

RIVER SPRINGS CHARTER SCHOOL

I. Statements and Assurances

1. This charter school shall be known as River Springs Charter School (hereafter "RSCS").
2. The initial charter petition was signed by over one-half of the teachers expected to be employed during its first year subsequent to renewal. Each teacher signing the petition was provided a copy of the original charter document and signed a statement expressing they were meaningfully interested in teaching at RSCS.
3. RSCS is not a conversion of a private or public school to a charter school.
4. RSCS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605.6(d)(1)]
5. RSCS will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605.6(b)(5)(M)]
6. RSCS will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605.6(e)(1)]
7. RSCS will not charge tuition. [Ref. California Education Code §47605.6(e)(1)]
8. RSCS shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School 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). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(A)-(C)]
9. RSCS 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

10. RSCS will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
11. RSCS will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
12. RSCS will ensure that teachers in the Charter School 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. California Education Code §47605.6(l)]
13. RSCS will at all times maintain all necessary and appropriate insurance coverage.
14. RSCS 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).
15. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
16. RSCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
17. RSCS shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605.6(d)]
18. RSCS shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]
19. RSCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
20. RSCS shall comply with all applicable portions of the No Child Left Behind Act.

21. RSCS shall comply with the Public Records Act.
22. RSCS shall comply with the Family Educational Rights and Privacy Act.
23. RSCS shall comply with the Ralph M. Brown Act.
24. RSCS shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

II. Educational Program Description

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. Our objective is to enable pupils to become self-motivated, competent, and lifelong learners.

RSCS is open to all students in grades K-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 (PL), goal-oriented curriculum which is developed utilizing home-based learning programs, cooperative school programs and classes, site-based personalized learning models, internships, community-based educational programs, group seminars, distance learning via current technology, supplemental learning projects, and current educational research. All student curricula are subject to approval by RSCS.

RSCS has adopted and implemented written policies relating to Independent Study as required by Education Code 51747.

All RSCS staff will be trained upon initial hiring, and annually thereafter, on Special Education Policies and Procedures, including enrollment practices in alignment with federal and state law, and SELPA policies and procedures. The school will maintain a board approved Special Education Procedural Guide (Appendix D) and Student Enrollment Manual (Appendix E) which will be approved and updated annually.

Parents who enroll their children in RSCS shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education. RSCS supports its students and parents with appropriate educational materials and with a team of education specialists and advisors. The RSCS Education Specialists and Advisors advise

and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent and each adult student, with the assistance of RSCS Education Specialists and Advisors, shall design, consistent with the RSCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives and shall sign one or more contract(s) with RSCS that clearly describes the student's individual educational goals and curriculum for each year the student is enrolled with RSCS. This contract (Student Agreement) shall further describe the manner for submitting assignments and reporting progress and frequency of meetings. All curricula shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study and, if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study. The Student Agreement that is signed by student and parent will detail the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. RSCS shall offer and align its college preparatory high school curriculum to the UC/CSU's "a-g" requirements. All Education Specialists who are assigned high school students shall be 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(s) 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 s/he lives. This person is one who has realized her/his own special interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of RSCS to help students become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

RSCS parents, students, and Education Specialists believe that the best learning occurs when:

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

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

- Optimum learning by the student will be achieved by encouraging parent involvement and support.
- Students will be active participants in their personalized learning plan with the support of RSCS staff.
- RSCS students will perform and achieve as well as or better than students in traditional California public schools.
- Students will be intrinsically motivated.
- Students will achieve competency in basic academic skills.
- Opportunities will be provided for students to explore their potential in the performing and living arts and in the use of technology.
- Students will recognize and use their strongest skills and abilities and improve in areas where they are weak.

The Student Agreement that is signed each year by student and parent will detail the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

III. English Language Learners

RSCS complies with all applicable federal and state laws concerning services and the education of English Language Learner (ELL) students. RSCS has adopted policies and procedures ensuring the:

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

Under the management of the Superintendent, River Springs Charter School takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD and BCLAD teachers. Teachers not currently authorized but who are serving English Learners 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.

RSCS makes support for English Language Learners a primary focus of the school culture. This will be ensured by translating key parent materials into Spanish, providing Spanish language books to support core concepts in content areas, providing translators at parent events, meetings, and trainings as necessary according to attendees, and ensuring that all instructional staff development efforts specifically address the needs

of English Language Learners. Literacy efforts will target the needs of English Learners, including writing across the curriculum and River Springs' Power Tools initiative.

A. Initial Identification

Students with limited English proficiency will receive guidance for proper program placement and support services according to their needs to ensure that the instructional programs are comprehensible and understandable.

At the time of enrollment, all parents fill out a Student Application which includes a Home Language Survey (HLS). The survey is used to determine the primary language of the student and is on file for each student in the RSCS office in the cumulative folder and in the student's English Learner folder. The application and 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 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. The results of these assessments enable school personnel to determine the English language proficiency level of the student. If the person administering the HLS suspects that the form is completed incorrectly or that there may actually be a home language other than English present, the school must continue with the identification process.

For students who are transferring from a California school district, the application with the HLS will 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 student shall be assessed for English language proficiency through the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC). Upon the receipt of student transfer records, the student's language status as determined by the originating district shall be honored.

B. Program Placement Options

English Language Development (ELD) is a part of each English Learner's instructional program. 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 may be incorporated within the language arts curriculum and is taught daily for a minimum of 30 minutes in grades K-12. The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet the RSCS standards in English Language Arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the end of the early advanced proficiency level,

students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student's progress in English, each English Learner is assessed annually with the CELDT/ELPAC. Additional assessment obtained from the ELD curriculum and teacher observation are also considered to determine progress.

C. Instruction and Curriculum

To ensure that all students have access to core curriculum, instructional programs for English Learners (EL) are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through providing English Language Development (ELD) instruction by a qualified teacher in conjunction with core curriculum instruction, or as a separate daily component if core curriculum instruction occurs in the student's primary language. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum. EL students will be placed with teachers or Education Specialists who hold appropriate credential authorizations.

All EL students use a variety of English support materials as well as at least one curriculum specifically designed for ELD instruction. The following is a listing of some of the most popular and widely used curriculum within RSCS. Materials denoted with an asterisk (*) are those that contain specific ELD instructional standards. This is only a partial listing of the materials available to each family.

- EMC/Paradigm Publishing: The EMC Write-In Reader (grades 6-8)
- ETA Cuisenaire: Scooters (grades 2-8); Sun Sprouts (grade 1 and up)
- *Glencoe / McGraw Hill (acct#2153940): All titles grades 6-8: English Yes; Signature Reading; Best Plays, Short Stories; Reading Fluency; Best Poems; Timed Readings in Literature; Best Selling Chapters; Best Non-Fiction
- Great Source Education Group/Houghton Mifflin Comp: Writers Express (grades 4-5); Write on Track (grade 3); All Write (grades 6-12); Access Math (grades 6-8); Reading and Writing Source Books (grades 3-8); Inside Writing (grades 4-5); Access for Newcomers (grades 6-8); The Writing Spot (grade K); Reader's Handbook (grades 4-8); Access American History (grades 6-8); Access English (grades 6-8); Access Science (grades 6-8); Write Traits (grades 3-8)
- *Hampton-Brown/ National Geographic: Avenues to ELA and Content (grades k-12); English at your command (grades k-8); Just the Right Word (grades 1-5); Picture Perfect Word

- Book and Dictionary (grades K-5); English to a Beat! (grades 1-5); Avenues (grades K-5)
- *Harcourt, Inc.: Moving Into English (grades K-5); On Our Way to English (grades K-5); CA Strand Package - Oral Language, shared reading and writing, phonics and word study, leveled reading (grades K-5); InfoQuest (grade 4); Pair It Books: Fluency (grades 2-3); Pair It Books: Proficiency (grades 4-5); On Our Way to English (grades 3-5)
- Holt Rinehart Winston Holt: Adapted Reader (grades 6-12)
- *Houghton Mifflin: Soar to Success (grades 3-8); Early Success (grades 1-2); Guided Reading (grades 1-2); Language Support Leveled Readers (grades 1-6); Social Studies Leveled Readers (grades K-6)
- Leapfrog Schoolhouse: Language First! (grades pre K-2)
- *McDougal Littell: Interactive Reader Plus for English Learners (grades 6-8); Great Sentences for Great Paragraphs (grades 8-12); Great Essays (grades 8-12) ESL Dictionary (grades 8-12)
- Glencoe / McGraw Hill (acct#2153940): Grammar Step by Step (grades 6-12); On Location (grades 9-10)
- National Geographic Catalog: Windows in Literacy - Science (grades K-2); Windows in Literacy -Social Studies (grades K-2); Reading Expeditions (grades 3-6); Nonfiction Reading and Writing Workshops (grades 2-8+); Theme Sets (grades 3-8, 9-10, 11-12);
- Options Publishing Just Right (grades 1-3); Best Practices Library (grades 1-3); Writer's
- Thesaurus (grades 3-8); Best Practices in Reading (grades 1-8)
- Pearson Education/AGS/Globe Fearon: English for the World of Work (grades 7-11); Basic English Composition (grades 6-12); Life Skills English (grades 6-12); English to Use (grades 6-12); Basic English Grammar (grades 6-12); Reading Skills for Life (grades 7-8); Pacemaker Adapted Classics (grades 5-12); World Myths and Legends (grades 6-12); Pacemaker Basic English (grades 6-12); Be a Better Reader (grades 5-8); Writer tool Kit (grades 6-12); Pacemaker Classics (grades 5-12);
- Pearson Learning Group: Longman Children's Dictionary (grades 1-4); Sing, Spell, Read and Write (grades K-2); Quick Reads Print and Technology (grades 2-5); Winning (grades 4-8); Spelling Workout (grade 6); Addison Wesley Picture Dictionary (grades k-6); Word by Word Primary Phonics Picture Dictionary

(grades K-4); Openers (grades K-6); Words Their Way (grades K-3); Dominie Thesaurus for Young Writers (grades 4-8); The Dominie World of Living Things (grades 1-3)

- *Rosetta Stone English Language Development program (available online through RSCS \$75 per student/per year or CD available from the vendor)
- Saddleback Educational Inc.: Reading in context (grades 5-8; 6-12); Page Turners (grades 5-8; 6-12); Saddleback Classics (grades 5-8;6-12); The Barclay Family Adventures (grades 6-12); Saddleback Shakespeare (grades 6-12); Disasters (grades 6-8); English in Context (grades 5-8); Vocabulary in Context (grades 6-12); Carter High Chronicles (grades 6-8); Santillana Intensive English (grades K-8)
- Scholastic Inc.: Sprint Reading (grades 3-5; 6-8); Summer School Reading Program (grades 1-8); Action Reading (grades 3-5; 6-8; 9-12) Scholastic Reading Line Kit (grades pre K-1); Fluency Formula (grades K-8)
- SRA/McGraw-Hill Language for Learning (grades K-2); Language for Writing (grades K-5); Language for Thinking (grades K-5)
- Teacher Created Materials: Primary Source Readers (grades 4-80: Exploring Nonfiction (Start Exploring and grades 5-12); Time for Kids Nonfiction Readers (grades K-3)
- Zoo-Phonics: Using the Wild to Teach the Child (grades K-2)

D. Reclassification

Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker, and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP). RSCS recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that s/he is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures, including: 1) teacher evaluation of the student's classroom performance, 2) parent opinion and consultation, 3) objective assessment of the student's English language proficiency using the CELDT/ELPAC, and 4) core content achievement as measured by the CAASPP.

E. Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for RSCS's reclassification criteria. Minimum scores required for each of the reclassification criteria are:

Evaluation Minimum Scores:

- CELDT/ELPAC Level 4 overall - no domain score less than 3
- CST/CMA/CAPA - English Language Arts Mid Basic (325 scale score)
- Writing Assessment Score of 3 (4 pts. possible) using a California standards-based writing rubric
- Grade-level achievement of ESLRs per school-wide benchmarks

F. Reclassification Process

Reclassification is the culmination of the student's participation in the program for English Learners and is regularly conducted in the fall and spring. However, the process may be initiated by the classroom teacher, administrators, or parents at any time.

RSCS personnel collect objective assessment data and disseminate a list of English Learners who achieved English proficiency as well as basic skills requirements. The Student Records Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in the core content areas, 2) conduct a writing assessment, 3) assess the student's oral English proficiency by using the SOLOM, and 4) recommend or deny the student's reclassification to fluent English proficient.

Consultation of the student's parents will be done by at least one of the following: 1) personal conference, 2) in writing, or 3) by telephone. A face-to-face conference with the student's parents or guardians is the optimum and desired method of consultation. A certificated teacher holding a credential authorizing instruction of English Learners and the Coordinator of EL Services must review and sign the Student Reclassification Worksheet. The signed documentation must be placed in the student's cumulative file and a copy kept in the Student Records Department.

** River Springs does not recommend reclassification of students under grade 2.*

G. Monitoring of Reclassified Students

The *No Child Left Behind* Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The Coordinator of EL Services and the Senior Director overseeing EL supervise the process of monitoring reclassified students. School staff will use the CST/CMA/CAPA, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months 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.

IV. Annual Goals and Actions to be Achieved in the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the following list describes the charter schools annual goals to be achieved in the state priorities school wide and for all pupil subgroups as described in Education Code Section 52060(d):

- Compliance with *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.
- Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.
- Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
- Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.
- Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.
- School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.
- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
- Pupil outcomes, if available, in the subject areas comprising a broad course of study.

RSCS's annual goals and actions to be achieved in the State Priorities can be found in RSCS's Local Control and Accountability Plan ("LCAP"), which is available on the RSCS website, and provided to the County Office of Education with each revision for review based on calendared deadlines.

V. Educational Program Choices

Facility Name	Current Address	Proposed New Address (if applicable)
Corona Independent Study Center	1861 California Avenue, Suite 101, Corona, CA 92879	
Corona Student Center	510 West Second Street, Corona, CA 92882	
Flabob Airport Preparatory Academy (FAPA)	4130 Mennes Avenue, Riverside, CA 92509	Interim Housing: 4260 Tequesquite Avenue, Riverside, CA 92501 pursuant to Ed Code Section 17215
Hemet Student Center	105 North Girard Street, Hemet, CA 92544	
Hemet Quest Student Center	790 West Acacia, Hemet, CA 92543; 760 West Acacia Suites 102, 103, 104, 109, & 204, Hemet, CA 92543	
iShine Student Center (Temecula Mosaic)	42145 Lyndie Lane, Temecula, CA 92591	
Lake Elsinore Student Center	31910 Mission Trail, Lake Elsinore, CA 92530	31900 Mission Trail, Lake Elsinore, CA 92530
Magnolia Student Center	8775 Magnolia Avenue, Riverside, CA 92504	4260 Tequesquite Avenue, Riverside, CA 92501
Murrieta Student Center	41862 and 41866 Kalmia Street, Murrieta, CA 92562	
Palm Student Center	46-601 Vargas Road, Indio, CA 92202	
Riverside Independent Study Center	3359-A Chicago Avenue, Riverside, CA 92507	
Riverside Student Center	3050 Chicago Avenue, Riverside, CA 92507	
Temecula Independent Study Center	43174 Business Park Drive, Temecula, CA 92590	
Temecula Student Center	43040 Margarita Road, Temecula, CA 92592	

A. Homeschool K-12

In the RSCS Homeschool program, parents and students work closely with a California credentialed Education 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 education 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 K-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-Education 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.

Homeschool Prep is an off-shoot of the Homeschool program which provides newly enrolled Homeschool families extra support with curriculum, lesson planning, and time management. The Education Specialist will meet with Homeschool Prep families at least twice a month. Parent involvement and student assessments will be intensive. 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 Education Specialist's recommendation.

B. Corona Independent Study Center

1861 California Avenue, Suite 101, Corona, CA 92879

Programs/Services Offered

- Keys College and Career Prep High School 9-12 (Classes Offered: Tuesday, Wednesday, Thursday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Keys College and Career Prep High School

Keys High School is for high school students who want the flexibility of an independent study program, designed specifically to create high school independent learners. The Keys Education Specialists are responsible for selecting and ordering curriculum as well as meeting the student and parent once a week. Class assignments are delivered electronically, both live in "real time" using the virtual classroom and 24/7 through the RSCS course management system. In addition to online course options, students may take classes at any RSCS high school student center 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 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.

C. Corona Student Center

510 West Second Street, Corona, CA 92882

Programs/Services Offered

- Keys College and Career Prep High School 9-12 (Classes Offered: Tuesday, Wednesday, Thursday)
- Learning Center TK-12 (Monday, Friday)
- Mosaic Academy TK-8 (Core Classroom Days: Tuesday, Wednesday, Thursday; Home Study/Optional Electives: Monday, Friday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Keys College and Career Prep High School

Keys High School is for high school students who want the flexibility of an independent study program, designed specifically to create high school independent learners. The Keys Education Specialists are responsible for selecting and ordering curriculum as well as meeting the student and parent once a week. Class assignments are delivered electronically, both live in “real time” using the virtual classroom and 24/7 through the RSCS course management system. In addition to online course options, students may take classes at any RSCS high school student center 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 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.

Learning Center

RSCS Learning Centers provide enrichment workshops for Homeschool students. The schedules vary by location and student interests and needs. Learning Center teachers are knowledgeable and passionate about the special interest topics that they are teaching. Many RSCS Learning Centers embrace and promote the gifts and talents of students through performing arts workshops. Though learning center classes are created to supplement homeschooling provided by a parent/adult, some workshops provide core content such as writing, science, and math. RSCS Homeschool students can take up to eight enrichment classes/workshops one or two days per week. Parents choose each workshop based on the needs and interests of their student. The mastery driven “I CAN” program along with Math Path are provided to build each child's academic skills and confidence. Socialization and appropriate classroom/school behavior are two of the important skills that the learning center teaches to Homeschool students. The learning center helps families connect with other homeschoolers to create a strong support system. Families enjoy the non-traditional choice of homeschooling while benefiting from more time-

honored school activities such as school pictures, yearbooks, open houses, and the opportunity to perform and compete as a group. Through events, outreach, activities, and guest speakers, learning center students use the community as the classroom throughout the year.

Mosaic Academy

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.

Mosaic philosophy believes:

- 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 on 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.

D. Flabob Airport Preparatory Academy (FAPA)

Interim Housing:

4260 Tequesquite Avenue, Riverside, CA 92501 pursuant to Ed Code Section 17215

Programs/Services Offered

- Flabob Airport Preparatory Academy 7-8 (Core Classroom Days: Monday, Tuesday, Thursday, Friday; Home Study/Optional Electives: Wednesday)
- Renaissance Real World High School Academy 9-12 (Core Classroom Days: Monday, Tuesday, Thursday, Friday; Home Study/Optional Electives: Wednesday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Flabob Airport Preparatory Academy (FAPA)

Flabob Airport Preparatory Academy provides a special program for students in 7th and 8th grades. The FAPA program 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.

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

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 life-long 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.

Renaissance philosophy believes students benefit from:

- 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.

E. Hemet Student Center

105 North Girard Street, Hemet, CA 92544

Programs/Services Offered

- Learning Center TK-8 (Monday, Friday)
- Renaissance Real World High School Academy 9-12 (Core Classroom Days: Monday, Tuesday, Wednesday, Thursday; Home Study/Optional Electives: Friday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Learning Center

RSCS Learning Centers provide enrichment workshops for Homeschool students. The schedules vary by location and student interests and needs. Learning Center teachers are knowledgeable and passionate about the special interest topics that they are teaching. Many RSCS Learning Centers embrace and promote the gifts and talents of students through performing arts workshops. Though learning center classes are created to supplement homeschooling provided by a parent/adult, some workshops provide core content such as writing, science, and math. RSCS Homeschool students can take up to eight enrichment classes/workshops one or two days per week. Parents choose each workshop based on the needs and interests of their student. The mastery driven "I CAN" program along with Math Path are provided to build each child's academic skills and confidence. Socialization and appropriate classroom/school behavior are two of the important skills that the learning center teaches to Homeschool students. The learning center helps families connect with other homeschoolers to create a strong support system. Families enjoy the non-traditional choice of homeschooling while benefiting from more time-honored school activities such as school pictures, yearbooks, open houses, and the

opportunity to perform and compete as a group. Through events, outreach, activities, and guest speakers, learning center students use the community as the classroom throughout the year.

Renaissance Real World High School Academy

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 life-long 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.

Renaissance philosophy believes students benefit from:

- 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.

