Da Vinci Academy
- Renaissance Real World Academy

Da Vinci Academy

TK-8th Grade

5 Core Classroom Days

Da Vinci Academy students attend a rigorous four day per week academic program with electives/enrichment offered on Mondays. Elementary and middle school students are exposed to the arts, sciences, and technology 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 her/his 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 Academy signature practices include:

- Inspiring their innate curiosity of learning.
- Demonstration of knowledge through experience - children need to DO to make learning more powerful.
- Integration of the arts, science, and technology in all subjects, utilizing the "Whole Brain" in thinking and imagination.
- Learning to appreciate the ambiguity in life in order to believe in the possibility that everything is possible.
- Involving all senses in the learning.
- Nurturing the mind and body through physical and mental fitness, as well as the effect of altruism for others.
- Celebrating the human experience in many varied forms, and appreciating how all things are interconnected in the universe.
- Character development that is multi-tiered, emphasizing every child developing into responsible, global citizens.

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

Renaissance Real World High School Academy

9-12th Grade

3 Core Classroom Days

2 Home Study / Optional Elective Days

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

Students receive a combination of classroom-based instruction and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socratic seminars, projects, online activities and other hands-on learning methods. This innovative university approach to classroom learning provides opportunities for students to receive tutoring one day a week, take Career Technical Education classes, be involved in community outreach, work in an internship, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance through high school onto college and into the world of work. The Renaissance High School Academy curriculum is designed to ensure that all students are capable communications, critical thinkers, global citizens, problem solvers, and well-versed in diverse life skills by the time they graduate high school.

The Renaissance Real World high school signature practices include:

- Learning how to set and reach goals.
- Being given opportunities to apply learning to real life situations through internships, projects, and Career Technical Education (CTE).
- Practicing independent learning to become lifelong learners.
- Becoming self-reflective through the process of evaluation and critiquing their progress.
- Working in small groups and participating in group discussions.

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



Name: Sophia Prado

Age: 13 **Grade:** 8

I chose: Bear River Student Center

Why? To work at my own pace and be challenged. I never get bored because I can work ahead of my own grade level.

Sophia says: "My math teacher has really helped me to understand math better. It is now my new favorite subject." Her advice to new students is to have a good work ethic and to work hard



Hemet Quest Student Center
790 W. Acacia Avenue, Hemet, CA
(951) 225-7600

- **Quest Academy**

Quest Academy

TK-5th Grade

5 Core 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 signature practices 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 regularly taught and monitored
- Concepts are taught through the use of manipulatives and models.
- Critical thinking is integrated into all subjects.
- Community is reinforced continually through specific positive character instruction.
- Adults are invited to share relevant careers and life skills.
- Parents and community have monthly opportunities to engage in events

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





Renaissance Valley Academy

1091 W. Esplanade Ave, Hemet, CA

- Renaissance Real World Secondary Academy

Renaissance Real World Secondary Academy

6-12th Grade

5 Core Classroom Days

Renaissance Real World Academy empowers students to take charge of their learning, to gain abilities and knowledge necessary to achieve success beyond high school, and to become lifelong learners. Beginning in the 6th grade, students are taught time-management, independent learning methods, and valuable 21st century skills to ensure their success in a global world.

Students receive a combination of classroom-based instruction and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socratic seminars, labs, projects, online resources, and other hands-on learning methods. Our innovative and personalized approach to classroom learning provides opportunities for students to be engaged in activities and courses designed around their learning styles and interests, participate in Career Technical Education courses, be involved in community outreach through clubs and internships, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance into post-secondary education and careers. The Renaissance Real World Academy curriculum is designed to ensure that all students are capable communicators, self-advocators, critical thinkers, global citizens, problem solvers, and experts in diverse life skills by the time they graduate high school.

The Renaissance Real World Academy signature practices include:

- Setting goals and self-reflection as a way to evaluate and critique their own progress.
- Receiving access to internships, project-based opportunities, collegiate dual and concurrent enrollment, and Career Technical Education (CTE).
- Practicing independent learning methods to assist with independent, lifelong learning.
- Building a sense of community and positive school culture through service projects, internships, clubs, and character education.

Student progress is tracked through multiple measures that provide both quantitative and qualitative data for each student. Our RSCS online gradebook allows full communication between the classroom teacher, parent, and student. Quarterly benchmark assessments are given in all core classes each year, and the data is stored electronically in the RSCS data warehousing system.



Name: Justin Baez

Age: 15 **Grade:** 11

I chose: Hemet Student Center

Why? To have the one-on-one teacher/student experience and receive the best preparation for my future.

Justin says: "Besides studying, I do a lot of extracurricular activities such as: drawing, writing, photography, hiking, and creative designing. My goal is to do better at what I do every day".

Justin's advice to new students is to take advantage of the opportunities Springs has to offer and use them to prepare themselves to follow their dreams.



Palm Student Center

81840 Avenue 46, Indio, CA

- **Palm Academy**
- **Keys College & Career Prep**

Palm Academy TK-8

Palm Academy students attend an engaging classroom setting five days per week. Palm Academy's goal is to provide each student with a balanced and integrated educational experience that will enable learners to leverage their strengths and interests in the 21st century. At Palm Academy, the main focus is to create a safe and nurturing learning environment for all learners. Palm Academy is a community that cares about each student's social and emotional health as well as student's academic knowledge. Students are empowered to take an active role in their learning. Students plan projects and develop learning plans according to individual goals with the help of each teacher.

Instructional decisions are also based on data from various sources including the RSCS data warehousing system, online assessments, course management system, progress monitoring, performance assessments and projects. Teachers utilize community resources, field trips, centers, projects, technology, enrichment activities and hands-on experiences to provide students with instructional opportunities focusing on authentic learning. Palm Academy applies the Four C's model which emphasizes critical thinking, communication, collaboration, and creativity.

The TK-8th grade program values each child's experiences and meaningful input. Acknowledging that students learn and demonstrate what they know in a variety of ways, teachers utilize instructional strategies that allow children to access the curriculum through multiple entry points, individual learning styles and interests. Community engagement projects are specifically designed to enable students to gain an understanding of, and an appreciation for, their roles in their school family and local community and the skills required to make a positive impact. Project-based learning is employed and allows students to pursue individual educational goals while at the same time encouraging students to collaborate on shared goals. Projects include; field trips, arts-integrated projects, performances, exhibits, and more. Students track their academic progress and community engagement experiences using media-rich portfolios.

The 6-8th grade program focuses on the infusion of leadership development into the core curriculum. Public speaking, project organization, and planning skills are emphasized in leadership development. Teachers act as facilitators of knowledge by providing exposure to new concepts, places, and experts in the field.

The Palm Academy signature practices include:

- Project-Based Learning- Our project-based curriculum is structured to allow students to pursue individual goals and interests while at the same time requires students to become capable communicators working toward a shared objective. Classroom learning is organized in meaningful, purposeful ways through cross-cultural and integrated units of study that are aligned with state standards.
- Small Flexible Learning Groups- Our program provides a small flexible learning environment that differs from a traditional classroom. Our teachers act as facilitators to address specific needs of our learners. Student voice and empowerment is highly valued and encouraged.
- Focus on the Whole Child- Acknowledging that students learn and demonstrate what they know in a variety of ways, our instruction allows children to see, hear, and express themselves according to their unique talents and individual learning styles.
- Safe and Nurturing Environment- We believe that differences in the way we learn and how we learn are unique to each individual. An education that benefits all children must be adapted to individual learning styles. Each learner is taught to think of other points of view by paying attention to self and others.
- Authentic Family Involvement- Parents and guardians are viewed as partners in their child's success.

Student progress is tracked through goal setting, portfolio assessment, one-on-one conferencing, and the RSCS online grade book which allows full communication between the classroom teacher, parents, and student. Students work towards goals in both academics and the Habits of Success (i.e. Independent Learner, Analytical Thinker, Capable Communicator, and Noteworthy citizen) to develop the characteristics necessary for 21st Century citizenship.

Keys College & Career Prep

9-12th Grade

See Keys College & Career Prep program description on page 28.

Name: Anna De La Rosa

Age: 14 **Grade:** 8

I chose: Palm Academy

Why? Because I like that the teachers get to know each student.

Anna says: "I want to travel the world, learn different recipes and come home and open a restaurant."

She advises new students to do their best, test their limits, and make lots of friends. In addition to cooking, Anna enjoys playing the piano, drawing, and swimming.



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.

A. 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.

B. Parent Notification and Involvement

RSCS assists parents through academic screening, counseling, and curriculum choices to support high achieving students. The school shall provide regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans are created in collaboration with parents and students based on the assessment results so that strengths can be built upon and difficulties addressed.

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 bright students often have academic gain “sprints,” students who have mastered their grade level standards will be encouraged to study the next grade level designation, with parent involvement and notification. Great care will be taken before deciding to accelerate students, either academically or through a grade level promotion. This process is completed through the Guidance Department where a counselor assesses the situation and works with a multidisciplinary team to determine advancement.

Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas.

C. 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 level and learning profile. High achieving students will be provided with opportunities such as the next grade level's coursework, high-interest independent study projects, access to advanced online classes, and access to concurrent enrollment classes offered at the community college.

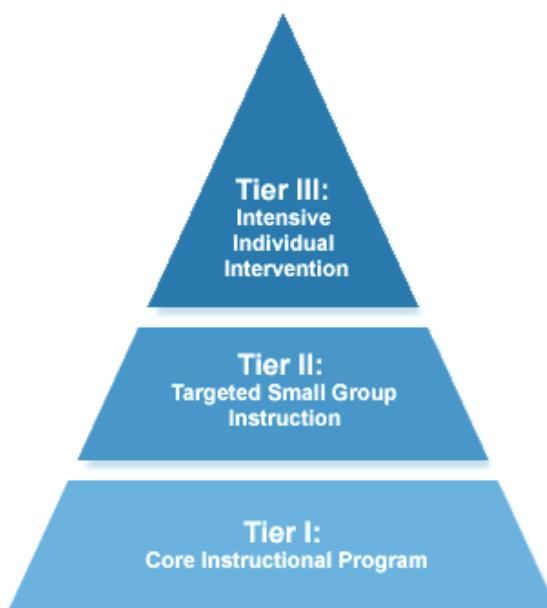
Plan for Students who are Academically Low Achieving

RSCS believes that both the confidence and the motivation to learn are fostered by providing the student with curriculum appropriate for his or her current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage his or her full potential. In order to directly support low achieving students, the credentialed teacher, parent(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' community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

A. Identification

Students will be assessed through i-Ready to identify their strongest learning modalities as well as grade levels of proficiency in reading, language usage, and key areas of mathematics. With the information from these formal assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests, a learning plan will be established to optimize the student's chance for success.

Universal screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." 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. I-Ready for grades kindergarten through 10
2. State Test, including CAASPP
3. Curriculum-based assessments that are part of the student's instructional program
4. Teacher and parent observation, student work samples
5. Discipline Report

B. Parent Notification and Involvement

Both the administration and teachers will contact parents of low-achieving students in a responsive and timely manner, as laid out in our MTSS Handbook for Teachers (Appendix J). The credentialed teacher will be the main point of contact between family and school. The credentialed teacher will communicate with parents both formally and informally, in person and by telephone. Teachers examine students' grades formally each month with the student at the regular homeschool meeting or at an academy advisory meeting. Low-achieving students, in any academic class, are identified.

C. Mastery Grading

Mastery learning and grading is designed to ensure that all students truly master each grade-level skill. Mastery learning allows for flexible pacing, redos and revisions, and enables teachers and parents to address the unique learning styles and needs of every student.

Mastery is identified by mastery levels represented numerically as 1-4. Evidence of learning including assessments are assigned a mastery level (1-4) rather than a letter grade based on points. Springs I CAN! Proficiency Scales define levels of proficiency for each grade-level and are based on Common Core State Standards.

Teachers respond to student learning by matching instruction based on the Tier-level need for each student. This process of reviewing data and identifying levels of support happen through monthly PLC and STAR team meetings. Teachers respond to the data by providing intervention and acceleration based on student need.

The credentialed 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 individualized Learning Plan analysis, the credentialed teacher will meet with the parent(s) and student to collaborate on how to better achieve and support learning.

D. Supports

River Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents 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 or teacher observation, interventions to the curriculum and/or instructional delivery will be discussed.