F. Hemet Quest Student Center

790 West Acacia, Hemet, CA 92543; 760 West Acacia Suites 108/109, 102, 103, 104, 107, & 204, Hemet, CA 92543

Programs/Services Offered

- Keys College and Career Prep High School 9-12 (Classes Offered: Tuesday, Wednesday, Thursday)

- Quest Academy TK-8 (Core Classroom Days: Monday, Tuesday, Wednesday, Thursday, Friday)
- Special Education Services (in alignment with student’s IEP)
- Counseling Services

Keys College and Career Prep High School

Keys High School is for high school students who want the flexibility of an independent study program, designed specifically to create high school independent learners. The Keys Education Specialists are responsible for selecting and ordering curriculum as well as meeting the student and parent once a week. Class assignments are delivered electronically, both live in “real time” using the virtual classroom and 24/7 through the RSCS course management system. In addition to online course options, students may take classes at any RSCS high school student center 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 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.

Quest Academy

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, re-enactments, 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 Lego League, Odyssey of the Mind, engineering, 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.

Quest philosophy believes that students thrive when:

- Strong relationships are developed between students and their peers as well as students and their teachers.
- 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 career and life skills in authentic ways.

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.

G. iShine Student Center (Temecula Mosaic)

42145 Lyndie Lane, Temecula, CA 92591

Programs/Services Offered

- Learning Center TK-8 (Wednesday, Friday)
- Mosaic TK-8 (Core Classroom Days: Monday, Tuesday, Wednesday, Thursday; Home Study/Optional Electives: Friday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Learning Center

RSCS Learning Centers provide enrichment workshops for Homeschool students. The schedules vary by location and student interests and needs. Learning Center teachers are knowledgeable and passionate about the special interest topics that they are teaching. Many RSCS Learning Centers embrace and promote the gifts and talents of students through performing arts workshops. Though learning center classes are created to supplement homeschooling provided by a parent/adult, some workshops provide core content such as writing, science, and math. RSCS Homeschool students can take up to eight enrichment classes/workshops one or two days per week. Parents choose each workshop based on the needs and interests of their student. The mastery driven "I CAN" program along with Math Path are provided to build each child's academic skills and confidence. Socialization and appropriate classroom/school behavior are two of the important skills that the learning center teaches to Homeschool students. The learning center helps families connect with other homeschoolers to create a strong support system. Families enjoy the non-traditional choice of homeschooling while benefiting from more time-honored school activities such as school pictures, yearbooks, open houses, and the opportunity to perform and compete as a group. Through events, outreach, activities, and guest speakers, learning center students use the community as the classroom throughout the year.

Mosaic Academy

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.

Mosaic philosophy believes:

- 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 on 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.

H. Lake Elsinore Student Center

31910 Mission Trail, Lake Elsinore, CA 92530; 31900 Mission Trail, Lake Elsinore, CA 92530

Programs/Services Offered

- Da Vinci Academy TK-8 (Core Classroom Days: Monday, Tuesday, Wednesday, Thursday; Home Study/Optional Electives: Friday)
- Keys College and Career Prep High School 9-12 (Classes Offered: Tuesday, Wednesday, Thursday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Da Vinci Academy

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.

Da Vinci philosophy believes students learn best through:

- Being provided a gifted and talented program.
- 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.

Keys College and Career Prep High School

Keys High School is for high school students who want the flexibility of an independent study program, designed specifically to create high school independent learners. The Keys Education Specialists are responsible for selecting and ordering curriculum as well as meeting the student and parent once a week. Class assignments are delivered electronically, both live in “real time” using the virtual classroom and 24/7 through the RSCS course management system. In addition to online course options, students may take classes at any RSCS high school student center 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 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.

I. Magnolia Student Center

4260 Tequesquite Avenue, Riverside, CA 92501

Programs/Services Offered

- Magnolia Academy TK-8 (Core Classroom Days: Tuesday, Wednesday, Thursday, Friday; Home Study/Optional Electives: Monday)
- Renaissance Real World High School Academy 9-12 (Core Classroom Days: Tuesday, Thursday, Friday; Home Study/Optional Electives: Monday/Wednesday)
- Special Education Services (in alignment with student’s IEP)

- Counseling Services

Magnolia Academy

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. Magnolia provides self-contained classroom experiences for grades TK-5 and subject classes for grades 6-8. Frequent 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 who need additional support are provided opportunities within the day to receive additional instruction.

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

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 life-long 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 communicators, critical thinkers, global citizens, problem solvers, and well-versed in diverse life skills by the time they graduate high school.

Renaissance philosophy believes students benefit from:

- 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.

J. Murrieta Student Center

41862 and 41866 Kalmia Street, Murrieta, CA 92562

Programs/Services Offered

- Casa Montessori TK-6 (Core Classroom Days: Wednesday, Thursday, Friday; Home Study/Optional Electives: Monday, Tuesday)
- Classical Homeschool Academy TK-8 (Core Classroom Days: Monday, Tuesday; Home Study/Optional Electives: Wednesday, Thursday, Friday)
- Classical Montessori Middle School 7-8 (Core Classroom Days: Monday, Tuesday, Wednesday, Thursday, Friday)
- Da Vinci Academy TK-6 (Core Classroom Days: Tuesday, Wednesday, Thursday, Friday; Home Study/Optional Electives: Monday)
- Learning Center 9-12 (Monday, Wednesday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Casa Montessori

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.

Hallmarks of Montessori Learning Environments:

- **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.

Classical Homeschool Academy

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.

Hallmarks of Classical Education:

- 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.

Classical Montessori Middle School

Classical 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 and Classical Homeschool Academy for philosophy and program description.)

Da Vinci Academy

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.

Da Vinci philosophy believes students learn best through:

- Being provided a gifted and talented program.
- 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.

Learning Center

RSCS Learning Centers provide enrichment workshops for Homeschool students. The schedules vary by location and student interests and needs. Learning Center teachers are knowledgeable and passionate about the special interest topics that they are teaching. Many RSCS Learning Centers embrace and promote the gifts and talents of students through performing arts workshops. Though learning center classes are created to supplement homeschooling provided by a parent/adult, some workshops provide core content such as writing, science, and math. RSCS Homeschool students can take up to eight enrichment classes/workshops one or two days per week as well as Career Technical Education courses. Parents choose each workshop based on the needs and interests of their student. The mastery driven “I CAN” program along with Math Path are provided to build each child’s academic skills and confidence. Socialization and appropriate classroom/school behavior are two of the important skills that the learning center teaches to Homeschool students. The learning center helps families connect with other homeschoolers to create a strong support system. Families enjoy the non-traditional choice of homeschooling while benefiting from more time-honored school activities such as school pictures, yearbooks, open houses, and the opportunity to perform and compete as a group. Through events, outreach, activities, and guest speakers, learning center students use the community as the classroom throughout the year.

K. Palm Student Center

46-601 Vargas Road, Indio, CA 92202

Programs/Services Offered

- Keys College and Career Prep High School 9-12 (Classes Offered: Tuesday, Wednesday, Thursday)
- Palm Academy TK-8 (Core Classroom Days: Monday, Tuesday, Wednesday, Thursday, Friday as per approved charter)
- Special Education Services (in alignment with student’s IEP)
- Counseling Services

Keys College and Career Prep High School

Keys High School is for high school students who want the flexibility of an independent study program, designed specifically to create high school independent learners. The Keys Education Specialists are responsible for selecting and ordering

curriculum as well as meeting the student and parent once a week. Class assignments are delivered electronically, both live in “real time” using the virtual classroom and 24/7 through the RSCS course management system. In addition to online course options, students may take classes at any RSCS high school student center 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 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.

Palm Academy

Palm Academy students attend a classroom setting five days per week. Palm Academy’s goal is to provide each student with an educational experience that will enable them to leverage their strengths and interests in a 21st century economy. In addition to the standards-based core curriculum, 30-minute literacy and math blocks are employed at all grade levels. Instructional decisions are based on data from various sources including the RSCS data warehousing system, online assessments, course management system, and projects. Teachers utilize centers, projects, technology, and hands-on experiences to provide students with instruction focusing on real applications. Palm Academy employs a three-tiered model focused on standards-based instruction emphasizing community service, leadership, and real world experiences.

The TK-5th grade program focuses on the infusion of community service principles into the core curriculum. Community service projects are specifically infused to enable students to gain an understanding of and an appreciation for their roles in supporting others through meaningful community services. Projects include but are not limited to food drives, art projects, and performances. Students track their academic progress and community service experiences using e-portfolios.

The 6-8th grade program focuses on the infusion of leadership development into the core curriculum. Each student creates a vision board reflecting her/his life goals, focusing on their roles as leaders. The development of public speaking, organization, and planning skills is highly emphasized at the middle school level due to the relationship that these skills have to becoming a good leader. Students track their academic progress and leadership experiences using e-portfolios.

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.

L. Riverside Independent Study Center

3359-A Chicago Avenue, Riverside, CA 92507

Programs/Services Offered

- Keys College and Career Prep High School 9-12 (Classes Offered: Tuesday, Wednesday, Thursday)
- Special Education Services (in alignment with student’s IEP)
- Counseling Services

Keys College and Career Prep High School

Keys High School is for high school students who want the flexibility of an independent study program, designed specifically to create high school independent learners. The Keys Education Specialists are responsible for selecting and ordering curriculum as well as meeting the student and parent once a week. Class assignments are delivered electronically, both live in “real time” using the virtual classroom and 24/7 through the RSCS course management system. In addition to online course options, students may take classes at any RSCS high school student center 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 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.

M. Riverside Student Center

3050 Chicago Avenue, Riverside, CA 92507

Programs/Services Offered

- Learning Center K-8 (Tuesday, Thursday)
- Mosaic K-8 (Core Classroom Days: Monday, Wednesday, Friday; Home Study/Optional Electives: Tuesday, Thursday)
- Special Education Services (in alignment with student’s IEP)
- Counseling Services

Learning Center

RSCS Learning Centers provide enrichment workshops for Homeschool students. The schedules vary by location and student interests and needs. Learning Center teachers are knowledgeable and passionate about the special interest topics that they are teaching. Many RSCS Learning Centers embrace and promote the gifts and talents of students through performing arts workshops. Though learning center classes are created to supplement homeschooling provided by a parent/adult, some workshops provide core content such as writing, science, and math. RSCS Homeschool students can take up to eight enrichment classes/workshops one or two days per week. Parents choose each workshop based on the needs and interests of their student. The mastery driven “I CAN” program along with Math Path are

provided to build each child's academic skills and confidence. Socialization and appropriate classroom/school behavior are two of the important skills that the learning center teaches to Homeschool students. The learning center helps families connect with other homeschoolers to create a strong support system. Families enjoy the non-traditional choice of homeschooling while benefiting from more time-honored school activities such as school pictures, yearbooks, open houses, and the opportunity to perform and compete as a group. Through events, outreach, activities, and guest speakers, learning center students use the community as the classroom throughout the year.

Mosaic Academy

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.

Mosaic philosophy believes:

- 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 on 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.

N. Temecula Independent Study Center

43174 Business Park Drive, Temecula, CA 92590

Programs/Services Offered

- Keys College and Career Prep High School 9-12 (Classes Offered: Tuesday, Wednesday, Thursday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Keys College and Career Prep High School

Keys High School is for high school students who want the flexibility of an independent study program, designed specifically to create high school independent learners. The Keys Education Specialists are responsible for selecting and ordering curriculum as well as meeting the student and parent once a week. Class assignments are delivered electronically, both live in "real time" using the virtual classroom and 24/7 through the RSCS course management system. In addition to online course options, students may take classes at any RSCS high school student center 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 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.

O. Temecula Student Center

43040 Margarita Road, Temecula, CA 92592

Programs/Services Offered

- Da Vinci Academy K-8 (Grades K-5 – Core Classroom Days: Tuesday, Wednesday, Thursday, Friday; Home Study/Optional Electives: Monday; Grades 6-8 – Core Classroom Days: Monday, Tuesday, Thursday, Friday; Home Study/Optional Electives: Wednesday)
- Renaissance Real World High School Academy 9-12 (Core Classroom Days: Tuesday, Thursday, Friday; Home Study/Optional Electives: Monday, Wednesday)
- Special Education Services (in alignment with student's IEP)
- Counseling Services

Da Vinci Academy

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.

Da Vinci philosophy believes students learn best through:

- Being provided a gifted and talented program.
- 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

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 life-long 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.

Renaissance philosophy believes students benefit from:

- 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.

VI. Measurable Pupil Outcomes

The measurable pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide 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.

Students will demonstrate competency in six (6) growth area goals. The extent to which students achieve these goals is determined by mastery of the following student standards:

1. Students will be effective communicators in the English language. They will:
 - Write effectively for a variety of purposes, addressing different audiences.
 - Write using grammatically acceptable English.
 - Read critically and extensively for both pleasure and information gathering.
 - Speak clearly and with confidence in formal and informal settings.
 - Listen actively and attentively to comprehend information and others' points of view.
 - Possess critical thinking and problem solving skills.
2. Students will have an overview of the history of mankind in all its diversity and possess an appreciation for the American political process. They will:
 - Demonstrate appreciation for differing viewpoints and beliefs.
 - Compare and contrast past and present events and situations, anticipating the future by drawing conclusions and applying the lessons of the past.
 - Apply physical and cultural geography to understand societies.
 - Understand economic principles at the personal, national, and international level.
 - Understand the structure, operations, and relationships of American federal, state, and local governments.
 - Understand American political processes and recognize the benefits of participating as an informed citizen.

3. Students will have the ability to apply mathematical principles to solve problems. They will:
 - Demonstrate their knowledge of mathematic skills, conceptual understanding, and problem solving in:
 - number and operations,
 - algebra,
 - geometry,
 - statistics and probability, and
 - problems requiring problem formulation, implementation, and conclusion.

4. Students will understand and function in the world. They will:
 - Develop physical, mental, and emotional life-long health skills emphasizing wellness and fitness.
 - Demonstrate involvement in the local community.
 - Set appropriate educational, vocational, and personal goals, developing a post-graduation plan for seeking employment and/or college admission.
 - Understand their role as an employee/employer, possess personal financial skills, and be an informed consumer.
 - Establish an effective work ethic, both in school and in the community.
 - Possess basic computer literacy skills and keyboarding skills.
 - Use technology to enhance learning options, including Internet research, computer-aided instruction, multimedia presentations, and communication with others.

5. Students will apply scientific concepts and skills to explain the world and find solutions to its problems. They will:
 - Observe, order, compare, and categorize characteristics and behaviors.
 - Recognize the practical application of the sciences and technology on one another and the environment.
 - Explore the four themes of science: energy, interactions, patterns and change.
 - Relate information and scientific theories to make inferences about unknown or unseen processes.

6. Students will recognize their unique and special talents and abilities. They will:
 - Participate in a variety of activities and programs to develop their talents.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the following list describes the charter schools annual goals to be achieved in the state priorities school wide and for all pupil subgroups as described in Education Code Section 52060(d):

- Compliance with *Williams* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

- Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.
- Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
- Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.
- Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.
- School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.
- The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
- Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Please find RSCS's documentation of the alignment of RSCS's pupil outcomes to the State Priorities in RSCS's LCAP, which is available on the RSCS website and provided to the County Office of Education with each revision for review based on calendared deadlines.

VII. Methods of Measuring Student Progress

RSCS expects all students will achieve the state content standards by graduation but not all will progress at the same rate. Education 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 the County of Riverside and across the State of California.

Additionally, student progress is assessed through the current state mandated assessment tool(s) and a variety of the following:

- Monthly review of work,
- Annual portfolios,
- Parent, student, and Education Specialist observation,
- Norm and criterion referenced tests,
- In-house formative student assessments,
- Assessments given through Professional Learning Communities,
- Continuous, personalized assessments through independent study courses,
- Student demonstrations,
- Student projects,
- Student grades,
- Student work samples, and
- Student self-evaluations

RSCS affirms that its methods for measuring pupil outcomes for the state priorities, as described in the previous section, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

The staff of RSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. 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 teacher's 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).

Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas. RSCS assists parents through academic screening, counseling, and curriculum choices to support high achieving students.

High school students enrolled in RSCS will be challenged through access to a-g courses and concurrent and/or dual enrollment at local community colleges where appropriate. AP classes will be made available through independent study and at selected student centers. Students will be guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

When students enter the ninth grade at 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 Department will advertise opportunities for students to apply for scholarships for which they may qualify.

VIII. Plan for Students Who Are Academically High Achieving

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. Great care will be taken before deciding to accelerate students, either academically or through a grade level change.

IX. Plan for Students Who Are Academically Low Achieving

In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan. Students will be assessed upon admission to RSCS 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 which will optimize the student’s chance for success. 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, the Education Specialist will meet with the parent(s) and student to discuss the situation and advise them on how to better achieve and support learning. If a student continues to show inadequate progress in one or more subjects, the credentialed teacher will then arrange for the student to attend RSCS small-group classes in the subject(s) if such classes are available or tutoring sessions to be provided by a qualified staff member. It is the credentialed teacher’s responsibility to ensure that the RSCS Adequate Progress process is followed, including making the student’s continued enrollment in RSCS contingent upon her/his participation in such classes or tutoring as well as recommending that a student for whom personalized learning is not proving successful be dismissed from the school. RSCS believes that both the confidence and the motivation to learn are fostered by providing the student with curriculum appropriate for her/his current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage her/his full potential.

X. The Governance Structure of the School, Including Parental Involvement

A. Legal Status

River Springs Charter School is 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(c): 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

A Conflict of Interest policy is in place that complies with the Political Reform Act, Government Code Section 87000 and nonprofit corporation law, which applies to all board members and employees. No Board of Directors member or employee of RSCS or RSCS, Inc. can be an employee of or derive direct or indirect benefit from the activities of any vendor with whom the school may contract with in the future, except as may be permitted by law. Board members shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matters where such a conflict exists. Annual disclosure statements shall be required.

C. District 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)(1).

D. Administrative Services

RSCS does not intend to enter into a contract with an education management organization ("EMO"). In the event that RSCS does plan to contract with an EMO, a clear delineation of the respective roles and responsibilities of the Board of Directors and the EMO shall be provided to RCOE.

E. Governance

Parent and community involvement in the governance of the school is assured by virtue of their integrated participation in the Board of Directors and School Site Council. RSCS, Inc. will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

F. Board of Directors

The Board of Directors of RSCS, Inc. shall be the Board of Directors of RSCS and will include five (5) to seven (7) voting board 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(b), 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.

G. School Site Council

RSCS has a School Site Council consisting of the Superintendent or designee, parents, employees, students, and community members. The School Site Council provides advice and input to the Board of Directors on general school issues, fundraisers, categorical programs, and other charter school interests and activities.

H. 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), shall take place at least quarterly and shall be held at a location within Riverside County or in a contiguous county.

I. MOU

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

XI. Qualifications to be Met by Individuals to be Employed by the Charter

All charter school students are assigned to an Education Specialist or teacher who shall hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold or as required by California Education Code for charter schools. RSCS may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All staff of RSCS will have the necessary qualifications, skills, experience, and/or credentials to fulfill their job description. RSCS complies with the "highly qualified" provisions of the No Child Left Behind Act (NCLB). If the duties of the job warrant, the staff will have curriculum, instruction, and assessment experience. These documents and job descriptions shall be maintained on file at RSCS and shall be subject to periodic inspection by RCOE.

All credentialed staff shall participate in structured professional development days each year to develop the necessary skills to assist parents and students in determining the best educational programs based on the student's needs and objectives. Through these professional development days, staff shall develop the knowledge and expertise to fully advise the students and families on their roster as to the school's educational programs, formative assessment strategies, and curriculum choices. Education Specialists who serve high school students shall participate in professional development programs specifically designed to assist students and parents structure their educational program to ensure all graduation requirements are met and that all high school students are prepared to graduate to either work or college. In addition, all credentialed staff shall fully participate in

Professional Learning Communities to support their acquisition of additional strategies and best practices in the personalized learning school setting.

All employees of RSCS are at-will employees. All at-will employees may be terminated with or without cause. RSCS has implemented a fair and equitable employee discipline process and will comply with Education Code §47611.5.

RSCS will make every effort to ensure all teachers of core academics satisfy all State Board of Education requirements within one year of hire, including applying for and receiving short-term staff permits or provisional internship permits for all teachers who are not California credentialed. Credentialed staff must also acquire certification to serve culturally diverse and English Language Learner students within one year of hire date to meet current applicable law.

RSCS will meet the requirements and regulations associated with Federal guidelines as applicable to California charter schools.