E. 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.

The following strategies are used to increase time and intensity when there is a concern in academic progress:

- Time extension (e.g. double the amount of time)
- Time of day: schedule assignments at optimal time for the student's maximum performance (e.g. math assignments after 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 provided to students to assist them in pacing their work

F. Supplemental Resources

We include supplemental resources in every discussion of the personalized learning plan. RSCS has supplemental resources available for all students. These resources include, but are not limited to:

- Aleks math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.
- Reading A-Z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the homeschool specialist and provided to the student.
- Essentials is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathematics 1. This free resource is available to our high school students through Moodle or Canvas. It can also be delivered by a tutor or a parent with concepts delivered in packets. These packets have necessary teaching resources that are accessible through Moodle/Canvas and are a required component to teach essential foundational skills needed in mathematics.
- Study Island is a supplemental resource available as an online workshop.

- I CAN! statements are concept-based resources that 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 systematically teaches foundational skills 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.³

G. Ongoing Evaluation

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready and OARS are the tools RSCS will use for Tier I progress monitoring. For Tiers II and III, the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN! statements will also be used as a progress monitoring tool.

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 and other professionals involved in the student's education

³ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 173-177.

Special Education

RSCS shall serve 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 be provided to, children with disabilities. For the complete Special Education Procedural Manual, see Appendix K.

A. Overview

River Springs Charter School is committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. 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, in the least restrictive environment. River Springs 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. River Springs Charter School 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 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). RSCS shall participate as a local educational agency ("LEA") in a special education local plan area 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 Special Education Local Plan Area's ("SELPA") allocation plan. RSCS is a member, in good standing, of the Riverside County SELPA.

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 for all students with disabilities.

B. 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 RSCS. 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 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 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 individualized education plan (IEP). Students with disabilities enrolled in Homeschool receive services 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.

i. Staffing

- All special education services at RSCS will be delivered by individuals or agencies qualified to provide special education services as required by California’s 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, 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 on site for inspection.

ii. 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 or guardians of any student referred for assessment must give their written consent for the 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, and 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 will be 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 in the disability. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

iii. 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, agencies, appropriate professional persons, and from 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 regular instructional program (EC 56302). Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents 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 a Response to Intervention (RTI) meeting. This meeting may be initiated by school staff or parents/guardians/student. During the RTI meeting, the team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.
- A written parent request for assessment starts the assessment process and RSCS must respond in writing within 15 days. Director of Special Education or designee will notify RTI Team of the parent's request. RSCS will hold a meeting within 10 days to address the parent's concerns and determine if an assessment is

required. If so, parent will receive a written Assessment Plan within 15 days. 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 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 (Education Code Section 56303) (See Appendix J for MTSS Handbook). The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment. If assessment is not required, parent will be provided with a Prior Written Notice (PWN) indicating denial of request within 15 days of the request.

iv. 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 regular education classroom; the student, if appropriate; the parent/guardian; and other RSCS representatives who are knowledgeable about the regular education program at RSCS and/or about the student. RSCS shall also 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 rights.

v. 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 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 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 were a manifestation of his/her disability

vi. IEP Review

- The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her 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 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 school. Once the request is received, RSCS will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

vii. 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 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 homeschool coordination and information to the parent/guardian each semester. RSCS shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations. All special education services and supports shall be developed to ensure student receives a free, appropriate education in the least restrictive environment.

viii. Interim and Initial Placements of New Charter School Students

- 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.

ix. 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 requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law.

x. 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 his or her disability or due to the student's request for, or actual need for, special education services.

xi. Procedural Safeguards and Parent/Guardian Complaints

- RSCS policies and procedures for responding to parental concerns or complaints related to special education services are in accordance with applicable law. Parents or 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 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 or 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 of Civil Rights, or any other agency.

xii. 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, RSCLS shall defend the case. In the event that RSCLS determines that legal representation is needed, it shall select appropriate legal counsel.

xiii. SELPA Representation

- RSCLS understands that it shall represent itself at all SELPA meetings.

xiv. Funding

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

C. Section 504 of the Rehabilitation Act

RSCLS 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 RSCLS. River Springs Charter School identifies, evaluates, and provides a free, appropriate public education under Section 504 of the Rehabilitation Act of 1973 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 RSCLS'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 or 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 (“EL”), including long-term English Learners (“LTELs”) or ELs at risk of becoming LTELs, as it pertains to annual notification to parents, 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. Please see Appendix L for 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

Spring 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 CLAD and BCLAD teachers. Teachers not currently authorized but who are serving ELs shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Superintendent, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

A. Home Language Survey

At the time of enrollment, all RSCS parents fill out a Student Application, which includes a Home Language Survey (HLS) 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. Each completed HLS must include a parent's signature and date.

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 English Language Proficiency Test for California (ELPAC) beginning with the 2018-2019 school

year. 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 CALPADS to ensure accuracy of the HLS.

For students who are transferring from a California school district, the application with the HLS will still be administered. However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district. For placement purposes while cumulative student records are in transit, the Assessment Department will verify previous English Language status through the California Longitudinal Pupil Achievement Data System (CALPADS). The student's language status, as determined by the originating district, shall be honored.

B. English Language Proficiency Assessment

Beginning in spring 2018, and each year thereafter the ELPAC will be given for annual progress monitoring. Annual progress will be scored based on 4 proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).

The speaking portion of the ELPAC is designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually, and it is scored as the student responds to each item.

The listening, reading, and writing portion of the test can be administered as group tests for grades 3-12. Students in grades TK-2 are assessed individually. Scores from each initial test are used to determine the designation of the student as either an English Learner (EL) or the basis for re-designation to Initially Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who report to the RSCS Assessment Department.

Test results are recorded on an assessment information sheet and placed in the RSCS cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

Transition to ELPAC

California is in the process of transitioning to the ELPAC; full implementation of ELPAC is projected for the 2018-19 school year. 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 California ELD Standards.

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

Testing times will vary depending upon the grade level, domain, and individual student. The ELPAC consists of two separate assessments:

1. Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner (EL), or as Initially fluent in English (IFEP). 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 will be 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.

2. Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient (RFEP). 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 (Listening, Speaking, Reading, and Writing). 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 paper–pencil 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.

3. Testing Windows

Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any new RSCS student whose primary language is other than English, as determined by the home language survey, and who has not been previously assessed using CELDT or ELPAC by a California public school, or for whom there is no record from an administration of an English language proficiency test, shall 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 shall be assessed by administering the test during the annual assessment window.

C. Reclassification Procedures

Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Coordinator of EL Services and the assistant superintendent overseeing EL

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 R-FEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at 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 opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or 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
- e) The Student Oral Language Observation Matrix (SOLOM) will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage (River Springs still utilizes this tool because staff find it valuable)

See EL Master Plan in the Appendix L for further details and information regarding redesignation as the State transitions to ELPAC.

D. Parent Notification and Involvement

The 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 has 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 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.

E. Strategies for English Learner Instruction and Intervention

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

The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:

- *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013) (California Department of Education [CDE] 2013a)*
- *California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a)*

These two sets of standards have wide-ranging importance: The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy.

Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Since literacy and language are foundational to all learning, both sets of standards are crucial to ensuring that all California students achieve content standards in every discipline.

This ELA/ELD Framework addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines. The CA CCSS for ELA/Literacy and the CA ELD Standards define what students are expected to know and be able to do at each grade level or span and, in the case of the CA ELD Standards, the English language proficiency level. This ELA/ELD Framework guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.

<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

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 and guardians will be available in English or other home language. All meetings that involve parents 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 need of the student and the program in which the student is enrolled. In the classrooms, ELs 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 independent study/homeschool, 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 and Adobe Connect 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 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! Standard 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. RSCS ELD I CAN! Statements are aligned to the ELA I CAN! Statements. 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 will also be taught daily in designated time for a minimum of 20 minutes per instructional day 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.

Springs teachers use strategies that are specifically intended to develop English language.

Strategies are intended to target vocabulary development, reading fluency, reading comprehension, and include explicit 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 English Language Development Standards and may include state-adopted programs, Houghton-Mifflin, Harcourt and Cengage Learning, as well as supplemental English Language Development materials. In addition, the RSCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs.

Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During these meetings, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL-Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- EL-Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL-With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

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:

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- ELPAC outcomes

- iReady
- Web-based, ELD-standards based assessments

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.

F. 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, 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 program choice options.
- 5) Monitoring of availability of adequate resources.

G. English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at RSCS, parent/guardian ELAC 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. ELAC has four legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

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

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element B of the charter for a description of RSCS’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii). RSCS surveys parents, staff and students each year to ensure our fidelity to the eight state priorities (See Appendix M)



Name: Alina Hernandez

Age: 15 **Grade:** 9

Why Springs? To have more time to practice my violin. Alina hopes to attend Juilliard in New York City on scholarship and become a concert soloist.

Alina says: “The course work is fun and challenging, and I have an awesome teacher. It is so convenient to just walk across our hallway and “go to school”, I am so happy that we found this school!”

She advises new students to do their best and talk to the teachers about anything that confuses them, because they are there to help. If you communicate with them regularly, you will never feel overwhelmed or lost.

Element B: Measurable Pupil 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with 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. 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 State 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 Multi-Tiered Systems of Support (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), RSCS's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), are described in the Local Control and Accountability Plan (LCAP) in Appendix N.

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 ethnicity 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 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.

RSCS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605.6(b)(5)(B) and 52060(d).

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

The Charter School shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting. Education Code Section 47060.5(e)(1).

See Appendix N for current LCAP. 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 achieve the state content standards by graduation but not all will progress at the same rate. Homeschool specialists 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 of California.

Please refer to the table in Element B for a description of the assessments RSCS shall utilize in its educational program, which are aligned to the eight State Priorities and demonstrate multiple measures for each subject area. (Also see LCAP in Appendix N.) 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 (SARC) 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, student, and homeschool specialist observation
4. Norm and criterion referenced tests
5. In-house formative student assessment,
6. Assessments given 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

The staff of RSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. River Springs has identified power standards at each grade level, our I CAN!s. These I CAN!s are based on the CCSS for each grade level. Our pacing guide lists the I CAN!s to be addressed during each Milestone test window. These I CAN!s have been

further developed into Proficiency Scales where each I CAN! has a clearly articulated list of skills students will be able to show once they have mastered the I CAN! Teachers utilize these 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 academic achievement level, learning style, and interests while developing skills to meet or exceed the challenges of grade level work. Students performing substantially below grade level expectations will be referred to a team of teachers and administrators to discuss the parents' and teachers' concerns. This 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 school has Personalized Learning Paths developed for each I CAN! statement in order to ensure personalized learning (see Appendix O for 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 success. Each Habit of Success is clearly articulated with appropriate activities for each level of mastery.

Finally, the charter's Adequate Progress policy ensures that students make progress in their school work. Each 20 school day Learning Plan, the TOR 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 will meet monthly in Professional Learning Communities (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 involvement, etc.

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

When students enter the ninth grade as 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.

A. Assessment

All students will be assessed using multiple measures including diagnostic, summative, and formative progress monitoring; please see Appendix P for our Assessment Plan and Calendar. Students will be assessed in the fall, winter and spring using the iReady diagnostic, a nationally normed test that identifies the student's instructional grade level for both Reading and

Mathematics and predicts CAASPP proficiency with an 80% success rate. Students also take three benchmark assessments in October, January and March. These formative assessments are aligned with the Common Core State Standards. They are also aligned to the River Springs pacing guides. Teachers meet in grade level groups to disaggregate this data and pair students with skills that need remediation prior to CAASPP. Teachers also look at subgroup data for each of these tests and use the results to evaluate 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 ready 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 Common Core 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 Common Core 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 testing is offered three times per year in reading and math in order to gain deeper insight into a student's strengths and areas of growth early in the academic year. RSCS students also complete three benchmark exams designed to assess mastery of the grade-level I CAN!s (Springs' Power Standards). Diagnostic and benchmark test results are used to develop 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.

RSCS uses i-Ready diagnostic assessments which are online adaptive reading and math assessments built for the Common Core State Standards. i-Ready assessment items are intended to match the rigor of the Common Core 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).

The i-Ready Diagnostic is built from the ground up to be true to the details, rigor, and intent of the Common Core. In order to connect the latest research with practical application in the classroom, i-Ready continues to evolve with guidance from expert advisors and a thorough research base.

The i-Ready diagnostic is developed by expert advisors. Assessment development includes research from renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation.

The science behind i-Ready Diagnostic: Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth consistently and continuously over a student's entire K-12 career.⁴

Benchmark exams are developed in Illuminate using INSPECT and NWEA item banks. Both item banks offer extensive libraries of standards-based items. These items match the rigor and academic language of items found in the Common Core State Standards and offer a broad variety of ways to assess each standard. Benchmark assessments will determine student progress and prescribe targeted interventions for each student if needed.