RSCS shall adopt and implement human resources policies and procedures including but not limited to a comprehensive employee complaint process and procedures and a nepotism policy. These policies and procedures shall be posted on the RSCS website and included in the employee handbook, which shall be reviewed and updated at least annually. Furthermore, RSCS shall provide annual training to employees, and to all new employees upon hiring, regarding such policies and procedures.

RSCS will abide by Government Code Section 1090 as follows:

All officers, board members, and employees of the LEA shall not be financially interested in any contract made by them in their official capacity, or by any body of which they are members. Officers, board members or employees shall not be purchasers at any sale or vendors of any purchase made by them in their official capacity. For full Conflict of Interest Policy, see Appendix F.

A. General Qualifications for Positions in River Springs Charter School

Administrative Position:

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- Degrees or credentials appropriate to the position
- Administrative credential and/or Master's degree preferred

Instructional Position:

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- Appropriate credential for the primary teaching assignment is required for all teachers of core and college prep subjects

- Appropriate credential for teaching assignment is preferred for all teaching assignments or proven expertise in non-core, non-college prep classes

Instructional Support Position:

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- Satisfactory performance on general skills testing, such as technology, writing, spelling, grammar, and math abilities, depending on the position
- High school graduate or better, some college preferred

Non-Instructional Support Position:

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- Depending on the level of the position, specific degrees and/or certifications may be required
- Satisfactory performance on general skills testing, such as technology, writing, spelling, grammar, and math abilities, depending on the position

B. General Qualifications for Senior Positions

Superintendent (Key Position)

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- Master's Degree in education related field required, Doctorate preferred
- Teaching credential preferred
- Administrative credential preferred
- Proven experience in top-level school management required

Assistant Superintendent, Education (Key Position)

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree required. Master's Degree or Doctorate in education related field preferred
- Teaching credential required
- Administrative credential preferred
- Proven experience in top-level school management required

Assistant Superintendent, Business and Administrative Operations (Key Position)

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking

- BA/BS degree required
- Master's Degree or Doctorate in education and/or business related field preferred
- CBO certification preferred
- Teaching credential preferred
- Administrative credential preferred
- Proven experience in top-level school management required

Assistant Superintendent, Pupil Services

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree required
- Master's Degree or Doctorate in education related field preferred
- Teaching, PPS, or Special Education credential required
- Administrative credential preferred
- Proven experience in top-level school management required

Assistant Superintendent, Personnel

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree required
- Master's Degree in human resources or SPHR-CA, or PHR-CA certification in human resources preferred
- Teaching credential preferred
- Administrative credential preferred
- Proven experience in top-level school management required

Assistant Superintendent, Information Technology and Facilities

- Satisfactory DOJ/FBI background check
- Satisfactory TB test results
- Satisfactory responses during reference checking
- BA/BS degree or equivalent in technology field required
- Master's Degree in technology field or specialized certification in technology fields preferred
- Proven experience in top-level school management required

C. Essential Attributes of Senior Leadership

All Senior Leadership is expected to have at least satisfactory performance on all following essential attributes:

- Leads by example
- Forges positive and constructive relationships across the organization
- Possesses demonstrated strategic planning leadership and execution

- Tracks progress on objectives
- Has strong project management, communication, conflict management and influencing skills
- Is an excellent problem solver with the ability to execute both "big picture" and fundamental initiatives
- Possesses the ability to formulate metrics and evaluations of performance
- Has demonstrated initiative and self-motivation
- Keeps senior management informed of organizational and environmental changes and trends that may impact the organization
- Leads cross-functional strategic projects, and facilitate an integrated approach to problem solving and strategic planning
- Demonstrates high levels of sound, independent decision making
- Assumes high levels of responsibility for decisions
- Accepts high levels of accountability in the position
- Has both depth and breadth of specialized knowledge and skills to perform the functions
- Maintains a high level of organizational management for day-to-day responsibilities of the department(s) and organization
- Is able and willing to be flexible if it benefits students

XII. Health and Safety of Pupils and Staff

RSCS has adopted and implemented a comprehensive set of health, safety, and risk management policies and procedures including the following:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
- School-wide training at each site that houses students in response to natural disasters and other emergencies, including civil unrest, fires, and earthquakes.
- Training for staff relating to preventing contact with blood-borne pathogens.
- Training in emergency response, including appropriate "first responder" training or its equivalent for all instructional and administrative staff.
- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines.
- A policy that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each person employed by, working, or volunteering unsupervised where students are present at the school to submit to a criminal background check and furnishes a criminal record summary as required by Education Code Sections 44237, 45122.1 and 45125.1. RSCS will not employ any person who has been convicted of a violent or serious felony except as otherwise provided by law. (Education Code §44830.1)
- Establish child abuse reporting protocols that conform to current law.

- A requirement for tuberculosis screenings of employee candidates and employees every four (4) years.
- School-wide screening of pupils for vision, hearing, and scoliosis as required.
- Provision of 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 shall not be limited to, all of the following: (1) a description of type 2 diabetes; (2) a description of the risk factors and warning signs associated with type 2 diabetes; (3) 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; (4) description of treatments and prevention of methods of type 2 diabetes; and (5) a description of the different types of diabetes screening tests available.

These policies and procedures are incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and Board of Director policies.

XIII. Racial and Ethnic Balance

RSCS actively seeks to match the racial and ethnic backgrounds of pupils enrolled in Riverside County as required by Education Code §47605.6(b) (5) (H) and §47605.6(e). RSCS will solicit information and data from RCOE that profiles the percentages of racial/ethnic students in the county. An open enrollment policy and active recruitment will target the under-represented minorities. However, enrollment will not be limited to under-represented minorities. Recruitment will include:

- Development of promotional and informational materials that appeal to the racial and ethnic groups represented in Riverside County.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings for prospective students and parents.

XIV. Student Admission Requirements

RSCS actively recruits a diverse student population from Riverside County and surrounding contiguous counties eligible for enrollment under charter school law. 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 RSCS shall be open to any resident of Riverside County or the contiguous counties. Prospective students and their parents will be briefed regarding RSCS's instructional and operational philosophy and will be informed of any student-related policies and parent participation 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.

The nature of Personalized Learning (PL) allows for a great deal of flexibility in time management and instructional options without regular teacher supervision. Students who enroll in PL must be properly motivated and have adequate home supervision. To ensure that students and parents clearly understand these requirements, all prospective students will undergo a pre-enrollment application and orientation process.

RSCS may enroll students from a wide geographic area that includes Riverside, San Diego, Imperial, Orange, and San Bernardino Counties. Small group classes and learning activities are available in all regions. A separate lottery and waiting list may be developed for impacted attendance areas.

In the event that the number of students who wish to attend RSCS exceeds the charter school's capacity, a public random lottery system will be used to determine those selected to attend. Admission preference in the case of a public random drawing shall be granted in the following order: 1) residents of Riverside County and contiguous counties, 2) siblings of current students, and 3) children of currently employed staff.

Students otherwise eligible for enrollment will not be denied admission due to ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220. Further, students with exceptional needs may not be denied admission to RSCS solely due to missing copies of IEP or 504 plans.

Admission will not be determined according to the place of residence of the student or parents except that each student must live within the five-county area served by the school. Prior to admission, all parents must sign a parent/student contract regarding RSCS outcomes, philosophy, program, and any other applicable requirements. All students' continued enrollment shall depend upon fulfilling the terms of the parent/student contract.

RSCS shall comply with all laws establishing minimum and maximum age for public school attendance.

Students who are enrolled in RSCS may not be concurrently enrolled in a tuition-based school that provides instruction in the core academic areas.

XV. Audit of Financial Operations

RSCS's Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of the charter school's financial affairs. 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.

The RSCS Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies. 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 RCOE, 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 sited in Education Code §47604.33 regarding financial reporting and accountability. Also, 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 its chartering authority or from the Superintendent of Public Instruction, and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries.

XVI. Suspension, Expulsion, and Student Disciplinary Procedures

While RSCS supports individuality and growth, it has rules to function effectively. RSCS provides students, parents, school personnel, and the public with a clear description of the minimum standards of behavior for all students. Ultimately, the RSCS Board of Directors and Superintendent define appropriate student conduct and present a range of responses for use by school personnel to address students who exhibit inappropriate behavior. A copy of the RCSC suspension and expulsion policy is included in Attachment "A".

RSCS has adopted and implemented a comprehensive student/parent handbook. All families shall receive a copy of this handbook upon adoption and annually, thereafter. RSCS shall follow the appeals guidelines as outlined in Education Code §48920 with RCOE being the appellate authority.

When a pupil is expelled or leaves RSCS without graduating or completing the school year for any reason, RSCS will notify the superintendent of the school district of the pupil's last known address within 30 days and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

XVII. STRS, PERS, and Social Security Participation

Certificated employees of RSCS shall participate in the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and/or Social Security

depending upon eligibility with the corresponding agency. Eligibility of new employees will be determined by the RSCS Human Resources Department as part of the new hire process. All employees leaving the RCOE to work at RSCS shall enjoy the same employee benefits as all other employees of RSCS with similar job classifications. A complete list of the positions covered under each system resides in the RSCS Human Resources Department and are available for inspection by RCOE.

XVIII. Student Attendance Alternatives

Per Education Code §47605.6(b) (5) (L), attendance at RSCS is entirely voluntary on the part of the students who enroll. If a student chooses not to attend this charter school, they have the option of attending a public school in their district of residence or 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.

XIX. Return Rights of District Employees

No public school district employee shall be required to work at RSCS. Persons employed by 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.

XX. Procedures for Resolving Disputes Relating to Provisions of the Charter

Any dispute between RSCS, Inc. 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. Should RCOE determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of the dispute resolution process and may commence revocation proceeding in accordance with Education Code Section 47607 and its implementing regulations, or take other action as it deems necessary.

The Parties will first attempt to resolve disputes between RSCS, Inc. and RCOE by discussion and agreement between the RCOE Superintendent or designee, a representative of the RSCS Board of Directors, and a representative of RSCS. If the parties are unable to reach agreement, the dispute may be referred to nonbinding 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 all of 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.

RSCS is aware that the Riverside County Board of Education's discretion to revoke the Charter is not proscribed by the requirement to participate in the dispute resolution process.

XXI. Declaration of Collective Bargaining Issues and Exclusive Employer

Persons employed by RSCS are considered employees of RSCS for all purposes. RSCS shall be deemed the exclusive public school employer for the purposes of the Educational Employment Relations Act (Gov. Code §§ 3540, et seq.).

Upon written agreement between RCOE and RSCS, an employee of RCOE may be designated as "on loan" to RSCS. An "on loan" employee shall remain as an employee of RCOE with all attendant rights and privileges.

RSCS has adopted and implemented a comprehensive Employee Policy Manual that is distributed to all employees annually.

XXII. Charter School Closure and Disposition of Assets

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

1. The RSCS Board of Directors shall adopt resolutions electing to dissolve the charter school. The resolution shall identify the reason for closure and an entity or person(s) responsible for closure-related activities.
2. The Board of Directors will promptly notify parents and students of RSCS, RCOE, 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. The Board 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. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts 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.C. § 1232g. RSCS will ask RCOE to store original records of RSCS students. All records of RSCS shall be transferred to RCOE upon closure.
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 selected by RSCS and will be provided to RCOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to RSCS.
8. RSCS will complete and file any annual reports required pursuant to Education Code section 47604.33.
9. On closure of RSCS, all assets of RSCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending RSCS, remain the sole property of RSCS and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. 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 non-profit 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 non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
12. As specified in the RSCS budget, RSCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above

The RSCS 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 close-down procedures.

XXIII. Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of RSCS's Board of Directors and the Riverside County Board of Education. Material revisions to the charter may be made only with Riverside County Board of Education's approval and shall be governed by Education Code §47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code §47605 Education Code §47607.

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

XXIV. Term of the Charter

The term of this renewal charter shall be five years and may be renewed for subsequent five-year terms by the Riverside County Board of Education. The Riverside County Board of Education must act to renew or not renew this charter no later than six (6) months prior to the date this charter expires.

XXV. Revoking the Charter

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

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

XXVI. Additional Considerations

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

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.

RSCS shall serve the needs of disabled pupils 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.

RSCS will participate as a Local Education Agency (LEA) in a special education local plan approved by the State Board of Education.

RSCS will establish student learning centers within the following districts as needed to support student achievement:

Alvord: Address to be determined

Corona-Norco: Address to be determined

Jurupa: Address to be determined

Moreno Valley: Address to be determined

Murrieta: Address to be determined

Temecula Valley: Address to be determined

RSCS has established student centers within the following districts to support student achievement:

Murrieta:

- Murrieta Student Center (41862 and 41866 Kalmia Street, Suites 1-7, Murrieta, CA 92562)

Temecula Valley:

- Temecula Student Center (43040 Margarita Road, Temecula, CA 92592)
- iShine Student Center (Temecula Mosaic) (42125 Lyndie Lane, Temecula, CA 92591)
- Temecula Independent Study Center (43174 Business Park Drive, Temecula, CA 92590)

Indio:

- Palm Student Center (46-601 Vargas Road, Indio, CA 92202)

Hemet:

- Hemet Student Center (105 North Girard, Hemet, CA 92544)
- Hemet Quest Student Center (790 West Acacia, Hemet, CA 92543; 760 W Acacia, Suites 108/109, 102, 103, 104, 107, & 204, Hemet, CA 92543)

Lake Elsinore:

- Lake Elsinore Student Center (31910 Mission Trail, Lake Elsinore, CA 92530; 31900 Mission Trail, Lake Elsinore, CA 92530)

Corona:

- Corona Student Center (510 W 2nd Street, Corona, CA 92882)
- Corona Independent Study Center (1861 California Avenue Suite 101, Corona, CA 92879)

Riverside:

- Riverside Student Center (3050 Chicago Avenue, Riverside, CA 92507)
- Magnolia Student Center (4260 Tequesquite Avenue, Riverside, CA 92501)
- Flabob Airport Preparatory Academy (Interim Housing: 4260 Tequesquite Avenue, Riverside, CA 92501 pursuant to Ed Code Section 17215.)
- Riverside Independent Study Center (3359-A Chicago Avenue, Riverside, CA 92507)

River Springs also rents occasional *temporary space* for events and activities, as permitted per the charter and MOU.

Those districts for which locations have not yet been determined will be sent notices of intent when final locations are identified, and a formal request will be made to RCOE to approve the additional site location.

River Springs Charter School shall operate its primary Administrative Offices at 43466, 43462, 43454, 43448, 43397, 43422, 43410, 43406, 43250 and 43174 Business Park Drive, Temecula, CA 92590. Additional suites at 27740 Jefferson Avenue, Temecula, CA 92590 beginning in the fall of 2016.

A. Notifications

Once the charter renewal is granted, RSCS will provide written notice of the approval and a copy of the petition to the school districts within the county, the Superintendent of Public Instruction, and the State Board of Education.

XXVII. Special Education

A. RCOE Oversight

RSCS shall assure that a free appropriate public education (FAPE) is provided for all children with disabilities attending RSCS in accordance with Education Code §56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33 as a Local Education Agency [LEA], for purposes of special education only, within the Riverside County SELPA in Riverside County. RSCS shall comply with all requirements of the Riverside County SELPA Local Plan. A full continuum of special education programs and related services shall be provided by RSCS as required by an individual student’s Individualized Education Plan (IEP). No student otherwise eligible to enroll in RSCS will be denied enrollment due to a disability or the school’s inability to procure necessary special education services.

River Springs Charter School shall assume responsibility for compliance with Section 504 of the American with Disabilities Act (ADA).

As a LEA within the Riverside County SELPA, RSCS shall assume the following responsibilities:

1. Receive all applicable special education funds as specified in the Riverside County SELPA funding allocation plan and disburse said funds for the charter school’s special education program/operations in accordance with the plan.
2. Represent the interests of RSCS’s Special Education Department as a member district of the Riverside County SELPA.
3. Seek SELPA support to ensure all eligible students enrolled in the charter school are appropriately referred, assessed, and served in a timely manner.
4. Resolve any special education complaints, mediation, due process hearings, and legal actions.

B. Charter School Responsibilities

RSCS will deliver required and appropriate special education services to students enrolled in RSCS unless other agreements have been reached between the Riverside County SELPA and RSCS (and agreed in writing). These services may include:

1. Child find;
2. Initial, annual and triennial evaluations;
3. IEP development;
4. Service delivery for all provisions as delineated on students’ IEPs. RSCS is solely responsible for providing special education services. A district in which a student physically resides is not responsible for providing special education services to any student enrolled in RSCS.

5. Special education transportation as indicated on IEPs;
6. Due process/compliance proceedings and related attorney fees;
7. Inter and intra/SELPA permits (in accordance with Riverside County SELPA policies and procedures);
8. Nonpublic school/agency placements;
9. Submission of all required reporting, filings, etc. to fully comply with the Riverside County SELPA and California State Department of Education (CDE) requirements.

C. Provisions for, and Compliance of, Special Education Services

i. Referral Process

RSCS shall maintain a Multi-Tiered Systems of Support Student Study Team (MTSS/SST) process through which student academic progress is systematically reviewed. Students shall be referred to the MTSS/SST process only when their individual needs interfere with school performance and cannot be met through modifications within the general education / Homeschool setting. Objective and complete data will be collected during an initial MTSS/SST referral to ensure appropriate recommendations for each student are made (i.e.: work samples, cumulative record review, and standardized test scores). Referrals for Special Education assessments will be made by the MTSS/SST after all resources and services are exhausted through general education means. All referrals for special education and related services shall initiate the assessment process and shall be documented. All school staff referrals shall be written and include a brief reason for the referral and documentation of the resources of the regular education program that have been considered, modified, and when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (CCR Title 5, § 3021)

A formal request from a parent to assess a child for special education eligibility supersedes the MTSS/SST referral process, and an Assessment Plan will be generated within legal timelines. RSCS staff will assist the parent in making the request in writing, if needed. (EC 56029; CCR§ 3021) Parent requests start the assessment process and timelines. When RSCS disagrees with parent request, a Prior Written Notice with the reason why the assessment is being denied will be provided. (EC 56321, 56500.4)

A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (EC 56303)

ii. Interim Placement and IEP Development

RSCS adheres to the legal mandates outlined in Education Code §56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33. As such, when a student with an active IEP transfers to RSCS, s/he is provided an interim special education placement, and a new IEP will be written on the corresponding Riverside County SELPA forms within 30 days (Education Code, Section §56325).

The RSCS Director of Special Education or designee will act as the charter school's administrative representative. Based upon areas of need, goals, objectives and

frequency/duration of services are designed to maximize educational benefit for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts.

iii. Initial and Triennial Assessments

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the RSCS Special Education Department will generate a referral for special education; monitor all legal timelines; develop an assessment plan [EC §56040 through §56344]; coordinate qualified personnel to provide the required testing [EC §56320]; distribute written assessment reports to the parent prior to the IEP meeting [EC §56327]; generate IEP meeting notices [EC §56195.8]; develop and facilitate the IEP meeting [EC §56345]; and distribute copies of the IEP to appropriate personnel [EC §56347].

At least once every three years, a student may be reassessed to determine their continued eligibility to receive special education services [EC §56301 and EC §56381]. The identical process used during an initial evaluation is replicated at each triennial re-evaluation if a student warrants new assessments.

iv. Identification of Bilingual Special Education Students

Before a second language student is referred for special education, their level of English proficiency is determined to ensure their acquisition of language skills is not the reason for lower academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the MTSS process and during the referral, assessment, and identification processes for determining the eligibility of special education services.

The LEP/FEP status of a student is used to determine the language s/he will be assessed in when a formal referral to special education is made and documented on the IEP. Bilingual personnel will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) when requested by a parent. At all IEP meetings involving second language learners, the IEP and team document whether eligible students will be provided special education services in their L-1 (primary) or L-2 (secondary) language. All goals and objectives for bilingual students are developed in collaboration with BCLAD general education staff to insure linguistically appropriate goals and objectives are developed and that the student's language acquisition needs are taken into account when the IEP is developed.

v. Staffing, Curriculum, Service Provisions, and Student Accountability

All special education services are provided by "highly qualified" staff as outlined in *No Child Left Behind (NCLB)* legislation. Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to RSCS. Identified special education students are provided

accommodations to allow them access to the same core curriculum as their general education counterparts and outlined on their IEPs.

All identified special education students are expected to participate in standardized tests and the California High School Exit Exam (CAHSEE). Waiver of the CAHSEE requirement will align to CDE guidelines.