We are committed to using the best assessment tools that are aligned to California state standards (Common Core 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 make meaning from complex assessment data, including disaggregation of significant subgroups, program-level data, teacher-level data, and grade-level data. Illuminate and i-Ready both meet these requirements and we are committed to continuing the use of these tools; however, we realize that there may be a future need to change assessment tools as we continue the implementation of Common Core 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 i-Ready and Illuminate.

Students in the RTI process will complete additional diagnostic and benchmark testing using a variety of assessments such as Dibels NEXT. There are three additional assessments required for students involved in Tier 2 of the RTI process. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains, and along with universal screening measures, are used to establish goals for the purpose of gaining and achieving grade-level equivalency. They are: Dibels NEXT, Oral Reading Fluency and Retell Fluency (ORF and RTF), Dibels Math, and San Diego Quick.

B. Use and Reporting of Data

RSCS will use Illuminate as a data warehousing platform to manage student progress. Illuminate has been aligned to the Common Core State Standards and CAASPP questions and will be used to assess formatively and summatively. By using RSCS's INSPECT mastery quizzes, students will

⁴ The Curriculum Associates. i-Ready Research, 2017,

<https://www.curriculumassociates.com/products/ready-research-iRdiag-why-it-works.aspx>. Accessed 27 November 2017.

have the opportunity to follow their own progress and determine when they are ready to take larger benchmark assessments.

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 subgroup (including all unduplicated pupil groups, even if not numerically significant), and in comparison to other charter schools in California. I-Ready reports are nationally normed and provide a wealth of information in a parent-friendly format.

RSCS will also annually create and post the School Accountability Report Card (SARC) with overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroup.

RSCS teachers will use an online learning management/gradebook system, Canvas, and will enter a minimum of three grades per week across categories such as “homework,” “citizenship,” or “performance assessments” in order to create a rich picture of student performance in each class.

RSCS students will also be required to regularly check their grades using the Canvas online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Teachers will use an individual student’s grade data from Canvas to make decisions about necessary Student Support Plan meetings and will use this data during those meetings. RSCS parents will be educated at the beginning of the year about how to monitor their student’s data via the Canvas online interface.

C. 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 bi-monthly Professional Learning Communities to engage in two levels of inquiry using data. RSCS staff uses a cycle of inquiry to move students toward improvement.

D. 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

E. 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 and the student.

F. 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.

G. Reporting of Data to the RSCS Board and Community

RSCS compiles an annual school performance report for each program to be presented to the Board of Directors. 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 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 numbers of students enrolled, the number on waiting lists, and the numbers 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 River Springs Charter School's website.

H. Reporting of Data to Families and Students

Students and families will be informed of the results of their student's assessments at regular parent meetings along with discussion of the implication of the results and goals for future assessments. Individual student results will be relayed to parents 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.

I. SARC & LCAP

RSCS will comply with state mandated requirements applicable to charter schools regarding the SARC and Local Control and Accountability Plan (LCAP). The SARC will be accessible to all parents via the RSCS website. Progress toward LCAP goals will be tracked through a variety of instruments, such as OASIS, our student database system; OARS, our assessment reporting system; and our budget. This data will be analyzed quarterly by administrative leadership to help us meet our LCAP goals.

Element D: School Governance Structure and Parental Involvement

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).

A. Legal Status

River Springs Charter School is a directly funded independent charter school operated by River Springs Charter School, Inc. (RSCS, Inc.), a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of a district or other body. As outlined in Education Code section 47604(d): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit 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.

RCOE will not be liable for any actions taken by RSCS or RSCS, Inc. Administration shall maintain 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 RCOE. Details of this policy will be outlined in a Memorandum of Understanding (MOU) between RSCS and RCOE, and a copy of this policy will be available to RCOE upon request. RSCS will act as its own fiscal agent to the fullest extent of the law. RSCS shall implement the provisions of charter school legislation and the State Department of Education directives regarding charter schools.

B. Conflict of Interest

The RSCS, Inc. Board of Directors has adopted a Conflict of Interest Code that complies with the Political Reform Act and Government Code Section 1090. Annual Form 700 financial interest disclosure statements shall be required of all RSCS Board members. For the full the Conflict of Interest Code, see Appendix Q. RSCS will abide by Government Code Section 1090 in accordance with Education Code Section 47604.1.

C. Oversight

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

D. Board of Directors

RSCS is governed by the RSCS, Inc. Board of Directors, which shall follow the Bylaws found within Appendix R along with current board member bios. The board shall include five (5) to seven (7) voting members. Board members shall be members of one of the following two groups: parents or community members. Board members must reside in Riverside County or in a contiguous county where RSCS students are served. In accordance with Education Code Section 47604(c), RCOE may appoint a representative to sit on the Board of Directors.

The Board of Directors shall exercise final authority on all matters concerning RSCS. The Board of Directors' major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, approving the selection of the Superintendent, and ensuring that all provisions of Charter School legislation will be followed. 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.

E. Parent Involvement

Parents will be encouraged to participate in the School Site Council and be encouraged 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 participation will play a vital role in the effectiveness of our program. Parents are also encouraged to attend the Brown Act compliant board meetings, and, if qualified, are welcome to apply for vacant Board positions.

In addition to encouraging parents to serve on the RSCS, Inc. Board of Directors, and parent participation on the Parent Advisory Council, parents will be encouraged to volunteer at RSCS. The RSCS administration shall 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-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 his or her parent or legal guardian to volunteer at the school, and in accordance with Education Code Section 47605.6(n), parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

F. 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 (Organizational Chart can be found in Appendix S):

- Serve as liaison between management and Board of Directors;
- Supervise 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 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 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 school accreditation process.

G. Board Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 commencing with Section 54950 of Division 2 of Title 5 of the Government Code) and the bylaws. Board meetings will occur no less than eight (8) times per fiscal year, but may occur more regularly as called or scheduled by the Board. Meetings will be held at RSCS' administrative offices, located at 27740 Jefferson Ave., Temecula, CA 92590, or at another posted location within the County. In compliance with SB126 (effective 1/1/2020), meetings will be available via teleconference at RSCS student sites, and an audio recording of each meeting will be posted on our website.

H. Memorandum of Understanding

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

I. Board Member Professional Development

Each board member will be required to attend multiple professional development trainings that will cover the following topics:

- Brown Act/GC1090/Conflict of Interest/Political Reform Act
- Family Educational Rights and Privacy Act (FERPA)
- Expulsion process
- Student achievement
- Finance/Budget
- Local Control and Accountability Plan (LCAP)
- One external conference per year

Element E: Qualifications of Individuals Employed by the Charter School

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, Inc. 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 their 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. All certificated staff are issued licensure by the California Commission on Teacher Credentialing. All RSCS employees are “at-will” employees. All at-will employees may be terminated with or without cause.