All services, supplementary materials or assistive devices required to access core curriculum are provided at no cost to the identified special education student. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program. Differentiated or weighted grading policies or practices are not in place for identified special education students.

vi. Specialized Instruction and Services

RSCS provides a full continuum of Specialized Academic Instructional (SAI) and related services as listed on the individual student's IEP through in-house and contracted service providers. RSCS employs credentialed staff and specialists to provide SAI and related services. In addition, RSCS may provide contracted services through private providers and RCOE.

RSCS special education staff includes, but are not limited to, a Director of Special Education, school psychologists, speech and language therapists, mild to moderate credentialed teachers, occupational therapists, and a credentialed school nurse. Contracted services may include, but are not limited to, special day classes, Adaptive Behavior Assistance, Assistive Technology, Adaptive Physical Education, audiological services, mental health assessment and services, and interpreting services.

vii. Designated Instruction and Services

The school provides designated instruction and services pursuant to Section 56363 of the Education Code. These related services include, but are not limited to, the following:

- Language and speech development and remediation;
- Audiological services;
- Instruction in the home and hospital;
- Adapted physical education;
- Occupational therapy;
- Vision services;
- Counseling and guidance services;
- Psychological services other the assessment and development of the individualized education program;
- Mental health services;
- Parent counseling and training;
- Health and nursing services, including school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program;

- Specialized service for low-incidence disabilities, such as readers, transcribers, and vision and hearing services; and
- Interpreting services.

viii. Transportation

RSCS provides transportation costs as described in the individualized education program. Transportation is either contracted through an agency or reimbursed to the family at the IRS mileage reimbursement rate.

ix. Disenrollment, Suspension, Expulsion

Attendance for special education services are monitored monthly to ensure identified students' access to all services outlined on their IEPs. If a special education student misses two sessions in a month, the RSCS Special Education Department contacts the family. If three consecutive special education meetings with a provider are missed, an IEP meeting is called to ensure the charter school's homeschool / personalized learning model remains an appropriate placement for the child and to discuss steps the IEP team will take to carefully monitor progress that assures educational benefit for the student.

Suspension and Expulsion policies comply with all portions of Education Code §48918. No identified special education student will be suspended for more than ten (10) school days per calendar year. No identified special education student will be expelled from RSCS without a Manifest Determination Meeting to determine if her/his disability is the cause of the misbehavior identified as the reason for the expulsion. A school psychologist is involved in all phases of expulsion proceedings, and the parent and student are assured of their due process rights throughout. In cases where expulsion is recommended following the Manifest Determination Meeting, the RSCS Superintendent is notified, and the item is placed on the next RSCS Board of Directors agenda.

D. Maintenance of Special Education Records

The RSCS Special Education Department shall maintain all identified student's special education files, use appropriate forms/software, and file reports as necessary to maintain legal compliance. RSCS shall verify the accuracy of all reports and submit them in a timely manner as required by the Riverside County SELPA.

E. Funding

RSCS shall serve as the Local Education Agency (LEA) for special education purposes. The Riverside County SELPA shall allocate funding to RSCS for the provision of special education services in accordance with Assembly Bill (AB) 602.

RSCS will contract for special education services with qualified providers who possess appropriate special education credential(s). All expenditures associated with delivery of said special education services are the responsibility of the RSCS. RSCS shall be responsible for all special education costs in excess of revenues received from the Riverside County SELPA. The Riverside County SELPA and RSCS may enter into business agreements whereby the charter school is billed for excess costs associated with

providing special education services to identified students, including the administration of special education programs.

RSCS, in cooperation with the Riverside County SELPA, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state, and local funds apportioned to RSCS.

RSCS shall access and oversee all funds generated through the Riverside County SELPA's low incidence funding model. Following the existing guidelines developed within the Riverside County SELPA, RSCS shall ensure that low incidence funds are dispersed solely for students eligible to access these funds. RSCS shall be responsible for inventory, maintenance, and training on the use of the equipment. The equipment shall remain the property of the Riverside County SELPA.

F. Dispute Resolution

The dispute resolution procedures that will apply to any disputes between the Riverside County SELPA and the RSCS LEA regarding the provision of special education services are in writing between the Riverside County SELPA and RSCS.

RSCS will resolve disputes with parents in a collaborative manner and in accordance with the Riverside County SELPA dispute resolution procedures. Due Process complaints will be addressed within 15 days of the district's receipt of a filing for due process. The LEA will participate in the Riverside County SELPA mediation process in an effort to settle any disputes. The LEA recognizes that both parents and the district have the right to request an impartial due process hearing regarding the identification, evaluation, educational placement, or the provision of a free, appropriate public education.

Resolution to compliance complaints made to the California Department of Education will be resolved through the CDE Compliance Complaint procedures by the LEA within 60 days.

Pursuant to Riverside County SELPA Policies and Procedures for charter schools, dispute resolution procedures will apply to any disputes between educational entities, including the Riverside County SELPA, regarding the provision of special education services in the charter school.

Appendix A
RIVER SPRINGS CHARTER SCHOOL
SUSPENSION AND EXPULSION POLICY

*Governing Law: The procedures by which pupils can be suspended or expelled—
California Education Code Section 47605 (b) (5) (J)*

This Pupil 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 (hereafter “RSCS”). 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 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, and expulsion. It is the intent of RSCS to administer even-handed discipline and use alternative means of discipline that are “age appropriate and designed to address and correct the pupil’s specific misbehavior” in lieu of suspension and expulsion (AB 1729). Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others (AB 1729).

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 RSCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“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 regular education students except when federal and state law mandates additional or different procedures. RSCS will follow Section 504, the IDEA, and 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 RSCS 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.

A. 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 anytime 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.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) 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.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

- s) 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.
- t) 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.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "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 acts 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.
- 2) “Electronic Act” means the transmission 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, 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. Notwithstanding subparagraphs (1) and (2) 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.
- w) 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 (1).
- x) 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) 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 students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold 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.
- d) 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) 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.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

- s) 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.
- t) 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.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "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 acts 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.

- 2) “Electronic Act” means the transmission 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, 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. Notwithstanding subparagraphs (1) and (2) 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.
- w) 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 (1).
- x) 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 Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) 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 students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm 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.

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.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director'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 Executive Director or designee.

The conference may be omitted if the Executive Director 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. This conference shall be held within two 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.

2. 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.

3. 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 Executive Director or Executive Director'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. This determination will be made by the Executive Director 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. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision 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 three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded 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 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.

F. 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 person or panel 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 person or panel 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 person or panel 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel 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 person 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.

G. 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.

H. 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 recommendation 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 Board, Panel or designee 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 and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board'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; and (b) 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 Executive Director 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.

J. 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.

K. Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision of the Governing Board for an expulsion or a suspended expulsion to the County Board of Education (RCOE). The appeal must be filed within 30 calendar days following the decision of the Governing Board to expel the student.

L. Expelled Pupils/Alternative Education

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.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board 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.

N. 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 Board following a meeting with the Executive Director or designee and the pupil and 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 Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a

disability or student who the Charter School or 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, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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 or a functional analysis 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 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 or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 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 IDEIA 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 IDEIA-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 of 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.



Appendix B

Riverside County Office of Education

"All students in Riverside County will graduate from high school well prepared for college and the workforce."

Kenneth M. Young
Riverside County Superintendent of Schools

Charter School Memorandum of Understanding Between Riverside County Office of Education And River Springs Charter School

Incorporated, by reference as Exhibit A, into charter submitted for renewal February 13, 2013

Charter Renewal
July 1, 2013 through June 30, 2018

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made and entered into this 13th day of February, 2013 and between the Riverside County Office of Education (hereinafter “the RCOE”), and River Springs Charter School (hereinafter referred to as “the School”). Hereinafter, the Riverside County Office of Education and the School shall be collectively referred to as “the parties.”

Additionally, the School hereby agrees to enter into a contract with the Fiscal Crisis & Management Assistance Team (FCMAT) to conduct a comprehensive review of the School with a focus on, at a minimum, Personnel, Student Achievement, and Finance. The School agrees to complete the FCMAT audit within two years. The cost of the review will be paid by the School.

Furthermore, the School commits to implement the FCMAT findings and Recovery Plan with the support of RCOE.

The School and RCOE hereby agree to the following conditions to the FCMAT review:

- 1) RCOE and the School will mutually agree upon the specific issues in addition to Personnel, Student Achievement, and Finance to be reviewed by the FCMAT team. Agreement shall not be unreasonably withheld.
- 2) RCOE and the School will meet with FCMAT prior to the FCMAT review to discuss the procedures and protocol of the review.
- 3) RCOE agrees that the results of the FCMAT review will not be used by RCOE as the sole source of information on which to form the basis of a revocation. Instead, the post review meeting will be used to discuss and agree upon next steps to resolve any concerns to the satisfaction of RCOE. Because renewal of the charter is contingent upon a commitment by the School to implement the FCMAT Recovery Plan, and because this MOU has been incorporated into the renewal charter, failure on the part of the School to do so may constitute a material violation of the charter and can be cause for the RCOE to initiate the revocation process.

PURPOSE OF MEMORANDUM OF UNDERSTANDING

The State of California enacted the Charter Schools Act of 1992 (hereinafter “The Act”) authorizing the creation of charter schools with the intent that the schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents, and performance-based accountability.

The Act authorizes the County Board of Education to grant charter petitions under specified circumstances. The Riverside County Board of Education has authorized a renewal charter petition for the River Springs Charter School for a five-year period beginning July 1, 2013 through June 30, 2018, (hereinafter “the Charter”) pursuant to the Act, and by doing so, continues to be the authorizing agency of the School.

The fundamental interest of the RCOE is – on a continuing basis – to be reasonably assured that the School is:

- Implementing the provisions of the Charter as approved.
- Obeying all requirements of federal, state, and local law that apply to the School.
- Being operated prudently in all respects.
- Providing a sound education for all of its students.

The parties recognize that there are many matters related to the operation of this School, and to the effective oversight of the School, which go beyond the provisions included in the School’s charter. RCOE also acknowledges that the day-to-day operation of the School is appropriately carried out by the faculty and staff of the School. This MOU is intended to address those matters that have not been covered in the Charter and to provide guidance on the oversight policies and procedures of RCOE. Further, this MOU is intended to outline the parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationships.

TERM OF MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU), provided it is fully executed by all parties, shall cover the term of the charter: five (5) fiscal years commencing on July 1, 2013, and ending on June 30, 2018. This MOU between the RCOE and the River Springs Charter School shall include Attachments A - C. This MOU is subject to termination during the term or during any subsequent renewal of the charter petition as specified by law or as otherwise set forth in this MOU. Any modification of this MOU must be in writing and executed by duly authorized representatives of both parties.

1. The duly authorized representatives of the School are the governing board president or Executive Director of the School or designee.
2. The duly authorized representative of the RCOE is Assistant Superintendent of Educational Services and/or designee. For purposes of material amendments to the charter, such amendments take effect only if approved by the the Riverside County Board of Education.

This MOU shall be reviewed at least annually. Proposed revisions to the MOU will be submitted by February 1 annually, or as may be requested by the RCOE. In the case of mid-year changes in laws, or policies or conditions of operation by the RCOE, the RCOE or the School reserves the right to request mid-year modifications to this MOU. Such modifications, if agreed upon, will be included as addendums to the MOU. Failure to reach agreement on required changes in the MOU may result in termination of the MOU. The approved MOU (including any addendums) will continue unless modified and agreed to in writing. This MOU will automatically expire upon the expiration or revocation of the charter.

TERM OF CHARTER

The School is a public school that is operating pursuant to the charter as originally approved by the Riverside County Board of Education on September 25, 2005 and granted renewal on February 13, 2013.

The School shall be known as River Springs Charter School, and shall operate as a non-classroom based charter school throughout Riverside County and contiguous counties. The School will serve grades K through 12 and will have an approximate enrollment of 6,000 students in the 2013-2014 school year. The School shall be responsible for all the functions of a charter school subject to the terms and conditions set forth in this MOU.

The School's charter shall have a five (5) year term to expire on June 30, 2018. The charter shall acknowledge the existence of this MOU, and the provisions of the charter and the MOU shall not conflict. If any proposed provision of the MOU is not consistent with the charter, the School and the RCOE shall collectively agree to modifications of the MOU or of the charter to bring about alignment. If any necessary modifications to the charter are material, the proposed modifications will be submitted to the Riverside County Board of Education for approval. **This is MOU is considered to be a part of the approved charter. Any violation of the MOU constitutes a violation of the charter.**

Future review and extension of the charter shall be based on compliance with the terms set forth in this MOU, the charter, requirements of the *Education Code (EC)*, and state regulations. The RCOE shall review all materials submitted in accordance with RCOE policy and this MOU including the continued fiscal viability of the charter and its compliance with any annual audit issues. Review of the charter shall also be in accordance with state law, and as described under Section 4.3 of this MOU. The Riverside County Board of Education reserves the right to approve material amendments to the charter and/or revoke the charter as specified in *EC* section 47607.

SECTION 1: GOVERNANCE AND ORGANIZATIONAL MANAGEMENT

The School is operated as a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Corporations Code Section 5110 et seq.). The School is a separate legal entity and the RCOE is not liable for the debts and obligations of the School. The

Riverside County Board of Education reserves the right to appoint a representative to the board of directors of the corporation in accordance with EC Section 47604 (b). The School will use all revenue received from the state and federal sources only for the educational services specified in the charter and this MOU for the benefit of the students enrolled and attending the School.

1.1 Organization

The School shall cause the following to be provided to RCOE:

- Contact information, including phone numbers and e-mail addresses for the principal contacts for the School;
- Organization chart displaying relationship between governing board and School leadership

The School will provide RCOE with immediate written notice of any change in the directors, officers, and administrators.

1.2 Governing Board Establishment

The School shall cause the following to be provided to RCOE:

- Articles of Incorporation
- Bylaws approved by the governing board
- Roster and biographies of current governing board members

1.3 Governing Board Activities

Calendar: The School will provide an annual calendar of governing board meetings, including a description of how parents and community members will be notified of the meetings.

Governing Board Meetings: The governing board of the School is expected to conduct public meetings at such intervals as are necessary to ensure that the board is providing sufficient direction to the School through implementation of effective policies and procedures. Governing board meetings will be conducted in keeping with the requirements of the Ralph M. Brown Act (*Government Code* sections 54950 – 54962). Governing Board adopted policies, meeting agendas and minutes shall be maintained and available for public inspection and during site visits.

Brown Act Training: Upon request, the School will provide verification by letter to RCOE that all members of the governing board, administrative staff, and any other staff deemed appropriate by the School have participated in Brown Act training.

Governing Board Policies: The governing board will adopt and maintain policies and procedures to guide the operation of the School, including but not limited to, policies in the following areas:

- Conflicts of Interest: Upon request, the School's governing board will: (1) adopt a conflict of interest policy, including provisions related to nepotism, for itself and the School's employees and contractors to ensure that no action taken by an individual or organization covered by the policy results in actual or apparent conflicts of interest;

and (2) provide verification that all board members and School employees have participated in conflict of interest training.

- Internal Fiscal Controls: The School will develop and maintain internal fiscal control policies governing all financial activities. Upon request, a copy of the School's internal control policies and procedures approved by the School's governing board will be submitted to the RCOE. Such policies and procedures are subject to review during site visits to see that they are being implemented.
- Campus Supervision: Upon request, the School will provide a copy of the governing board policy relative to the supervision of students before and after school, and while on campus, student pick-up, as well as a procedure for visitors to enter and leave campus.

Health and Safety Plan: Upon request, the School will provide to the RCOE:

- A copy of the health, safety, and emergency plan for students and employees.
- Evidence that staff has been trained in health, safety, and emergency procedures.
- A calendar of emergency drills for students.

The health and safety plan will address at a minimum, fire emergencies, earthquakes and other natural disasters, civil disorder, accidents, injuries, and other threats to the health and safety of students and staff. The School will provide training for staff in responding to emergencies and conduct emergency response drills for its students. Amendments to the plan may be made by the School throughout the year. The School will provide the RCOE with a copy of the amended plan.

Notice to Parents/Guardians: Upon request, the School will provide to the RCOE a copy of the notice that will be sent to all parents/guardians regarding their rights under the Family Educational Rights and Privacy Acts (FERPA). If the School receives Title 1 funding, parent notice shall provide information regarding the federal No Child Left Behind (NCLB) Act, including the right to request and receive essential information about the professional and educational background of the teacher(s) instructing their child and notification when their child is taught for four or more weeks by a teacher who is not "highly qualified."

Family Educational Rights and Privacy Act (FERPA): Employees of the School have a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. § 1232g, the Family Educational Rights and Privacy Act (FERPA) and EC Section 49076(b)(6). The School, its officers and employees will comply with FERPA at all times. In addition, it is agreed that the RCOE has an educational interest in the educational records of the School such that the RCOE will have access to those records. Records will, at a minimum, include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide student assessments required pursuant to EC sections 60605 and 60851.

Criminal Records Summaries: All employees of the School, parent volunteers who will be performing services that are not under the direct supervision of a certificated teacher, and onsite vendors having unsupervised contact with students will submit to background checks and fingerprinting in accordance with EC Sections 44237 and 45125.1. The School will

maintain documentation, and provide to RCOE upon request that all employees, and volunteers/vendors (as applicable) have clear criminal records summaries prior to their having any unsupervised contact with students. The School will maintain on file and have available for inspection during site visits, evidence that the School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

The following will be maintained on the RSCS website:

- **Discipline Policies:** Governing board policies relative to student discipline, including a list of the offenses for which students may be suspended or expelled, the procedures for suspension or expulsion, procedures by which parents and students will be informed about reasons for suspension or expulsion, and of their due process rights in regard to either disciplinary action.
- **Parent/Student Handbook:** A copy of the parent/student handbook that will be distributed to families each year to the RCOE. At a minimum, the handbook will include detailed expectations for student attendance, behavior, and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. Amendments to the handbook by the School may be made throughout the year. The School will provide the RCOE with a copy of the amended handbook.
- **Lottery Policy:** The school policy describing the manner in which a lottery will be conducted in the event of a waiting list for student enrollment.

1.4 Administration

Enrollment and Admissions Documentation: The School will maintain on file and provide to RCOE upon request the following information:

- Descriptions of outreach and recruitment activities that have been conducted to reach target population.
- Procedures for enrollment, admission, and lotteries.
- Evidence of enrollment preferences consistent with the charter and with RCOE conditions of operation.
- A copy of enrollment forms.

Insurance and Risk Management: The School will procure from an insurance carrier licensed to do business in the State of California, and keep in full force during the term of the charter, at least the following insurance coverage:

- **Property Insurance** – for replacement value, including coverage for all assets listed in the School’s property inventory and consumables.
- **General Liability** – At least \$2,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators

legal liability, abuse and molestation, and employment practices liability of the School, its governing board, officers, agents, employees, or students. The deductible per occurrence for said insurance shall not exceed \$20,000 for any and all losses resulting from negligence, errors and omissions of the School, its governing board, officers, agents, employees, or students.

- *Workers' Compensation* – In accordance with the provisions of the California *Labor Code*, insurance adequate to protect the School from claims under Workers' Compensation Acts which may arise from its operation, with statutory limits.
- *Automobile Insurance* – to the extent necessary and in amounts appropriate for the type and use of the automobile.

In addition, the School will institute risk management policies and practices to address reasonably foreseeable occurrences and provide RCOE with evidence of such policies and practices.

The School shall hold harmless, defend, and indemnify the RCOE, its officers and employees, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the RCOE, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

The School will provide evidence of insurance coverage to the RCOE upon request and will instruct the insurance carrier(s) to inform the RCOE immediately if the coverage becomes inoperative for any reason. The RCOE may request to see evidence of insurance coverage during site visits.

Exclusive Employer: The School is deemed the exclusive employer of the employees of the School for the purposes of the Educational Employee Relations Act (EERA) under *Government Code* Section 3540, et. Seq. The School will have sole responsibility for employment, management, dismissal, and discipline of its employees.

Employee Handbook: Upon request, the School will provide to the RCOE a copy of the employee handbook that will be distributed to employees each year. At a minimum, the handbook will include detailed expectations for employee performance and behavior, due process rights of employees related to disciplinary actions (including termination), compensation and benefit information, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.

Amendments to the employee handbook may be made and distributed to employees by the School during the year. The School will provide the RCOE with a copy of the amended handbook upon request, and it may be reviewed during site visits.

Employee Contracts: Upon request, the School will provide a copy of the employee contracts that, at a minimum, state that the School is the exclusive employer of employees and has sole responsibility for employment, management, dismissal, and discipline of its employees.