RSCS is a school of choice and no person is forced to work for the organization. RSCS will comply with all federal and state laws regarding employee records. RSCS will meet all applicable federal/state guidelines under the ESSA.

A. Recruitment of River Springs 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.

B. General Qualifications for Key Positions

1) Superintendent

As outlined in Board Policy, the Superintendent is responsible for overseeing all aspects of the school operations and staff. The RSCS, Inc. 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 each school, including 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 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
- Providing leadership and supervision of professional development on an ongoing basis for all staff. Information regarding our professional development plan can be found in Appendix T.
- Ensuring departmental and academic goals are addressed and met on an annual basis

Person holding this position must possess, at minimum:

- A master's degree, with a minimum of 10 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- 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 or other higher education degree

2) Principal / Director

The principal or resource center director 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/resource center director is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The principal/resource center director 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, teachers, and students when appropriate
- Serving as the "voice" for her/his resource center 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
- Collaborating with teachers, staff, parents, 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 possess, at minimum:

- A master's degree, with a minimum of 5 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with young/adolescents and their families

Preferred skills:

- Bilingual proficiency in English and Spanish

3) Teachers, including Homeschool Specialists (all whom are credentialed 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 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 classroom 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
- Utilizing the community as an extension of the classroom

All RSCS teachers (TK-12) will hold appropriate California teaching credentials (including CLAD and BCLAD if necessary), permits, and/or other documents issued by the Commission on Teacher Credentialing from the State of California, and to the extent required of charter schools. Teachers will meet the requirements outlined in Education Code Section 47605.6(l).

In RSCS all Transitional Kindergarten (TK) classroom teachers will be held to the standards as set forth in Education Code Section 48000(g). At minimum, teachers will have completed 24 units of early childhood education or child development, professional experience in classroom setting with preschool age children, or a child development permit issued by the CTC.

When appropriate, RSCS also employs or retains non-certificated staff, where a prospective staff member has an appropriate blend of subject matter expertise, professional experience and has demonstrated capacity to work successfully with school age children.

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 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/families
- Commitment to academic rigor and utilizing data to drive instruction

4) 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, teachers and homeschool specialists, as well as developing curriculum, mentoring teachers, and supporting the use of our online learning management tools. Subject Specialists must hold a valid California single subject teaching credential, possess a valid CA drivers license and be able to travel each week. Employee 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 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 CP/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 TK-8 teachers in areas of curriculum and content delivery methods
- Assist in planning of academic staff development days
- Plan and implement quarterly parent/student workshops at Resource 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

5) Homeschool Specialists

River Springs homeschool specialists are primarily responsible for ensuring that the school's educational program is implemented in the students' homes or the communities.

Homeschool specialists act as instructional leaders for the homeschool families, serving an ambassador role between the family and the school. Homeschool specialists must be able to support and disseminate curriculum in their subject area, as well as those areas created by other qualified teachers. Homeschool specialists will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. Homeschool specialists are also responsible for collaborating with parents 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 homeschool specialists 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

All RSCS homeschool specialists will hold appropriate California teaching credentials (including CLAD and BCLAD), permits, and/or other documents issued by the Commission on

Teacher Credentialing from the State of California, and to the extent required of charter schools. Teachers will meet the requirements outlined in Education Code Section 47605.6(l).

All homeschool specialists 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 Language Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task
- 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

6) 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

C. Training and Professional Development

All River Springs 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 are also invited to participate, and specific topics are provided for them.

Employee Handbook can be found in Appendix U.

Staff Performance Evaluation procedure and rubrics can be found in Appendix V.

Element F: 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) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) or paragraph (2) of subdivision (1) 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 shall 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.

A. Procedures for Background Checks

RSCS will comply with all applicable federal and state laws regarding criminal background checks and fingerprinting. RSCS will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees and contractors prior to employment and/or any more than limited contact with RSCS pupils. Employees, and contractors as applicable, must submit two sets of fingerprints to the California Department of Justice. 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 Personnel 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 outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

B. Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporting laws 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.

C. TB 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.

D. 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 and will include the requirements for pertussis vaccination. Students will be required to submit verification of required immunizations before enrolling in a RSCS classroom-based program.

Upon a student's admission or advancement to 6th grade, RSCS shall submit to the student and their parent or 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.

E. 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), RSCS 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 RSCS maintains a stock of albuterol inhalers to respond to respiratory distress in students, RSCS shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers. Medication policies will be included in the parent handbook (Appendix W) and will be explained to parents during a parent-student-school meeting prior to enrollment at RSCS.

F. Vision/Hearing/Scoliosis Screenings

RSCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by RSCS.

G. Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent 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 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.

H. Suicide Prevention Policy

RSCS will maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall 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 by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

I. Prevention of Human Trafficking

By January 1, 2020, 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.

J. Menstrual Products

RSCS 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 shall 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 shall 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.

K. 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 schoolsites that has more than one female restroom and more than one male restroom designating 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.

L. School Meals

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.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance. .

M. Recess

As of the 2-24-25 school year and 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.

N. 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.*).

O. 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.*

P. Mental Health Information

The Charter School shall create and post a poster at the schoolsite 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 schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. 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.

Q. 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 identifying 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)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures

- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

R. Emergency Preparedness

RSCS maintains a Comprehensive School Safety Plan (CSSP), consistent with Education Code Section 32282(a)(2)(A)-(L), developed specifically for the needs of the school facilities. This handbook includes, but is not limited to, the following responses: fire, bomb threat, flood, earthquake, crash, intrusion, pandemics, hostage situations, or any other disaster. The purpose of the CSSP is to be prepared to handle any emergency with the safety of students and staff as our top priority. The CSSP will be reviewed and updated annually. See Appendix X for a public copy of a sample CSSP.

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.

S. Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

T. Blood Borne Pathogens

RSCS will meet state and federal standards for dealing with blood borne 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 Human Immunodeficiency Virus (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.

U. Drug Free/Alcohol Free/Smoke Free Environment

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

V. Trainings

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

W. 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.

X. 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. Please see Appendix Y for our 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 schoolsite and in public areas at the schoolsite to, and commonly frequented by, pupils.

Y. Bullying Prevention

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children

Z. Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 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.

AA. 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.

BB. 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.

CC. 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 an Opioid Factsheet for Patients.

DD. Transportation Services

Effective July 1, 2025, 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.

EE. School Wellness Policy

This policy (Appendix Z) outlines the 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.

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

- Students at the 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 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 School.

Element G: 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).*

RSCS shall actively seek to match the racial and ethnic, special education, and English Learner backgrounds 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 underrepresented student populations generally reflective of the County's population. See Appendix AA for details on outreach efforts to achieve racial and ethnic, special education, and English Learner balance.



Element H: 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).

A. Admission Requirements

RSCS actively recruits a diverse student population from Riverside County and surrounding contiguous counties eligible for enrollment under state law. The Charter School is nonsectarian in its programs, admission policies, and all other operations, does not charge tuition, and does 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 complies with all laws establishing minimum and maximum age 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 pupil or his or her parent or legal 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 volunteer hours as a criterion for admission or continued enrollment.

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 his or her disability or due to the student's request for, or actual need for, special education services.

Students who are enrolled in RSCS may not be concurrently enrolled in a private school.

Students admitted to RSCS must understand and value the school's mission and be committed to the school's instructional and operational philosophy. Admission to any RSCS program shall be open to any resident of Riverside County or a contiguous county as required by Education Code Section 51747.3. Prospective students and their parents will be briefed regarding RSCS's instructional and operational philosophy and will be informed of any student-related policies. At the time of enrollment, all parents must sign a parent/student contract regarding RSCS outcomes, philosophy, program, and any other applicable requirements. RSCS has established an annual recruiting and admissions cycle which shall include: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admissions application period, (4) an admissions lottery if necessary, and (5) enrollment.

B. Public Random Drawing

RSCS may enroll students from a wide geographic area that includes Riverside County and contiguous 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 lottery will be used to determine those selected to attend, with the

exception of existing students, who are guaranteed admission in the following school 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 4) residents of Riverside County.

In the event of a drawing, the county board of education 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 RCOE agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

C. 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, each representing an application submitted to RSCS, will be placed on cards that are of equal size and shape, grouped by priority. The cards will indicate if the applying student has any siblings that are applying for admission the same year. The name on each card will be read as it is placed into a container or lottery device that will randomly mix the cards. The person leading the lottery will draw the cards one at a time at random and read the name on the card. As each card is pulled it will be posted visibly on a display in the order it was chosen. Names will be given a numerical ranking based on the order they were chosen. The drawing will continue until all cards have been drawn and all names 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 a card 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. 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 not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the time of assignment of slots for their grade level. At no time will the admission preference for children of staff exceed 10% of the total enrollment.

D. 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 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.

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 accounting procedures.

The RSCS, Inc. Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of RSCS's financial affairs. The auditor will have at a minimum, a CPA and educational institution audit experience, and be approved by the California Department of Education to conduct audits for LEAs. The audit will verify the accuracy of RSCS's financial statements and reporting practices. 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 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 will be 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 shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

RSCS shall comply with the provisions of Education Code 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 or other information that justifies the investigation.

Element J: Suspension, Expulsion, and Student Disciplinary 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 his or her 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 foster child or youth or a homeless 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, guardian, the homeless child's educational rights holder, 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 until the charter school issues a final decision. For purposes of this clause, "involuntarily 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.—California Education Code Section 47605.6(b)(5)(J)

This Student Suspension and Expulsion Policy (hereafter “Policy”) has 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 non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as RSCS's policy and procedures for student suspension and expulsion, and it may be amended from time to time to mirror changes to the suspension and expulsion offenses applicable to school districts in Education Code Section 48900 without the need to amend the charter so long as the amendments conform to legal requirements. RSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, 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 include, but are not limited to, among other things, a positive behavior support approach with tiered interventions that occur during the schoolday on campus, a conference between school personnel, the pupil’s parent or 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 the 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 policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

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 Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“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 mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or 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.

In accordance with AB 1360, no student shall be involuntarily removed by the Charter School for any reason unless the parent or 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 or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder 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, or educational rights holder 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.

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 for any of the following acts when it is determined the pupil:

- 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 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.
- 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 his or her own prescription products by a pupil.
- 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - a) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- 12) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- 13) 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.
- 14) 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.
- 15) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 16) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events,
- 17) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "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 his or her own safety or for his or her 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 his or her immediate family.

- 18) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- 19) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 20) 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- 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 his or her age, or for a person of his or her 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 his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her 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 Web site 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 clause, "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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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 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 for any of the following acts when it is determined the pupil:

- 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) Brandishing a knife at another person.
- 3) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

C. Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- 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.
- 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 his or her own prescription products by a pupil.
- 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 subdivision, "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 pupil. 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 section, "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 his or her own safety or for his or her 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 his or her immediate family.

17) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils 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 subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils 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 section shall apply to pupils in any of grades 4 to 12, inclusive.

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 his or her age, or for a person of his or her 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 his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her 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 Web site 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 clause, “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.

22) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

23) Possessed, sold, or otherwise furnished any knife 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 for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- 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) Brandishing a knife at another person.
- 3) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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 dangerous 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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 term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) 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 Superintendent or the Superintendent's designee with the student and his or her parent 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 student shall be notified of the student's right to

return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her 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 pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or 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 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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. 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 Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil'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, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall 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 into 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 shall 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 members who are certificated and neither a teacher of the pupil nor a member of the Charter School's Board of Directors. The Administrative Panel may be comprised 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.

A student and his or her parents/guardians may appeal an expulsion decision by the Administrative Panel to the neutral and impartial Charter School Board of Directors, which will make the final determination. The Board of Directors shall be presided over by a designated neutral hearing chairperson. 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.

IV. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the pupil has committed an expellable offense and recommends the pupil for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil 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 shall be deemed served upon the pupil. 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/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) 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) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) 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 pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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' 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 he or she 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 he/she 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 him or her 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' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit 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 shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes 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 shall be excluded from the courtroom 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 pupil being expelled, the complaining witness shall have the right to have his/her 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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, 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 pupil, 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.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

D. 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 or 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 authorizer. 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 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 the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.

E. 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 authorizer upon request.

F. Right to Appeal

Parents/guardians (or student 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.

G. Expelled Pupils/Alternative Education

Parents/guardians of pupils 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.

H. 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 year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

I. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the expulsion administrative panel and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The administrative panel shall make a decision regarding their determination. The parent/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 during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks admission or readmission.

J. Notice to Teachers

The Charter School shall notify teachers of each pupil 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.