Teacher Credentials and Highly Qualified Teacher Requirements: Upon request, the School will provide documentation that all teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold, except as otherwise exempted by the Charter Schools Act. The School will also comply with the federal No Child Left Behind (NCLB) highly qualified teacher requirements. The School will provide documentation that the teachers of any NCLB core subject meet the applicable highly qualified teacher requirements consistent with Education Code 47605.6(l).

Management Contracts: Prior to entering into a contract with an education management organization (EMO), the School will provide the following information:

- A draft of the proposed management contract.
- A recent corporate annual report and audited financial statements for the EMO.
- A description of the EMO's roles and responsibilities for the management of the School and the internal controls that will be put in place to guide the relationship.
- A list of other Schools managed by the EMO and the academic and operational results of such management.
- A list of and background on the EMO's leaders and board of directors.
- A letter of assurance from the EMO that it has conflict of interest policies in place and that none of the principals of either the EMO or School have conflicts of interests.

The RCOE will review and must approve any school management contracts prior to the School entering into the contract.

Facilities Agreement: Upon request, the School shall provide copies of all lease agreements for learning centers, satellite facilities, administrative offices, and/or other facilities used by the School and evidence that the facility will be adequate for the School's needs.

Zoning and Occupancy: Upon request, the School will present evidence that a facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, RCOE may reduce this requirement to fewer than 30 days. The facility must meet all applicable health and fire code requirements and zoning laws. Upon request, the School will furnish the RCOE with all local approvals (*EC* Section 47610(d)) including applicable fire marshal clearances, certificates of occupancy, signed building permit inspections and approved zoning variances. The School cannot exempt itself from applicable/local zoning or building code ordinances.

Prior to opening a new resource center or before an existing School may occupy a new or different facility, the RCOE may conduct a site review to determine that the facilities are clean, safe, American Disabilities Act (ADA) compliant, and have the necessary local approvals to operate. A School may not operate in the facility until the RCOE has granted approval to do so.

School Accountability Report Card (SARC): On or before April 30 of each year, the School will post its SARC on the School website. The School may, but is not required to, use the template developed by the California Department of Education (CDE) and available at <http://www.cde.ca.gov/ta/ac/sa> as a guide. The School will include the following elements and may present additional pertinent information at its discretion:

- *Contact information* for the School, including school name, principal, street address, phone and fax numbers, e-mail address, and CDS code.
- *School description and mission statement.*
- Description of *opportunities for parent involvement.*
- *Demographic information*, including numbers of students in each grade level, and number and percentage of students in each racial and ethnic subgroup as reported by CBEDS.
- Description of *School climate* and safety, including the content and currency of the comprehensive safety plan, the School's efforts to create and maintain a positive learning environment, and the number and percentage of suspensions and expulsions of the total enrollment.
- *Academic data*, including (1) the percentage of students achieving at the Proficient or Advanced level on the CST by subject, both school wide and by significant subgroups, (2) percentage of students scoring at or above the 50th percentile by subject, both school wide and by significant subgroups, (3) percentage of students meeting fitness standards in total and by gender on the California Physical Fitness Test, (4) data from local assessments, if available, reporting the percentage of students meeting or exceeding a standard.
- *Academic Performance Index (API) data*, including (1) school wide API base and growth scores, growth targets, statewide and similar schools ranks, and percent tested over the last three years, and (2) API base and growth scores and targets for significant subgroups over the last three years.
- *Adequate Yearly Progress (AYP) data*, including (1) whether AYP criteria were met school wide, and (2) participation rates and percent proficient or above both school wide and by significant subgroups.
- Information regarding whether the School is in *Program Improvement* and in which year.
- Percent of students completing the 12th grade who successfully complete the *California High School Exit Exam (CAHSEE)* for the last three years.
- *Dropout and graduation rates* for the last three years (the CDE SARC template describes how to calculate these rates).
- *Average class size.*
- *Number of teachers* as reported by CBEDS, and the number of NCLB compliant teachers teaching core academic subjects.
- Information about the procedures and *criteria for teacher evaluations.*
- Information about the *structure of the School's instructional program*, including professional development, number of instructional minutes offered, and number of and reasons for minimum day schedules.
- Numbers and percentages of *graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission.*
- *Teacher and administrative salaries*, percent of budget for teacher salaries and percent of budget for administrative salaries.
- *Total dollars spent* by the School and dollars spent per student.

- Data regarding *parent, student, and staff satisfaction* with the School.

SECTION 2: EDUCATIONAL PERFORMANCE

2.1 Educational Program

Upon request, the School will submit the following:

- Scope and sequence for all subjects to be offered by the School.
- The complete educational program for students to be served by the school, including, but not limited to:
 - (1) a description of the curriculum and identification of the basic instructional materials to be used,
 - (2) plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials,
 - (3) identification of specific assessments that will be used in addition to the results of the California Assessment of Student Performance and Progress (CAASPP) program in evaluation of student progress.
- Annual calendar for the School year that includes the number of instructional days (must provide a minimum of 175 days), annual instructional minutes offered, and the number of professional development days.
- Daily bell schedule for resource centers.
- Sample student contracts, description of frequency of contact with teachers, pupil/teacher ratios, and description of how student work will be evaluated for time value for nonclassroom-based programs.

2.2 Student Achievement Plan

The School will not be required to submit a Student Achievement Plan if it has met its API growth targets and AYP, both school wide and by significant subgroups each year.

If the School fails to meet API and/or AYP targets school-wide or by numerically significant subgroups, it will be required to submit a Student Achievement Plan (Plan) to the RCOE according to the following dates:

- October 1 - draft Student Achievement Plan
- December 1 - final Student Achievement Plan

If the School is seeking renewal of a charter and has not met API in the prior year, it will submit a draft Student Achievement Plan for the future concurrent with the charter renewal request.

The School will implement its final Student Achievement Plan that sets forth the School's specific goals, how progress towards and achievement of each goal will be measured, and

plans for addressing areas identified as needing improvement. The Student Achievement Plan will build upon the assessment measures, educational goals, and student outcomes described in the charter petition, but will not provide for less stringent assessment measures, educational goals, and student outcomes than those described in the charter petition. If the final Student Achievement Plan is less stringent than the charter, this will be considered a material amendment to the charter and will be subject to RCOE review and approval. The specific requirements of the Student Achievement Plan are described in the Student Achievement Plan Guidelines (Attachment A).

2.3 Annual Update

By the end of September each year, the School will submit an annual update to RCOE for the prior year that examines the following:

- CAASPP results both in aggregate and disaggregated by numerically significant subgroups.
- CAHSEE results both in aggregate and disaggregated by subgroups.
- Progress made toward meeting API and AYP targets.
- Progress made toward each of the educational goals and student outcomes identified in the charter.
- Results of any additional internal assessments used by the School.
- Plans to address areas identified as needing improvement by the School.
- Evidence that the School is financially sound.

If the School has been required to submit a Student Achievement Plan, it must in addition, address the following elements in the annual update:

- Progress made in areas identified where progress falls short of meeting outcomes identified in the Student Achievement Plan.
- Professional development provided to further progress on goals described in the Achievement Plan.
- Progress made on the implementation of changes to curriculum and instructional strategies identified in the Achievement Plan.
- Evidence that the School is systemically examining student data and using it to drive decisions regarding curriculum and instruction.

The School may choose to submit its existing School Quality Review Process (SQR) report in lieu of the Annual Update provided the SQR addresses the elements required above. The Annual Update (in conjunction with the Student Achievement Plan, if applicable) will be used as a central area of focus for site visits. The School will provide specific evidence that the results, as shown in the annual update, are targeting improvement in student achievement, and that the School is financially sound.

2.4 Updates to Riverside County Board of Education

School will present updates to the Riverside County Board of Education at a Fall and Spring board meeting. Fifteen minute updates are to include:

Fall

- Starting Enrollment
- Test Scores

Spring

- Ending Enrollment
- Participation in CAASPP

- New Programs
- Financial Update
- Charter Highlights
- Report on successes/challenges of programs
- Financial Update
- Charter Highlights

At the discretion of the RCOE, the School may be requested to present additional updates and or reports during the year.

2.5 Services for Students with Disabilities (Attachment B)

The School will address all of the elements delineated in Attachment B: *Agreement Regarding Provision of Services to Students with Disabilities*.

2.6 Independent Study and Non-Classroom Based Instruction

As a school that provides instruction through independent study, the School will comply with all requirements of statute applicable to the provision of independent study in charter schools, including *EC, Part 28, Chapter 5, Article 5.5* (commencing with Section 51745), and applicable regulations.

In order to claim independent study Average Daily Attendance (ADA) on attendance reporting forms, the School must provide prior certification from the School’s independent auditor that the School’s governing board has adopted policies and master agreements, and that all forms and procedures are in conformance with independent study statutes (*EC Section 51745 et seq.*) and implementing regulations.

As a school that provides nonclassroom-based instruction, as defined, the School shall file funding determination applications with the State Board of Education in accordance with *EC Sections 47612.5 and 47634.2* and implementing regulations and otherwise take whatever steps are necessary to seek and obtain full ADA funding for its nonclassroom-based programs.

2.7 Riverside County Support for Student Achievement

If, in response to low test scores it is deemed necessary by RCOE, the School shall enter into an agreement with the Riverside County Office of Education to utilize the services of the Educational Services Division to improve student achievement to at least the level comparable to API/AYP results for similar schools. School acknowledges that there shall be a cost for such services which is not a part of the 1% oversight fee described in Section 3.6.

SECTION 3: FISCAL OPERATIONS

3.1 Funding

The School will be direct funded in accordance with *EC Section 47630 et seq.*. The School’s general purpose entitlement will be calculated in accordance with *EC Section 47633 et seq.* The parties recognize the authority of the School to pursue additional sources of funding.

3.2 Fiscal Agent

The School shall contract with RCOE for the School’s participation in the State Teachers’ Retirement System, the Public Employees Retirement System, and social security. See section 3.7 for further discussion of the STRS/PERS responsibilities.

3.3 Student Attendance Accounting and Reporting

The School must use commercially available attendance accounting software (such as Power School, OASIS, SASI, etc.). School created spreadsheets on Excel or other database programs will not be accepted. The School will submit enrollment and attendance data as required to receive apportionment of funding according to the following schedule:

- First Principal Apportionment (attendance for all full school months between July 1 and December 31) by January date indicated by CDE.
- Second Principal Apportionment (attendance for all full school months between July 1 and April 15) by May date indicated by CDE.
- Annual Apportionment (attendance for school year) by July date indicated by CDE.

3.4 Revenue and Expenditure Reporting

The School is required by *EC* Section 47604.33 to submit periodic reports of revenues, expenditures, and reserves. In order to meet statutory timelines for revenue and expenditure reporting, the School must submit reports to RCOE for review using the state software (SACS20__ALL), according to the following schedule:

- Preliminary budget on or before July 1.
- First Interim Report (expenditures through 10/31) on or before December 15.
- Second Interim Report (expenditures through 1/31) on or before March 15.
- Unaudited Actuals Report for the prior fiscal year on or before September 15.

Any significant changes in the budget or interim reports from one reporting period to the next period must be explained in writing. Explanations and budget assumptions must accompany the reports. The School is expected to maintain reserves of no less than three percent based upon the total expenditures and other uses of the School's Adopted Budget for the fiscal year. An explanation of any projected drop in reserves below the three percent level must be included in the assumptions.

3.5 Annual Audit

In accordance with *EC* Section 41020(h), by December 15 of each year, the School will submit an annual independent financial audit to the State Controller's Office, and the RCOE, and the California Department of Education. In order for the School to receive a favorable recommendation for renewal, for any findings or exceptions identified in each annual audit, corrective action plans must have been implemented in a timely manner, such that there are no continuing prior year findings or deficiencies identified in the following year. The audit will be conducted by an auditor from the list approved by the State Controller's Office and mutually agreeable to the RCOE and the School.

In addition to the School's financial statements, the audit will include, as applicable, but not be limited to:

- Contemporaneous records of attendance
- Nonclassroom-based instruction/independent study
- Additional nonclassroom-based instruction
- Determination of funding for nonclassroom-based instruction
- Annual instructional minutes for any classroom-based programs

3.6 Oversight Fees

The School will be charged an oversight fee not to exceed 1 percent of the general purpose and categorical block grant revenue received by the School in accordance with *EC* Section 47613 and used to offset consultant and administrative costs required for comprehensive oversight, which includes but is not limited to the following categories:

- Curriculum and instruction
- Assessment and accountability
- School fiscal review
- Site visitations
- Renewal evaluations
- Attendance accounting certification

The oversight fee will be based on the general purpose entitlement and categorical block grant funding provided to the School at the Second Principal Apportionment (P-2).

3.7 State Teachers Retirement System (STRS)/Public Employees Retirement System (PERS) Reporting

If the School offers employees of the School the opportunity to participate in STRS or PERS, the School will be responsible for contracting with RCOE for reporting purposes. Such arrangements must be made prior to the hiring of any employee. Written notification that these arrangements have been made will be provided to RCOE prior to the hiring of employees.

3.8 Budgeting and Financial Transactions/Reporting

School shall enter into a contract with the RCOE to utilize the Galaxy financial system for budgeting and financial transactions/reporting. School acknowledges and agrees to pay RCOE for the cost of utilizing the Galaxy financial system, which is not a part of the 1% oversight fee described in Section 3.6 above.

SECTION 4: FULFILLING CHARTER TERMS

4.1 Material Amendments to Charter

Changes to the charter deemed to be material amendments may not be made without prior approval from the Riverside County Board of Education. Amendments to the charter considered to be material changes include, but are not limited to, the following:

- Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision
- Adding a classroom-based program
- Proposed changes in enrollment that increases or decreases by more than 10 percent +/- of the enrollment originally projected in the charter petition in any given year
- Addition or deletion of grades or grade levels to be served
- Addition of resource centers, meeting space, or other satellite facility including the opening of a new facility. Temporary locations rented for annual student testing

purposes shall be exempted from this provision.. The movement of a resource center location from one location to another shall not require approval of the Riverside County Board of Education, but only the approval of the RCOE.

- Admissions requirements and procedures
- Governance structure, including but not limited to: changes in number of board members, method by which new board members are selected, and/or changes in majority/quorum or other provisions relating to resolution approval. Temporary vacancies due to the resignation of a board member shall not require Riverside County Board of Education approval as a material revision and shall be filled in accordance with Corporate bylaws.

4.2 State Assessments

The School agrees to comply with and adhere to the state requirements for participation and administration of all state mandated tests. The state tests required to be administered are:

- California Standards Tests
- CAT/6
- CMA
- Spanish Standards Tests
- California High School Exit Examination
- Physical Fitness Test
- California English Language Development Test

4.3 Site Visits

The RCOE will conduct at least one site visit annually in order to assess the School's progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter. The primary focus of the visits will be on teaching and learning and the Student Achievement Plan (described under Section 2: Educational Performance).

The site visit may include review of the facility, review of records maintained by the School, interviews with the director of the School, staff, and clients, and observation of instruction in the classroom. The evaluations for each year will constitute the basis upon which a renewal decision will be made at the end of the term of the charter. Any deficiencies will be reviewed with the School administration.

The RCOE reserves the right to make unannounced visits to the School.

4.4 Renewals

The School may seek renewal of its charter prior to expiration of the term of the charter in accordance with EC § 47607(a) and (b). The School will submit its renewal petition for the next charter term along with a copy of the most recent Annual Update and Student Achievement Plan (if applicable) to the RCOE, with a copy to the RCOE, no later than January 1 of the school year in which the School would cease operations without renewal.

The RCOE will review the charter petition, academic and financial performance, audit reports, annual visitation reports, and conduct a renewal site visit prior to scheduling the renewal

request for consideration by the RCOE. To the extent required, the charter petition must be revised in accordance with current statutes and regulations.

The school may seek early renewal of its charter if it meets all of the following conditions:

- Has been in existence for at least three years, or has completed three years of a subsequent term of renewal.
- Has similar schools API rankings of 4 or above in all three years
- Has met AYP criteria school wide and by significant subgroups in all three years
- Has submitted accurate and timely budgets, interim fiscal reports, and student attendance data to RCOE
- Independent financial audits for all three years have been free of audit exceptions/deficiencies (minor findings corrected in the year of the audit through a corrective action plan are allowable under this provision)
- Has received no health and safety code violations from local authorities
- Has demonstrated that a majority of parents, students, and staff are satisfied with performance of the School.
- Has received overall Satisfactory ratings on RCOE reviews or, has met the requirements for correction set by RCOE.

4.5 Notice to Cure and Revocation

The Riverside County Board of Education retains the right to revoke the Charter as set forth in EC section 47607. Prior to instituting revocation proceedings, the Riverside County Board of Education will adopt a Notice of Violation and the RCOE notify the School in writing of any violation that may serve as a basis for revocation and give the School a reasonable opportunity to cure or correct the violation. What is deemed by Riverside County Board of Education to be a “reasonable opportunity” will depend on the particular violation and will be set forth in the written notice. If, in the judgment of RCOE and/or Riverside County Board of Education, the School has failed to successfully remedy the violation after expiration of the School’s reasonable opportunity to cure or correct, Riverside County Board of Education shall have the right to initiate revocation proceedings as follows:

- RCOE will provide the School with a written *Notice of Intent to Revoke* and *Notice of Facts* in Support of Revocation as adopted by the Riverside County Board of Education.
- Within 30 days of providing such Notice, Riverside County Board of Education shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the Charter.
- No later than 30 days following the hearing, Riverside County Board of Education shall issue a Final Decision to revoke or decline to revoke the Charter, unless the parties agree to a 30 day extension for issuance of such decision. A decision to revoke must be supported by written factual findings supported by substantial evidence.

The above process will not be initiated where the Riverside County Board of Education and/or the RCOE determines there is a severe and imminent threat to the health and safety of students and/or staff of the School. An immediate action may be taken to assure the safety and well being of the students, staff, and community, as deemed appropriate by the Riverside County Board of Education and/or the RCOE, including but not limited to

closure of the school in accordance with Education Code Section 47607 and its implementing regulations.

During the period prior to revocation, the School shall have the opportunity to work collaboratively with the RCOE or its designee to address the concerns and develop a plan to remediate all areas to the satisfaction of the RCOE. During this period of time the School shall attempt to resolve the concerns and complete remediation. This provision may also require a charter amendment to be discussed.

4.6 Closure Procedures

Upon request, the School will provide a description of the procedures to be used in the event the School closes (see Attachment C). The categories that must be addressed in such procedures are each of the following:

- Identification of a responsible person(s) – e.g. Executive Director, Financial Officer, President of the School governing board to oversee and conduct the closure process. This provision shall include a process to ensure that it is updated no less than annually or when any change is made.
- Notification of students and families of school closure.
- Security of student and business records.
- Processing of final employee payroll and benefits.
- Identification of all assets and liabilities and plan for transfer as detailed in the charter.
- Final close-out audit to be paid for by the School.
- Identification of a source of funding to be used for closeout expenses including the final audit.
- Dissolution of the School and/or nonprofit corporation.

Further descriptions of each category and a closure procedures checklist are included as Attachment C. The School's procedures shall also satisfy the definition of "closure procedures" in Title 5, California Code of Regulations, Section 11962, to the extent that Section imposes, or is amended to impose, additional requirements.

If the School is to close permanently for any reason (i.e., voluntary surrender, non-renewal, or revocation), the RCOE will serve written notice on the School that the closure procedures described in Attachment C have been invoked. The School will immediately identify to the RCOE the specific individual who is responsible for coordinating the School's close out activities. RCOE will identify a staff person who will work with the School to accomplish all close out activities.

The School expressly acknowledges the right of the RCOE, to be fully informed of each closure procedure as the School completes each step. The School shall promptly respond to all requests for information as to the closure process by the RCOE.

SECTION 5: NONDISCRIMINATION

The parties recognize and agree that the School shall not charge tuition, shall be nonsectarian and shall be open to all students regardless of race, ethnicity, national origin, gender, gender identity, gender expression, religion or disability (actual or

perceived) and those provisions of non-discrimination shall apply as well to employment.

SECTION 6: SEVERABILITY

If any provision or any part of this MOU is for any reason held to be invalid and or unenforceable or contrary to public policy, or statute, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

SECTION 7: NON-ASSIGNMENT

No portion of this MOU or the Charter petition approved by the RCOE may be assigned to another entity without the prior written approval of the RCOE.

SECTION 8: WAIVER

A waiver of any provision or term of this MOU must be in writing and signed by both parties. Any such waiver shall not constitute a waiver of any other provision of this MOU. All parties agree that neither party to this MOU waives any of the rights, responsibilities, and privileges established by the Charter Schools Act of 1992.

SECTION 9: NOTIFICATION

All notices, requests, and other communications under this MOU shall be in writing and mailed to the proper addresses as follows:

To the RCOE at:

Diana Asseier, Assistant Superintendent
Educational Services

Patti Crawford, Director II
Pupil and Administrative Services
Riverside County Office of Education
3939 13th Street
P.O. Box 868
Riverside, CA 92502-0868

To the School at:

Dr. Kathleen Hermsmeyer, Executive Director
River Springs Charter School
43466 Business Park Drive
Temecula, CA 92591

This MOU, including attachments, contains the entire MOU of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings, agreements or MOUs between the parties with respect to the subject matter of this MOU.. No person or party is authorized to make any representations or warranties except as set forth herein, and no MOU, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. The parties further recognize that this MOU shall only be modified in writing by the mutual agreement of the parties. A violation of this MOU constitutes a violation of School's Charter.

Date

President, River Springs Charter School Governing Board

Date

Executive Director, Charter School

Date

Designee, Riverside County Office of Education

RIVERSIDE COUNTY OFFICE OF EDUCATION
Riverside, California

ATTACHMENT A: Student Achievement Plan Guidelines

I. Overview

A Student Achievement Plan is required to be submitted to the Riverside County Office of Education (RCOE) if the School fails to meet API growth targets and/or AYP in any year. The Achievement Plan requires the School to establish specific goals and actions the school will take to improve student academic achievement in those areas identified through the API and AYP as not meeting performance criteria. The School will be expected to present an Annual Update to the RCOE on the progress made in meeting goals identified in the Achievement Plan. These guidelines make explicit the elements that must be addressed in the Plan for any subject area or criteria in which the School falls short of the target. Data compiled from this Plan and the Annual Update, plus confirming evidence gathered during periodic site visits will provide the RCOE with a clear understanding of whether the School is on track to its charter being renewed.

In addition to API and AYP, the School may incorporate a variety of additional outcome measures to further demonstrate academic achievement and organizational effectiveness. While these various supplemental measures will not carry as much weight as the required measures in making renewal decisions, they may be important in helping the School achieve its academic goals and distinctive qualities in the School's mission as well as highlight those goals and qualities to its greater school community.

II. Required Components of the Student Achievement Plan

For each area in which the School did not meet API targets and/or AYP, the School must submit a plan to the RCOE describing specific and concrete actions the School will take in order to improve student achievement over the course of the current school year. The Student Achievement Plan must address, at a minimum, the following elements:

Methods or system the School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the School as a whole

Analysis of the CAASPP and AYP results that identifies the specific problem in the area(s) not meeting targets and/or criteria

Specific actions, which follow from the examination of student data, which the School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization

Professional development plan for teachers and/or other staff that supports the activities the School will implement to improve performance in targeted areas

Diagnostic assessments that will be used to enable the school to monitor the effects of proposed changes on student performance

The School must submit a draft Student Achievement Plan to the RCOE by October 1 if the School did not meet API targets or AYP in the prior year. The RCOE will review the draft plan and either approve it as submitted or request changes to it. If changes are required, the final Plan will be due to the RCOE by December 1.

Further information regarding the API can be found at:
www.cde.ca.gov/ta/ac/ap/index.asp on the RCOE website. Information on the AYP, including targets and criteria can be found at: www.cde.ca.gov/ta/ac/ay/index.asp.



RIVERSIDE COUNTY OFFICE OF EDUCATION
Riverside, California

ATTACHMENT B:
Agreement Regarding Provision of Services for Students with Disabilities

Purpose

This agreement has the purpose of clarifying the roles and responsibilities of the parties with regard to students who are enrolled and attend the School and are or may be eligible for special education and related services under the IDEIA.

River Springs Charter School is designated as an LEA within the Riverside County SELPA and includes in its charter petition verifiable written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency ("LEA") for the purposes of compliance with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") (2- U.S.C. Sec 1400 et seq.), state special education laws (EC § 5600 et seq.) and for eligibility for federal and state special education funds.

School Admission

The School recognizes that a student admission to the charter school cannot be denied or delayed based on the student's need for an Individualized Education Plan (IEP) or a Section 504 Accommodation Plan. The School shall follow a procedure that ensures that parents of students with disabilities who submit a completed application packet for admission to the charter school shall receive written communication regarding the status of the enrollment application within fifteen (15) calendar days of receipt of the application.

Admission to School shall be facilitated in the same manner as for a student without an IEP and in accordance with Education Code 51746 (b) and 5 CCR 11700 related to the enrollment of students with IEPs in an Independent Study program.

Referral

The School has the responsibility to make a referral for assessment of any student enrolled in the Charter School who is believed to be eligible for special education assessment and/or services. To the extent appropriate, the School shall conduct a student study team to determine if alternative interventions are appropriate. All referrals shall be delivered within 15 calendar days to the School's providers(s) for the development of an assessment plan and Prior Written Notice.

Assessment of Students

The School shall determine what assessments, if any, are necessary and arrange for such assessments for all referred students for initial assessments, and for triennial assessments.

Individualized Education Program

The School shall be responsible for arranging the necessary IEP team meetings. The School shall be responsible for arranging adequate meeting space and/or teleconference, having the designated representative of the School in attendance at the IEP meeting, in addition to

representatives who are knowledgeable about the regular and special education programs at the School. Further, the School's responsibilities shall include documentation of the IEP meeting and the provision of Parent Rights.

Eligibility and Placement

Decisions regarding eligibility, goals/objectives, program placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with federal and state laws and shall include the designated representative of the Charter School (or designee). Services and placement shall be provided to all eligible students in accordance with the IDEIA, and the policies, procedures and requirements of the SELPA in which the RCOE participates, and shall be provided in a school setting.

Interim Placement

For students who enroll in the School with a current IEP, it is the responsibility of the Charter School to provide an Interim Placement to implement the existing IEP, to the extent possible, until a 30-day review IEP team meeting is held to develop a new IEP.

Educational Services and Programs

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the Charter School staff, the School shall provide such services through a contract with a third party special education provider(s). All services required by the IEP will be provided by the Charter School and its contractor(s).

Parent/Guardian Concerns

Parent/Guardian concerns regarding special education services shall be directed to the Charter School. The School shall address the parent/guardian concerns.

Complaints

School shall address, respond to, investigate, and take any and all necessary action to respond and attend to all complaints involving special education and IDEIA compliance.

Due Process Hearing

The School may initiate a due process hearing concerning a student enrolled in the School as the School determines it legally necessary to meet the Charter School's responsibilities under federal and state law. In the event that Parent/guardian files for a due process hearing, the School shall be responsible for the defense of the entire proceedings including any costs, fees incurred by the County Office of Education, or the Riverside County Board of Education, or County Superintendent of Schools.

SELPA Activities and Meetings

River Springs Charter School is recognized as an LEA by the Riverside County SELPA and will serve as its own representative for SELPA activities and meetings.

SELPA Funding

River Springs Charter School is recognized as an LEA by the Riverside County SELPA and will comply with all applicable state and federal laws related to Special Education Funding.

Indemnification

The School shall indemnify and hold, the Riverside County Office of Education, harmless from and against any and all liability arising from acts or omissions related to the provision of special education services to students enrolled in the charter. This indemnification shall include the legal defense of the Riverside County Office of Education, the Riverside County Board of Education, its officials, employees, and against special education due process hearing requests and/or complaints to state or federal agencies. The School shall indemnify the RCOE against any damages, including compensatory damages, which may be awarded or agreed to for failure to provide appropriate and/or compliant special education services.

Indemnification of District of Residence

The School shall indemnify the district of residence against any damages, including compensatory damages, which may be awarded or agreed to by the Charter School for the Charter School's failure to provide appropriate and/or compliant special education services.

Compliance

The Charter School shall maintain all pupil cumulative and special education files, use appropriate forms/software, and file reports or other information as required by the Riverside County SELPA and/or as required by law. The RCOE maintains the right to inspect all Charter School special education files.



RIVERSIDE COUNTY
OFFICE OF EDUCATION

KENNETH C. COOPER
Riverside County Superintendent of Schools

RIVERSIDE COUNTY OFFICE OF EDUCATION
Riverside, California

Updated August 24, 2015

Attachment C School Closure Procedures Checklist

ITEM	DESCRIPTION	RESPONSIBLE PARTY	COMPLETION DATE	VERIFICATION
Invoking Closure Procedures				
1	In the case of revocation or non-renewal, the RCOE shall notify the charter school in writing that the closure procedures have been invoked. In the case of voluntary surrender, the charter school shall notify the RCOE in writing that the closure procedures have been invoked.			
Immediate Actions				
2	The charter school shall immediately notify the RCOE of the location of all student and business records. Following that notification, no student or business records shall be disposed of, moved, or duplicated without the express written consent of the RCOE, except that student records may be copied for students' families or transferred to other schools, provided a notation is kept of the records copied or transferred.			
3	The charter school and the RCOE shall each immediately identify an individual who will serve as the single point of contact for the entity regarding the school's close out activities.			
Students and Families				
4	The charter school shall notify the family of each student enrolled of the school's closure. Unless the RCOE otherwise directs, the notification shall be immediate in the case of a revocation (that takes immediate effect) or shall occur within fourteen days of the invocation of the closure procedures in the case of closure at the end of current academic year.			
5	The charter school shall continue instruction until the end of the current academic year (unless a revocation takes immediate effect). The charter school shall publicly announce cancellation of all future classes.			

ITEM	DESCRIPTION	RESPONSIBLE PARTY	COMPLETION DATE	VERIFICATION
6	If the charter school continues instruction to the end of the current academic year, report cards shall be issued within seven days of the end of classes.			
7	The charter school shall notify surrounding school districts and the county office of education within fourteen days of the school's forthcoming closure (or immediate closure if a revocation takes immediate effect).			
8	The charter school shall provide information to students and families regarding alternative public school placements within 30 days of the announcement of the school's forthcoming closure, or immediately in the case of a revocation that takes immediate effect.			
9	The charter school shall offer to provide a copy of each student's cumulative file upon request of the student's family. The school shall provide the copy within seven days of a request being received, ensuring that the documents are given to the family member identified as having legal custody or guardianship of the student.			
10	The charter school shall comply within seven days to requests for the transfer of students' cumulative files to other public or private schools in which the students enroll.			
11	The charter school shall respond within seven days to inquiries from students and their families and from the media regarding the school's closure, the disposition of student and business records, and the alternative placement available to the students.			
12	The charter school shall provide the RCOE within fourteen days with a list of students (names, addresses and phone numbers) in each grade level and the classes they have completed. Identify each student's district of residence, and a notation of where the student's records have been transferred.			
13	The charter school, if an LEA in a SELPA, shall notify the SELPA within fourteen days of the closure, complete all documentation necessary for special education students and transfer copies of the student's records to the SELPA.			

ITEM	DESCRIPTION	RESPONSIBLE PARTY	COMPLETION DATE	VERIFICATION
14	The RCOE shall respond promptly to inquiries from students and their families and from the media as necessary.			
Student and Business Records				
15	Once the closure procedures have been invoked, no student or business records shall be disposed of, moved, or duplicated without the express written consent of the RCOE, except for the duplication or transfer of student cumulative files as noted.			
16	At the point the charter school is dissolved, the student and business records specific to this Charter School shall come under the exclusive control of the RCOE which shall distribute, maintain, or dispose of the records as it determines appropriate.			
17	The charter school shall terminate all present leases, service agreements and other contracts not necessary for the close out of the school. Leases, service agreements, and contracts should be terminated in a cost effective manner in order to minimize expenses.			
18	The charter school shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law as appropriate. Submit a final expenditure report for all grants within fourteen days. Federal grants must be closed out, including the filing of the required Final Expenditure Reports and Final Performance Reports. Federal Forms 269 and 269a may apply if the school was receiving funds directly from the U.S. Department of Education.			
19	Close all financial records of the school as of revocation or closure date			
Faculty and Staff				
20	The charter school shall immediately notify its faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after the school closes.			

ITEM	DESCRIPTION	RESPONSIBLE PARTY	COMPLETION DATE	VERIFICATION
21	The charter school shall provide the RCOE within fourteen days with a description of current and projected payroll and payroll benefits commitments through closure, including a list of each employee, and their job duties, and a projection of the funds necessary to: (1) transition the students and records; (2) complete all administrative closure related tasks; and (3) complete contracts and grants.			
22	The charter school shall provide RCOE within fourteen days with notice of any outstanding payments to staff and the method by which the school will make the payments.			
23	The charter school will within fourteen days contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the county office of education and follow their procedures for dissolving contracts and reporting. Copy the RCOE on all correspondence.			
24	<p>Prior to final closeout, the charter school shall do all of the following on behalf of the school's employees:</p> <ul style="list-style-type: none"> ▪ File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines. ▪ File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63). ▪ Make final federal tax payments (employee taxes, etc.) ▪ File the final withholding tax return (Treasury Form 165). ▪ File the final return with the IRS (Form 990 and Schedule). 			
Assets and Liabilities				
25	The charter school shall notify all funding sources (including charitable partners) of the school's closure within fourteen days.			

ITEM	DESCRIPTION	RESPONSIBLE PARTY	COMPLETION DATE	VERIFICATION
26	The charter school shall immediately notify all contractors (such as a charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of the school's closure.			
27	If the charter school has any agreements with organizations representing employees, the charter school shall notify the organizations of the school's closure as may be specified in the agreements.			
28	The charter school shall notify the RCOE within fourteen days of all pending litigation to which the school is a party. The charter school shall immediately notify the RCOE if litigation is filed thereafter up to the point that the school is formally dissolved.			
29	The charter school, within 30 days, shall prepare and deliver to the RCOE a comprehensive list of creditors and debtors.			
30	The charter school, within 180 days, shall prepare and deliver to the RCOE a comprehensive inventory of all assets.			
31	The charter school, within 210 days shall prepare and deliver to the RCOE a plan for the proposed disposal of all property owned by the school (and acquired with public funds) in order to maximize revenue in accordance with law, payment of any and all liabilities and the disbursement of any remaining assets of the school, liquidation of assets to pay off any and all outstanding liabilities, bearing in mind that assets paid for by state funds may be transferred in accordance with the nonprofit corporation's bylaws to another public agency such as another charter school. Assets donated to the school may be returned to donors or disposed of in accordance with donor's wishes. Net assets, (after the payment of outstanding liabilities), if any, may be transferred to another public agency such as another charter school.			

ITEM	DESCRIPTION	RESPONSIBLE PARTY	COMPLETION DATE	VERIFICATION
32	The charter school shall arrange for preliminary (if necessary) and final closure audits to be paid for from the special reserve or bond revenue. The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office and shall be approved by the RCOE. The audit(s) at a minimum shall determine the disposition of all assets and liabilities of the charter school and shall verify the school's comprehensive list of creditors and debtors, and the amounts owed or owing, as well as verify the school's comprehensive list of all assets by source, noting any restrictions on each asset's use.			
33	Based on the audit findings, and with the approval of the RCOE, the charter school shall expend any identified assets to liquidate any identified liabilities.			
Dissolution of the School (Corporate) Entity				
34	Following the resolution of all outstanding assets and liabilities, the charter school shall be dissolved. If established as a nonprofit public benefit corporation pursuant to Education Code Section 47604, the corporation shall be dissolved if the corporation has no other corporate activities in alignment with its corporate purpose.			



River Springs Charter School



**2015-16 July 1 Final Budget
June 2015**

2015-16 July 1 Final Budget



Summary/Revenues:

- All charter schools in California must approve their July 1 Final Budget at their June Board meeting. The budget categories reflect changes and updates from the Estimated Actuals for 2014-15.
- Currently, River Springs is calculating an ADA increase of 291. This growth is attributed to additional classrooms at the new Lyndie Lane site for Temecula Mosaic, and infilling of classrooms at other locations. This estimate is slightly conservative based on the number of student applications in the system. As of May 22, River Springs had 1,982 new student applications with 2 1/2 months left in the summer enrollment period. However, with some programs reaching maximum capacity, not all applications will become future ADA.
- Aside from ADA growth, there are two other major changes in the revenue streams for the charter school. First, the LCFF calculations from the Governor's May Revise Budget show an increase of \$830.83/ADA which are shown in the State Aid category. The second is one-time unrestricted dollars of \$601/ADA, payable as a mandate claim reimbursement, which equates to \$3,197,578 of additional revenue in the Other State Aid allocations.
- Lottery figures are shown by School Services of California to remain stable at \$128/ADA as unrestricted and \$34/ADA as restricted for student materials. Both are calculated as such in the Other State Revenues category.

2015-16 July 1 Final Budget



Summary/Revenues:

- Special Education apportionment figures for 2015-16 have been calculated by the Riverside SELPA and their figures are mirrored in this budget update as a part of Other Local Revenues and a portion of Federal Revenues.
- Other categories such as Mandate Block Grant, Title I/II/III, Medi-Cal and Perkins IV (CTE) are conservatively calculated based on longitudinal data and growth.
- While the state is being more generous to K-12 education than in year's past, River Springs is striking a balance between increased instructional and support spending and improving the School's reserves to reduce our reliance on borrowing and improve our fiscal stability in general.
- This budget includes substantial new expenditures to bring compensation back in line with competitive market rates, additional instructional materials and services, and improved and expanded facilities. After covering those costs, the remaining projected budget surplus of \$3.7 million is earmarked to add to our Reserves for Economic Uncertainties, in case of any unforeseen economic downturn. While currently state funding is very high, the state's economy is cyclical, and it is important that the charter remain fiscally stable throughout any fluctuation during the state's political and fiscal downturns.

2015-16 July 1 Final Budget



Expenditures:

- The charter's expenditures are closely aligned with those discussed in previous Board meetings leading up to the presentation of this 2015-16 Budget.
- Staff costs (salaries and benefits) are calculated based on three principles:
 - In 2008, 2009, 2010, and 2011 the economic downturn at the state level lead to significant cuts in K-12 education. Therefore, staff were frozen (they did not receive a step/column increase) in any of these 4 years. This year, we rectified 2008. However, in the 2015-16 budget we will be “unfreezing” or getting staff that were with us during any or all of these years, their long overdue step/column increase(s). While this will only effect staff that have been with the charter since this time, it is well-deserved in light of the fact that they stuck with the organization with no raise during these 4 years.
 - The Human Resources Department has done an analysis of teacher pay scales across the county. As previously discussed, we are the bottom in nearly every analyzed category in the County of Riverside. Therefore, Human Resources as worked with the Business and Executive Departments to make the teacher salary scales more in line with county averages. The new salary scales will also be based on the number of days staff are on site for our academy programs. Therefore, there will be four pay scales for academy and RSP staff: two day, three day, four day, and five days on site. With competition becoming fierce and fewer college graduates coming into the profession, we want to be sure that our salaries remain within county averages to retain the best and most highly qualified teaching staff possible.
 - The final calculation is for new hires needed for growth in both the credentialed and classified categories.

2015-16 July 1 Final Budget



Expenditures:

- The Books and Supplies category remains fairly stable with some additional expenditures in the areas of student technology, staff technology obsolescence, common core student materials, and student materials for the growth.
- Services and Operations is actually decreased due to lowered rent costs. With the purchasing of buildings, some of the resource centers costs are moving out of the Operations category (rents) into the Capital Outlay and Other Outgo categories since they will be assets put into the bond. Other Services and Operations expenditures remain fairly stable with some additional funds being allotted for conferences and telecommunications increases due to decreased E-rate rebates.
- Overall River Springs revenues are increasing by 24.9% while expenditures are only rising by 15.2%. Again, staff would like to keep this conservative approach through good years in order to prepare for any future downturns.

2015-16 July 1 Final Budget



Notes:

- Business staff is staying abreast of all facilities discussions, including receiving updates on the expected bond financing. We are currently working with bond counsel and consultants to complete the bond rating with Standard and Poor's and editing the Indenture Agreement. We are also in the process of scheduling our approval process with the California School Finance Authority, the "conduit issuer" that actually issues our bonds and allows us to obtain tax-exempt municipal bond rates.
- We anticipate bond closing in early August, 2015. While the bond amount is subject to change depending on the final project list, currently we anticipate a bond issue of approximately \$34 million, repaid over the next 30 years. While YMCA and Flabob's new facilities are likely to end up more expensive than current rents, in general the bond will allow us to both reduce our annual payments as well as increase our equity in real estate fixed assets.