K. 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 that 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 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, and relevant members of the IEP/504 Team shall 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 parents 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, 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, 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 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, 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 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 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 USC 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 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 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; 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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not 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 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 Human Resources Department as part of the new hire process. The Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees. A complete list of the positions covered under each system resides in the RSCS Human Resources Department and are available for inspection by RCOE.

Element L: 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).*

Attendance at RSCS is entirely voluntary on the part of the students who enroll and no student may be required to attend RSCS. If a student chooses not to attend RSCS, they have the option of attending a public school in their district of residence or to pursue other educational alternatives. Parents and guardians of each student enrolled in RSCS will be informed on admissions 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 M: Return Rights of County Employees

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 of 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 RCOE employee shall be required to work at RSCS. Persons employed at RSCS are not considered employees of RCOE for any purpose whatsoever. Employees of RCOE who resign from 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.

Element N: Dispute Resolution Procedures Related to Charter Provisions

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).

RSCS recognizes that it cannot bind RCOE to a dispute resolution procedure to which RCOE does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. RSCS is willing to consider changes to this process outlined below as suggested by RCOE.

Any dispute between RSCS and RCOE (collectively "the Parties") shall 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 pupils.

In the event of a dispute between RSCS and RCOE, RSCS staff, employees, and Board Directors and RCOE 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 requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind RCOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to RCOE'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, shall 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 shall 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 agreement, the dispute may be referred to non-binding mediation before a single neutral mediator. A request for mediation shall 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 shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall 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 shall commence 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 shall be shared equally by the Parties. The cost to RSCS for the dispute resolution process will be paid for

through unrestricted dollars. No party shall commence 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 have been 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 RCOE and RSCS.

RSCS is aware that the County Board of Education's discretion to revoke the Charter is not proscribed by the requirement to participate in the dispute resolution process. Additionally, RSCS will ensure that parties involved will sign a privacy disclosure form agreeing that no comments will be made publicly during the dispute resolution process, adhering to state and federal laws governing mediation and conflict resolution.

Internal Disputes

RSCS shall maintain a Uniform Complaint Policy and Procedure (Appendix BB), as required by law, as well as a General Complaint policy, to be used for all internal disputes related to RSCS's operations. Parents, 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 RCOE receives a dispute not related to a possible violation of the Charter or law, RCOE will promptly refer the matter to RSCS.

Element O: 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 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 and students of RSCS of the closure provides information to assist parents 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 they will provide to the entity responsible for closure-related activities.
- 5) As applicable, RSCS will provide parents, 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 the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.S. §1232g. 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 practical, 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 and 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 the 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 of 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 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. The sole statutory member has the right to vote on any election to dissolve the nonprofit public benefit corporation and to vote on the disposition of all or substantially all of the nonprofit public benefit corporation's assets.
- 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

A. Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the RSCS, Inc. Board of Directors and RCOE. Material revisions to the charter may be made only with the RCOE'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 RCOE 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.

B. Term of the Charter

The term of this charter renewal shall be five years commencing July 1, 2018 through and including June 30, 2023, extended, by operation of law, to June 30, 2026 (Education Code Section 47607.4) and may be renewed for subsequent five-year terms by the County Board of Education.

C. 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 meet or 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.

D. 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.

RSCS shall operate its primary Administrative Offices at 27740 Jefferson Avenue, Temecula, CA 92590.

The current MOU outlines the respective roles and responsibilities of RSCS, its Board of Directors, and the Charter Schools. A copy of the MOU shall be provided to RCOE 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, RCOE 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), RCOE may charge for the actual costs of supervisorial 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.

RSCS agrees to and submits to the right of RCOE 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.

E. Facilities

Governing Law: *The facilities to be used by the charter school. Education Code Section 47605.6(h).*

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

Education Code sections 47605.6, subdivisions (e)(1) and (e)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency. Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the charter school is authorized. Taken together, these sections require that a non classroom-based/independent study charter school accept all residents of the "home county" (i.e., the county in which the charter school's authorizer is located) or adjacent counties who wish to attend the school.

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable pupils to complete the independent study successfully, including resource centers and study areas. (§ 51746, as specifically applied to charter schools by § 47612.5, subd. (b).) These facilities allow a non classroom-based independent study

charter school to provide a space for classes, meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that “the independent study option is expected to be equal or superior in quality to classroom instruction.” (California Department of Education Independent Study Manual [2000 Edition, revised as of 2015], Chp. 1, pg. 1.)

As RSCS is a non-classroom based/independent study charter school, RCOE and RSCS understand and agree that RSCS must serve any interested students throughout Riverside County and adjacent counties pursuant to Education Code Section 51747.3, and 47605.6, subdivisions (e)(1) and (e)(2)(A). Additionally, RSCS must provide appropriate services and resources to enable RSCS's students to complete their independent study successfully. As such, RSCS utilizes resource centers 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.

See facilities list above on pages 24-25.

F. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also 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 DD along with all items formerly reported to RCOE staff.

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 RCOE:

- 1) By July 1, a preliminary budget for the current fiscal year.
- 2) By July 1, a local control and accountability plan (LCAP) 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 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.

G. 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 RCOE and RSCS's insurer. The County Board of Education shall be named as an additional insured on all policies of RSCS.

H. 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 RCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure RCOE 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, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

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

Memorandum of Understanding and Indemnification

RSCS anticipates that it shall enter into a memorandum of understanding ("MOU") with RCOE to outline the agreement of RSCS and RCOE governing the parties' respective fiscal and administrative responsibilities, legal relationship, and operation of RSCS.

The MOU shall include an indemnification provision to cover the actions of RSCS under this Charter. As RSCS recognizes that it cannot bind RCOE to an indemnification clause to which RCOE does not agree, the following language is intended as a starting point and may be amended per the MOU between the parties:

RSCS shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless RCOE, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "RCOE and RCOE Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RCOE and/or RCOE Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, RSCS's performance under this Agreement, the Charter or any acts or errors or omissions by RSCS or its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns; provided, however, that RSCS shall not have any obligation to indemnify, hold harmless or defend RCOE and/or RCOE Personnel against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RCOE and/or RCOE Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, RSCS's performance under this Agreement, resulting from or arising out of the negligence or intentional acts, errors or omissions of RCOE and/or RCOE Personnel.

Works Cited

RIVER SPRINGS CHARTER SCHOOL RENEWAL PETITION - MARCH 2018

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