2015-16 July 1 Final Budget



A Reminder

Differences in Budget Format – Full vs. Modified Accrual:

- While both school districts and charter schools are public entities, there are important differences in the way that school districts and charter schools report certain financial activities. School districts use “governmental funds” and the “modified accrual” accounting basis. Charter schools that are formed as nonprofit corporations, like River Springs, use “enterprise funds” and “full accrual” accounting.
- As with all internal budget reports provided to the Board, this budget aligns with the “full accrual” accounting method used for the School’s audited financial statements, and not the “modified accrual” method used by the RCOE accounting system (GALAXY) and in Standardized Account Code Structure (SACS) report formats. This presentation allows an apples-to-apples comparison with the audited financial statements.
- However, it is important for the Board to be aware that GALAXY requires River Springs to use modified accrual accounting for all SACS reports. Overall, this does not cause significant problems with operations, and GALAXY allows RCOE to assist and oversee River Springs. However, it does cause a mismatch with financial statements, which is addressed in the annual audit with a report that reconciles the two reporting methods.

2015-16 July 1 Final Budget



River Springs Charter School				
P2 ADA (projected)	5,320	5,611	291	5.2%
Revenues	Estimated	July 1 Budget	Change	% Change
LCFF - State Aid/EPA/In-Lieu	36,178,897	42,816,480	6,637,583	18%
Federal Revenues	1,652,072	1,745,090	93,018	6%
Other State Revenues	4,169,385	7,254,508	3,085,123	74%
Other Local Revenues	2,221,689	3,410,200	1,188,511	53%
Total Revenues	44,222,043	55,226,278	\$ 11,004,235	24.9%
Expenditures				
Certificated Salaries	17,294,569	19,953,987	2,659,418	15%
Classified Salaries	5,999,848	7,692,061	1,692,213	28%
Employee Benefits	6,452,523	7,892,730	1,440,207	22%
Books/Supplies/Equip	2,616,348	2,953,206	336,858	13%
Services/Operations	10,127,290	9,569,376	(557,914)	-6%
Capital Outlay	800,000	1,665,706	865,706	52%
Other Outgo	362,214	1,763,760	1,401,546	79%
Total Expenditures	43,652,792	51,490,826	\$ 7,838,034	15.2%
Net Revenues	569,251	3,735,452	\$ 3,166,201	
Beginning Balance July 1 (audited)	\$ 5,558,460	\$ 6,127,711		
Ending Balance June 30 (projected)	6,127,711	9,863,163		
Net Restricted Balance (est)	250,000	250,000		
Reserve For Economic Uncertainties	1,309,584	1,544,725		
Other Components of Ending Balance	4,568,127	8,068,438		
Ending Balance as % of Outgo	14.41%	19.16%		
Reserve For Econ. Uncert. as % of Outgo	3.00%	3.00%		

River Springs Charter School

2015-16 Final Budget

MULTI-YEAR PROJECTION ASSUMPTIONS

General Assumptions:

1. Funding levels are per the BASC LCFF calculator.
2. Assumes ADA growth of 5% for years 2016-17 and 2017-18.
3. Staffing costs assume full infill of existing programs and growth.
4. Other expenses anticipated to rise 5% per year, except 5xxx @ 3%.
6. Unduplicated percentage expected to remain stable.
7. Non LCFF funding levels based on 5% annual increase.

FUNDING LEVELS \$/ADA

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18
Amount/ADA per LCFF	\$ 7,631	\$ 7,955	\$ 8,231
Unduplicated Pupil Count	40.75%	40.76%	40.76%

P2 ADA ASSUMPTIONS

	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18
Total K-3 ADA	2,228.12	2,339.53	2,456.51
Total 4-6 ADA	1,496.17	1,570.98	1,649.53
Total 7-8 ADA	984.35	1,033.57	1,085.25
Total 9-12 ADA	902.35	947.47	994.84
Total P2 ADA	5,610.99	5,891.55	6,186.13

River Springs Charter School
2015-16 Final Budget
MULTI-YEAR PROJECTION

Description	2015-16 Year 1	2016-17 Year 2	2017-18 Year 3
P2 ADA	5,610.99	5,891.55	6,186.13

Revenues

LCFF General Purpose Entitlement	\$ 42,816,480	\$ 46,867,048	\$ 50,920,668
Federal Revenue	1,745,090	1,832,348	1,923,966
Other State Revenue	7,254,508	4,259,782	4,472,830
Other Local Revenue	3,410,200	3,580,716	3,759,754
TOTAL REVENUES	\$ 55,226,278	\$ 56,539,894	\$ 61,077,217

Expenditures

TTL Certificated Salaries	\$ 19,953,987	\$ 21,538,333	\$ 23,248,477
TTL Classified Salaries	7,692,061	8,302,811	8,962,054
TTL Benefits	7,892,730	8,519,413	9,195,855
TTL Books/Supplies/Materials	2,953,206	3,187,691	3,440,793
TTL Services/Operations	9,569,376	9,532,807	10,126,958
TTL Capital Outlay	1,665,706	1,838,848	1,838,848
TTL Other Outgo	1,763,760	2,038,204	2,039,490
TOTAL EXPENDITURES	\$ 51,490,826	\$ 54,958,107	\$ 58,852,475

Net Revenues

\$ 3,735,452	\$ 1,581,788	\$ 2,224,742
---------------------	---------------------	---------------------

Beginning Balance July 1 (14-15 = Audited)

\$ 6,127,711	9,863,163	11,444,950
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Plus/Minus Net Revenues

Ending Balance June 30

\$ 9,863,163	11,444,950	13,669,693
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Ending Balance as % of Outgo

19.16%	20.82%	23.23%
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Components of Ending Balance:

Legally Restricted Balance (est.)	\$ 250,000	\$ 225,000	\$ 225,000
Net Fixed Assets*	3,446,002	2,646,002	1,846,002
Reserve For Economic Uncertainty (9789)	1,544,725	1,648,743	1,765,574
Other Reserves/Uncommitted	4,622,436	6,925,205	9,833,117
Total Ending Balance	\$ 9,863,163	\$ 11,444,950	\$ 13,669,693

Reserve For Economic Uncertainty as % of Exp.

3.00%	3.00%	3.00%
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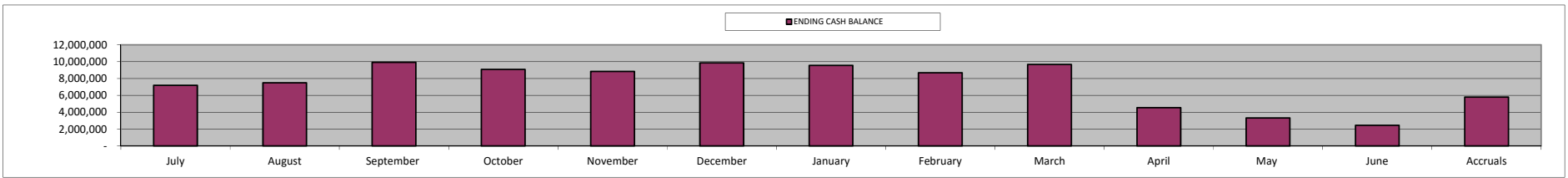
Total Ending Balance as % of Exp.

19.16%	20.82%	23.23%
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* Total fixed assets, net of depreciation and debt used to fund asset acquisition. \$3.4MM site acquisition is thus not included since the debt used to purchase it is currently outstanding. (Source of guidance: 2013 CSAM)

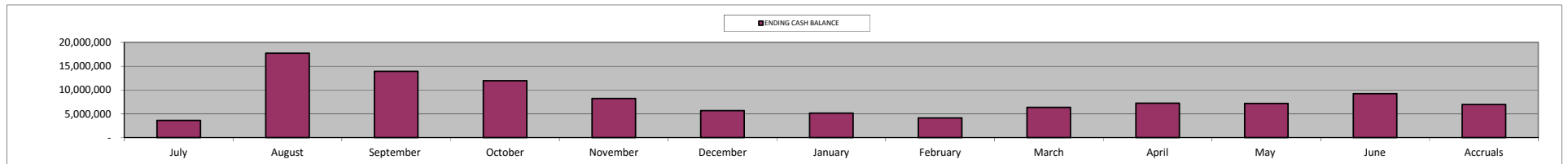
**River Springs Charter School
2015-16 Final Budget
2014-15 Projected Monthly Cash Flow Statement**

Description	14-15 Actuals	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		7,092,197	7,194,359	7,490,241	9,919,090	9,068,258	8,843,409	9,853,162	9,558,534	8,679,944	9,666,955	4,540,851	3,322,733	2,447,653	7,092,197
<u>CASH INFLOWS</u>															
<u>REVENUES</u>															
General Purpose Block Grant	29,816,734	1,445,872	1,445,872	2,602,569	2,602,569	2,602,569	2,602,569	2,602,569	2,752,334	2,752,334	2,752,334	2,757,381	2,882,619	15,142	29,816,734
Education Protection Account	6,349,701	-	-	1,522,320	-	-	1,522,322	-	-	1,701,494	-	-	-	1,603,565	6,349,701
In-Lieu-Of Property Taxes	12,462	-	-	-	-	-	-	-	-	-	-	-	-	12,462	12,462
Federal Revenues	1,652,072	6,977	167,683	187,483	13,439	-	202,703	12,555	31,550	209,826	448,746	209,826	-	161,283	1,652,072
Other State Revenues	4,169,385	965	692	112	1,282	409,319	-	278,276	(265)	(14)	283,390	385,575	-	2,810,053	4,169,385
Other Local Revenues	2,221,689	30,291	138,179	461,074	(1,173)	269,127	276,471	492,361	(75,234)	246,317	439,292	-	-	(55,018)	2,221,689
TTL REVENUES	44,222,043	1,484,105	1,752,426	4,773,558	2,616,118	3,281,015	4,604,065	3,385,761	2,708,386	4,909,957	3,923,762	3,352,782	2,882,619	4,547,488	44,222,043
<u>EXPENDITURES</u>															
All Certified Salaries	17,294,569	402,289	1,418,541	1,557,682	1,553,998	1,576,961	1,506,181	1,483,714	1,526,737	1,521,634	1,551,286	1,551,286	1,551,286	92,974	17,294,569
All Classified Salaries	5,999,848	356,445	433,775	516,100	533,860	532,008	495,827	496,159	521,353	522,110	525,904	525,904	525,904	14,501	5,999,848
All Benefits	6,452,523	369,979	558,858	277,018	848,479	492,218	560,603	543,469	567,718	557,111	559,067	559,067	545,866	13,071	6,452,523
All Materials & Supplies	2,616,348	321,815	248,440	645,273	188,625	273,272	244,976	136,035	144,640	168,039	127,830	42,500	42,500	32,402	2,616,348
All Services and Operations	10,127,290	423,689	792,316	439,786	1,186,073	626,394	609,601	692,919	587,371	657,892	843,181	1,892,144	692,144	683,778	10,127,290
All Capital Outlay	800,000	-	-	-	-	-	-	-	-	-	-	-	-	800,000	800,000
All Other Outgo	362,214	-	-	-	-	-	-	-	-	-	-	-	-	362,214	362,214
TTL EXPENSES	43,652,792	1,874,217	3,451,931	3,435,858	4,311,036	3,500,853	3,417,188	3,352,297	3,347,819	3,426,786	3,607,268	4,570,900	3,357,699	1,998,940	43,652,792
<u>OTHER CASH INFLOWS/OUTFLOWS</u>															
PY Trans Assets		7,658,921	441,438	1,579,302	221,808	-	-	-	8,152	(264,765)	-	-	-	-	9,644,857
Other Receipts		(4,148,712)	2,081,795	(99,361)	782,379	160,602	49,305	(184,227)	102,306	(60,089)	(45,075)	-	-	-	(1,361,078)
RANs Proceeds		-	-	-	-	-	-	-	-	-	-	7,000,000	-	-	7,000,000
RANs Cash Deposit at Paying Agent		-	-	-	-	-	-	-	-	-	(4,218,529)	-	-	-	(4,218,529)
PY Trans/Liabilities		(2,951,342)	(349,209)	(21,067)	-	-	-	-	(224,902)	-	-	-	-	-	(3,546,520)
Fixed Assets/Depreciation		(66,593)	(178,637)	(367,725)	(160,101)	(165,613)	(226,430)	(143,865)	(124,714)	(171,305)	(1,178,994)	-	(7,400,000)	800,000	(9,383,978)
TTL OTHER INFLOWS/OUTFLOWS	492,274	1,995,387	1,091,149	844,086	(5,011)	(177,125)	(328,093)	(239,157)	(496,159)	(5,442,599)	-	(400,000)	800,000	(1,865,248)	
ENDING CASH BALANCE		7,194,359	7,490,241	9,919,090	9,068,258	8,843,409	9,853,162	9,558,534	8,679,944	9,666,955	4,540,851	3,322,733	2,447,653	5,796,200	



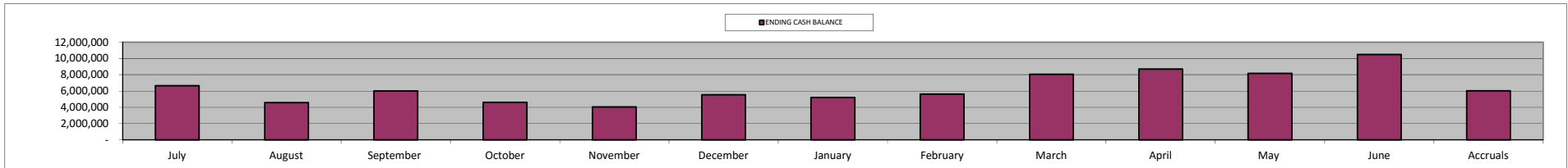
**River Springs Charter School
2015-16 Final Budget
2015-16 Projected Monthly Cash Flow Statement**

Description	2015-16 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		2,447,653	3,627,238	17,725,035	13,938,134	11,945,908	8,215,410	5,666,469	5,150,422	4,148,676	6,348,890	7,246,577	7,174,827	9,236,547	2,447,653
CASH INFLOWS															
REVENUES															
General Purpose Block Grant	35,877,269	-	1,490,837	1,490,837	2,683,506	2,683,506	2,683,506	2,683,506	2,683,506	3,895,613	3,895,613	3,895,613	3,895,613	3,895,613	35,877,269
Education Protection Account	6,926,749	-	-	1,587,425	-	-	1,587,425	-	-	1,875,949	-	-	1,875,949	-	6,926,749
In-Lieu-Of Property Taxes	12,462	-	748	1,495	997	997	997	997	997	1,745	872	872	872	872	12,462
Federal Revenues	1,745,090	7,370	177,124	198,039	14,196	-	214,116	13,262	33,327	221,640	474,012	221,640	-	170,364	1,745,090
Other State Revenues	7,254,508	1,679	1,204	195	3,281,231	712,193	-	484,185	-	-	493,084	670,880	-	1,609,858	7,254,508
Other Local Revenues	3,410,200	85,255	85,255	310,018	310,018	310,018	310,018	310,018	310,018	310,018	310,018	310,018	310,018	139,508	3,410,200
TTL REVENUES	55,226,278	94,304	1,755,168	3,588,009	6,289,948	3,706,714	4,796,063	3,491,968	3,027,848	6,304,965	5,173,599	5,099,023	6,082,453	5,816,216	55,226,278
EXPENDITURES															
All Certificated Salaries	19,953,987	464,149	1,636,673	1,797,210	1,792,959	1,819,454	1,737,790	1,711,868	1,761,506	1,755,618	1,789,830	1,789,830	1,789,830	107,271	19,953,987
All Classified Salaries	7,692,061	456,978	556,118	661,662	684,431	682,057	635,672	636,097	668,397	669,367	674,231	674,231	674,231	18,590	7,692,061
All Benefits	7,892,730	452,558	683,596	338,848	1,037,860	602,081	685,730	664,771	694,433	681,459	683,851	683,851	667,704	15,988	7,892,730
All Materials & Supplies	2,953,206	363,249	280,427	728,353	212,911	308,456	276,516	153,550	163,263	189,674	144,288	47,972	47,972	36,574	2,953,206
All Services and Operations	9,569,376	400,348	748,668	415,558	1,120,732	591,886	576,018	654,746	555,013	621,649	796,730	1,787,905	654,014	646,109	9,569,376
All Capital Outlay	1,665,706	-	-	-	-	-	-	-	-	-	-	-	-	1,665,706	1,665,706
All Other Outgo	1,763,760	125,983	125,983	125,983	125,983	125,983	125,983	125,983	125,983	125,983	125,983	125,983	125,983	251,966	1,763,760
TTL EXPENSES	51,490,826	2,263,266	4,031,464	4,067,613	4,974,877	4,129,916	4,037,708	3,947,015	3,968,594	4,043,750	4,214,913	5,109,772	3,959,733	2,742,205	51,490,826
PY Trans Assets		4,547,488	-	-	-	-	-	-	-	-	-	-	-	-	4,547,488
Other Receipts		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bond Proceeds/Prin. Repayment		-	33,401,860	(61,000)	(61,000)	(61,000)	(61,000)	(61,000)	(61,000)	(61,000)	(61,000)	(61,000)	(61,000)	32,791,860	
RANs Repayment (net of deposits)		-	(13,781,471)	-	-	-	-	-	-	-	-	-	-	(7,000,000)	
PY Trans/Liabilities		(1,198,940)	-	-	-	-	-	-	-	-	-	-	-	(1,198,940)	
Fixed Assets/Depreciation		-	(3,246,296)	(3,246,296)	(3,246,296)	(3,246,296)	(3,246,296)	(3,246,296)	(3,246,296)	(3,246,296)	(3,246,296)	(3,246,296)	(3,246,296)	1,665,706	
NET INFLOWS/OUTFLOWS	3,348,548	16,374,093	(3,307,296)	(3,307,296)	(3,307,296)	(3,307,296)	(3,307,296)	(61,000)	(61,000)	(61,000)	(61,000)	(61,000)	(61,000)	(5,334,294)	793,160
ENDING CASH BALANCE		3,627,238	17,725,035	13,938,134	11,945,908	8,215,410	5,666,469	5,150,422	4,148,676	6,348,890	7,246,577	7,174,827	9,236,547	6,976,265	



**River Springs Charter School
2015-16 Final Budget
2016-17 Projected Monthly Cash Flow Statement**

Description	2016-17 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		9,236,547	6,654,698	4,570,768	6,010,089	4,602,173	4,047,390	5,547,326	5,209,123	5,622,369	8,062,627	8,692,832	8,175,342	10,494,873	9,236,547
CASH INFLOWS															
REVENUES															
General Purpose Block Grant	39,580,149	1,793,863	1,793,863	3,228,954	3,228,954	3,228,954	3,228,954	3,228,954	3,969,530	3,969,530	3,969,530	3,969,530	3,969,530	-	39,580,149
Education Protection Account	7,273,099	-	-	1,731,687	-	-	1,731,687	-	-	1,904,862	-	-	1,904,862	-	7,273,099
In-Lieu-Of Property Taxes	13,800	-	-	-	-	-	-	-	-	-	-	-	-	13,800	13,800
Federal Revenues	1,832,348	7,738	185,981	207,941	14,905	-	224,823	13,925	34,993	232,722	497,714	232,722	-	178,883	1,832,348
Other State Revenues	4,259,782	206,565	206,565	371,817	371,817	371,817	371,817	371,817	393,214	393,214	393,214	393,935	411,827	2,163	4,259,782
Other Local Revenues	3,580,716	89,518	89,518	325,520	325,520	325,520	325,520	325,520	325,520	325,520	325,520	325,520	325,520	146,484	3,580,716
TTL REVENUES	56,539,894	2,097,685	2,275,927	5,865,920	3,941,197	3,926,291	5,882,801	3,940,217	4,723,257	6,825,848	5,185,977	4,921,707	6,611,739	341,330	56,539,894
EXPENDITURES															
All Certificated Salaries	21,538,333	501,003	1,766,625	1,939,908	1,935,320	1,963,918	1,875,770	1,847,790	1,901,369	1,895,014	1,931,942	1,931,942	1,931,942	115,789	21,538,333
All Classified Salaries	8,302,811	493,262	600,273	714,198	738,775	736,212	686,144	686,603	721,467	722,515	727,765	727,765	727,765	20,067	8,302,811
All Benefits	8,519,413	488,491	737,873	365,753	1,120,267	649,886	740,177	717,554	749,571	735,567	738,149	738,149	720,719	17,258	8,519,413
All Materials & Supplies	3,187,691	392,091	302,693	786,184	229,816	332,947	298,472	165,742	176,226	204,734	155,745	51,781	51,781	39,478	3,187,691
All Services and Operations	9,532,807	398,818	745,806	413,970	1,116,450	589,624	573,816	652,244	552,892	619,273	793,685	1,781,073	651,514	643,640	9,532,807
All Capital Outlay	1,838,848	-	-	-	-	-	-	-	-	-	-	-	-	1,838,848	1,838,848
All Other Outgo	2,038,204	145,586	145,586	145,586	145,586	145,586	145,586	145,586	145,586	145,586	145,586	145,586	145,586	291,172	2,038,204
TTL EXPENSES	54,958,107	2,419,251	4,298,857	4,365,599	5,286,213	4,418,174	4,319,965	4,215,519	4,247,111	4,322,690	4,492,872	5,376,296	4,229,308	2,966,251	54,958,107
NET INFLOWS/OUTFLOWS															
PY Trans Assets		5,816,216													5,816,216
Other Receipts		-													-
Bond Proceeds/Prin. Repayment			(61,000)	(61,000)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)		(688,100)
RANs Repayment (net of deposits)		(7,000,000)													(7,000,000)
PY Trans/Liabilities		(1,076,499)													(1,076,499)
Fixed Assets/Depreciation														(1,838,848)	(1,838,848)
NET INFLOWS/OUTFLOWS		(2,260,283)	(61,000)	(61,000)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(62,900)	(1,838,848)	(4,787,231)
ENDING CASH BALANCE															
		6,654,698	4,570,768	6,010,089	4,602,173	4,047,390	5,547,326	5,209,123	5,622,369	8,062,627	8,692,832	8,175,342	10,494,873	6,031,104	





Special Education Department

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Special Education Procedural Guide

RSCS Board Approved May 28, 2015



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Special Education Procedural Guide

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INTRODUCTION

River Springs Charter School (RSCS) is a personalized learning, independent study charter school. 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. In order to implement this goal, the Procedural Handbook describes policies, procedures, and guidelines in place to ensure that students being referred for and/or enrolled in special education programs receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE).

River Springs Charter School is a member of the Riverside County Special Education Local Plan Area (SELPA), and follows the guidelines and procedures set forth by the SELPA in accordance with all State and Federal laws.

River Springs Charter School Special Education Department Mission: Special Education staff will work collaboratively with students, teachers, and parents to develop and provide an Individualized Education Program within the Personalized Learning Plan of each student.

REFERRAL PROCESS

River Springs Charter School 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 an Rtl meeting. This meeting may be initiated by school staff or parents/guardians/student. During the Rtl 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.

For more information regarding Child Find procedures refer to the Riverside County SELPA website policies and procedures at: <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076>

If a parent makes an oral request for a special education assessment for their child, it is the responsibility of River Springs Charter School to inform the parents this request must be in writing and assist the parents with writing the request if needed (EC 56029; CCR§ 3021). All requests should be submitted to the Director of Special Education or Designee via secure internet site or via email with written parent permission to special.education@springscs.org. This request starts the assessment process and River Springs Charter School must respond within 15 days. Director of Special Education or Designee will notify Rtl Team of the parent request. River Springs Charter School will hold an Rtl meeting within 10-15 days to address the parent's concerns. All Rtl documentation must be uploaded into OASIS by the school site personnel. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (EC 56303)

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. Director of Special Education or Designee will assign responsible staff.

RSCS may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that the student is receiving a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). River Springs Charter School shall include data in the PWN to ensure that the student does not require assessment.

All school staff referrals shall be written and include: (1) a brief reason for the referral and (2) documentation of the resources of the regular education program that have been considered, modified, and when appropriate, the results of intervention. This documentation shall not delay the time-lines for completing the assessment plan or assessment. (Title 5 CCR 3021; EC 56100(a), (i), and (j); EC 56300-56303; 34 CFR 300.128, 300.22

For detailed information regarding policies and procedures regarding Child Find and a Coordinated System of Referrals, go to the Riverside County SELPA website policies and procedures at: <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076>

ASSESSMENT PLANS AND PRIOR WRITTEN NOTICE

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the individual(s) responsible for the collection/review of data.

Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data. Parental consent is not required before reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parents of all the students. A parent has a right to request an evaluation at any time. For a student that has an IEP, if the school and parent mutually agree, a triennial IEP can be held early.

Prior Written Notice (PWN) is a legal requirement per IDEA, and is a protection afforded to parent(s)/ guardian(s) per their Procedural Safeguards. IDEA includes prior written notice as a measure to ensure that parents have adequate notification and understanding of special education decisions made about their child, including elements of a Free Appropriate Public Education (FAPE). A prior written notice should provide comprehensive documentation of any and all actions proposed and/or refused by an LEA/district. The information included should be sufficient to ensure that parents understand the rationale by which decisions were made, and all things that were considered. Providing prior written notice affords parents an additional opportunity to consider and/or object to decisions that were made prior to implementation. It is the responsibility of each Case Manager and/or Assessor to ensure the PWN is provided to the parent. The PWN may be accessed through the Special Education Information System (SEIS) in the IEP documents.

For detailed information on Assessment procedures, see the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=4774556>

PROCEDURAL SAFEGUARDS

Parents of children with disabilities enrolled in RSCS have specific education rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards. A copy of the Notice of Procedural Safeguards and Parents' Rights must be offered to the parent a minimum of one time yearly. A copy must also be provided to parents:

- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice

- In accordance with disciplinary procedures
- Upon parental request

A copy of the Procedural Safeguards can be found at

http://www.rcsel.pa.org/iep_forms/?portalId=206030&pageId=648515&objectId.139982=732981&contextId.139982=683840&parentId.139982=683841

SPECIAL EDUCATION TIMELINES

- **Annual IEP review.** Not to exceed 12 months (365 days) from the date of the last IEP N/A EC 56043 (d), (j) EC 56343 (d) EC 56380
- **Triennial Eligibility review.** Every 3 years based on the date of the last evaluation.
 - May occur more often if needed, but no more than once per year, unless the IEP team agrees
 - Parent and LEA may agree in writing that triennial assessments are not necessary and may also agree to limit the scope of the review
 - Recommendation: Begin the triennial assessment process at least 90 days prior to the triennial review date EC 56043 (k) EC 56381
- **Parent requests an IEP meeting for a child with an existing IEP:** 30 calendar days after written request is received
 - Exception for school breaks in excess of 5 school days
 - If a verbal request is made by the parent, RSCS must assist the parent in making the request in writing EC 56043 (l) EC 56343.5
- **Initial Assessment and IEP Development**
 - Attach Procedural Safeguards and Prior Written Notice (PWN) within 15 calendar days from date of referral
 - Exception of school breaks in excess of 5 school days
 - If a referral is received 10 days or fewer before the end of the school year, then the AP must be sent to parent within the first 10 days of the following school year EC 56043(a) EC 56321(a)
- **IEP team meeting to review initial assessments-**60 calendar days from the receipt of parent consent on the Assessment Plan, to determine eligibility and areas of need
- **IEP to review student's lack of progress toward IEP goals-**No specific timeline; however, best practice is to convene the IEP team within 30 days of determining that a student is demonstrating a lack of progress EC 56343 (b)
- **Parental Notification of IEP Meeting:** No specific timeline; however, staff should notify parents of the IEP team meeting and send the IEP Notice of Meeting early enough to ensure an opportunity to attend the meeting. Best practice is to send at least 10 school days prior to the meeting date EC 56043 (e) EC 56341.5 (b)
- **Implement the signed IEP:** As soon as possible after receiving the signed consent to the IEP from the parent. Keep in mind that compensatory education could be owed if IEP is not implemented in a timely manner EC 56043 (i) EC 56344 (b)
- **Progress reports on IEP goals:** Provided to the parent(s) as indicated on the IEP at least as often as general education progress reports EC 56345 (a) (3)
- **Individual Transition Plans (ITP):** Must be in the IEP when the student turns 16.
 - ITP's must be reviewed annually EC 56043 (g) (l) (h) EC 56341.5 (e) EC 56345 (a) (8)
 - Student informed of transfer of rights at age 18 Must be documented in the IEP when the student turns 17 that the transfer of rights has been discussed

- **Independent Education Evaluation (IEE) Request:** No specific statutory timeline, case law indicates RSCS should respond without unnecessary delay 34 CFR 300.502 (b). All requests for IEEs are to be referred to the Director of Special Education.
- **Student Records Request:** Provide parent(s) with copies of student records after an oral or written request within 5 business days EC 56043 (n) EC 56504
 - Provide new LEA/District with special education records within 5 business days after request for records from new LEA/District is received

For specific details on scheduling IEPs within RSCS, see Attachment A.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

IEP team meetings are designed to be non-adversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs. River Springs Charter School shall initiate and conduct meetings for the purpose of developing, reviewing, and revising the IEP of each individual with exceptional needs. (EC 56340). RSCS, Parents, or the Special Education Local Plan Area (SELPA) may electronically record an IEP meeting if the requesting party provides other members of the IEP team with 24 hours' written notice. If the recording is at the request of River Springs Charter School or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.

The following individuals are required members of an IEP team, as defined in the California Education Code (Section 56341) for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil.

- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one general education teacher. RSCS advises that the student's current general education teacher attend the meeting. It is not necessary that all general education teachers be in attendance.
- The student's special education teacher(s).
- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- When appropriate, the IEP team may also include:
 - The student.
 - Other persons who possess expertise or knowledge necessary for the development of the IEP.
 - An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor
 - For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.
 - Interpreter as needed for parents
 - In the event the parents require an interpreter to have meaningful participation in the IEP meeting, the Case Manager should contact the Administrative Assistant in the Special Education Office to request an interpreter. RSCS will arrange for an interpreter to provide the necessary assistance.

- Member Excusal: IDEA 2004 allows for the excusal of some IEP team members. Excusal includes members unable to attend the meeting at all, or members that may need to arrive late or leave early.
 - Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and River Springs Charter School agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
 - Necessary, but excusable: A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:
 - A. The parent and River Springs Charter School consent to the excusal in writing by completing the IEP Excusal Form (available in SEIS)
 - B. The excused IEP team member submits, in writing, to the parent and the IEP team input into the development of the IEP prior to the meeting.
- RSCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation.

For details on how to obtain signatures following a teleconference, see Appendix B.

IEP CONTENT

The IEP is a written statement determined in a meeting of the IEP team and shall include, but not be limited to, all of the following: (EC 56345)

- The present levels of the pupil's educational performance
- The measurable annual goals, including benchmarks or short-term instructional objectives
- The specific special educational instruction and related services and supplementary aides and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to advance appropriately toward attaining the annual goals, to be involved and progress in general curriculum and to participate in extracurricular and other nonacademic activities
- The extent to which the pupil will be able to participate in regular educational programs
- The individual modifications in the administration of state or district wide assessments of pupil achievement that are needed in order for the pupil to participate in the assessment
- The projected date for initiation and the anticipated duration of the programs and services included in the IEP
- Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved
- A statement of how the pupil's parents or guardian will be regularly informed, at least as often as parents and guardian of non-disabled students, on their progress toward annual goals
- When appropriate the IEP shall also include:
 - Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age

- Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age
- For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation
- For pupils whose primary language is other than English, linguistically appropriate goals, objectives, programs and services
- Extended school year services when needed, as determined by the IEP team
- Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the school day
- For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines
- At least one year before the pupil reaches the age of 18, a statement that the pupil has been informed that his or her rights will transfer to the pupil upon reaching the age of 18
- All IEPs must include an offer of FAPE

PRESENTATION OF ASSESSMENT REPORTS

Assessment reports should be presented by an individual who can interpret the instructional implications of evaluation results. Most often, reports should be presented by the assessor who conducted the assessment. Should the assessor be unable to present their findings (due to extenuating circumstances) at an IEP meeting, another individual with the same credential may share their results and answer questions during the IEP meeting. Should an assessor be unable to attend an IEP meeting in person, they may attend via telephone or computer. If an assessor is unable to attend the meeting entirely, and no replacement is available, a team member "Excusal" form would be required for the absent team members. Best practice would be to complete as much of the meeting as possible and reconvene at a different time to review the assessment results.

Outside Reports

The following are general guidelines for addressing the receipt of outside reports. Outside reports may be submitted by the parent for consideration by the IEP team. Information gathered from outside reports may guide team in identifying the need to assess for new areas of disability. Outside reports do not automatically determine eligibility or drive goals. RSCS must conduct their own evaluations to examine student needs in the school setting and how those needs impact the student's education. An outside report may trigger the need for further assessment, but does not immediately change or determine eligibility in school setting (medical diagnosis versus educational eligibility). Conversely, a medical diagnosis is not required for determination of eligibility in the school setting.

ELIGIBILITY CRITERIA

A child shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by EC § 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team. The IEP team shall take into account all the relevant material that is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education (CCR Title 5 § 3030(a)). The disability terms used in defining an individual with exceptional needs under Title 5 §3030(b) include: (1) Autism, (2) Deaf-Blindness, (3) Deafness, (4) Emotional Disturbance, (5)

Hearing Impairment, (6) Intellectual Disability, (7) Multiple Disabilities, (8) Orthopedic Impairment, (9) Other Health Impairment, (10) Specific Learning Disability, (11) Language or Speech Disorder, (12) Traumatic Brain Injury, and (13) Visual Impairment.

For detailed information on Assessment Practices, Guidelines, and Eligibility see the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=4774556>

For detailed information and instruction on completing all portions of the IEP, see the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=4709775>

INTERIM PLACEMENT

When a pupil with an IEP transfers into River Springs Charter School, the pupil will be provided a free appropriate public education, comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed 30 days. RSCS, shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law (EC 56325). RSCS has an obligation to implement the student's last IEP, but the new placement does not have to exactly replicate the prior placement (Mrs. S. ex rel G. v. Vashon Island Sch. Dist. 337 F.3d 1115 (9th Cir. 2003)). If the student's goals can be met in a less restrictive environment, and the parent/guardian agrees, River Springs Charter School will convene an IEP meeting to offer this alternative.

Comparable Services

Comparable services will be determined based on:

- The last agreed upon and implemented IEP obtained *directly* from the student's previous school
- IEP will be analyzed to determine what portions of the student's transfer IEP can be implemented, where, how soon and by whom
- If portions of the student's IEP cannot be implemented, RSCS will convene an IEP meeting to consider possible solutions to meet student needs

For detailed information on the Interim Placement Process see Appendix C.

VISION AND HEARING SCREENINGS

Pursuant to 5 CCR Section 3027, hearing and vision screening should occur prior to student's triennial, "All pupils being assessed for initial and three-year review for special education services shall have had a hearing and vision screening, unless parental permission was denied." Screening should take place prior to any formal testing and may be included as part of the student's assessment (EC Section 56320). Screenings completed within 6 months of the date of the Triennial are considered valid. In the event the student that is being assessed for an initial or a triennial does not have V/H results within 6 months, then the screening must be completed within the 60 day timeline of the assessment plan. The IEP team may consider an outside report from a physician. The IEP team may take into consideration and accept the results.

STATE TESTING

Students will participate in state testing in accordance with the testing schedule established by River Springs Charter School. Students will receive all appropriate accommodations or modifications in accordance with their IEP. Special Education and related services may be suspended for no more than 1 week (5 days) during the testing period.

General Office Procedures

Compliance Monitoring

Under the direction of the Director of Special Education, Compliance Technicians will:

- Utilize internal compliance monitoring tools to review incoming IEPs. Non-compliance issues will be addressed by the Director of Special Education. *See Appendix D for Compliance Monitoring Tool.*
- Maintain a daily schedule of filing documents in student files including, but not limited to: Progress Reports, SST/RtI documents, and all IEP documents
- Maintain a weekly schedule of utilizing SEIS and OASIS to monitor student data providing ongoing preparation for CASEMIS and CALPADS submissions in accordance with SELPA policies and to ensure compliance of all IEP timelines for all Annuals, Triennials, Initials, and Interims
- Develop a 60 day calendar based on RSCS school year calendar at the beginning of each school year
- Maintain Communication Logs, including Enrollment notes, in OASIS.
Enrollment Logs will be printed by Special Education Administrative Support Staff and placed in IEP file

Maintenance of Pupil Records

- Pupil records are a necessary element in describing a pupil's development in school. It is also essential for the records to be accurate, appropriate, and secure, in accordance with state and federal laws. Only the parent (or pupil over 18) may authorize the release of any information except under the specific and narrow set of circumstances in accordance with state and federal laws.

Per the Title 5 California Code of Regulations (CCR, § 431) River Springs Charter School will:

- Guarantee access to authorized persons within five (5) business days of the request
- Assure security of all confidential records by maintaining all pupil files in locked file cabinets
- Monitor and maintain access log in every pupil file
- Limit access to those school employees with an "educational need to know" and the parent (or pupil over 18 years of age)
- *Special Education Administrative Support Staff will send Special Education Records to Student Records Department within 48 hours of the request for records in order for Student Records staff to meet the 5 day timeline.*

Destruction of Pupil Records

Director of Special Education or Designee will oversee and approve the destruction of pupil records in accordance with the following guidelines.

All school records in California are divided into three groups for the purpose of defining how long records are kept before they are destroyed:

- Class I - Mandatory Permanent: Must be kept indefinitely by the school district unless microfilmed
- Class II - Mandatory Interim: Unless forwarded to another district, Mandatory Interim records (i.e., access log, health records, special education programs, language training records, progress reports, standardized tests administered in preceding 3 years) may be reclassified as Disposable when the pupil leaves the district or when their usefulness ceases. Such records must be maintained for a minimum three or five years after the completion of the activity for which grant funds were used. Destruction of the file shall be during the third school year following reclassification after parent notification.
- Class III – Disposable or Permitted: The only disposable records are Class III (i.e., objective staff ratings, standardized test results more than 3 years old, routine disciplinary data, behavior observations, disciplinary notices, and attendance records not otherwise required). Such records may be destroyed six months after the pupil completes or withdraws from the educational program. These are to be destroyed so as to maintain the confidentiality of the record.

For complete information and definitions related to Pupil Records, please refer to the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=1498103>

Appendix A

Scheduling IEP Meetings

Academy Students

- Special Education Department will provide a report from SEIS to each school site with the projected number of IEPs due for each month based on current enrollment prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- IEP Administrative Designee and the Special Education Case Manager are responsible for identifying IEP dates throughout the school year to meet the needs of the projected IEPs
- Case Manager is responsible for monitoring IEP due dates and scheduling IEPs throughout the year-it is recommended that all IEPs for current caseloads be scheduled at the end of each school year and revised in the Fall
- Case Manager is responsible completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting via Calendar invite at least 2 weeks prior to the date of the meeting

Home School Students

- Special Education Department will provide each Home School Directors/Administrators/Designees with the projected number of IEPs due for each month. The report will be sorted by area based on current enrollment, prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- Home School Directors/Administrators/Designees will identify IEP dates throughout the school year to meet the needs of the projected IEPs and provide list of available dates to Special Education Department
- Special Education Administrative Support Staff will develop Master IEP Calendar for Home School students and schedule all IEPs by June 30 of each school year and will revise by September 30
- Special Education Administrative Support Staff will send tentative calendar invites once schedule is finalized
- Special Education Department will monitor student enrollment and revise IEP schedule as needed
- Special Education Administrative Support Staff will send final calendar invitation to all Team Members least 2 weeks prior to the IEP meeting
- Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

In the event Administrative Support is needed from Special Education Department, Case Manager should contact the Special Education Department at 951-225-7731 at least 2 weeks prior to the meeting date to request assistance. Special Education Administrative Support staff will notify Special Education Director or Designee of the need and an available Administrator will be assigned.

Appendix B

Obtaining Signatures for IEP

River Springs Charter School expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation. In the event members must participate via teleconference, the following guidelines must be followed to ensure all appropriate signatures are obtained:

- Case manager (CM) is responsible for identifying if all team members will be physically present at the IEP.
- If a team member will be calling in or the IEP meeting will be held via teleconference, the CM will confirm parent is aware and in agreement prior to the IEP meeting.
- In the meeting notes, document if an individual is attending via phone, or if the meeting is being held via teleconference. Place in parenthesis next to the team member name (by phone).
- CM will obtain parent signature and signature of those team members present, upload signature page into SEIS, and include in the packet to be sent in to the Special Education Office.
- CM documents in SEIS the parent signature is present.
- Each IEP team member NOT in person at the IEP meeting, will download the signature page, sign, upload into SEIS, mail in to Special Education Office, and inform CM when completed.
- CM is responsible to oversee all signatures have been uploaded and sent in to the Special Education Office.

Parent Signature

- If IEP is sent home for parent signature, process for IEP team members not present is the same; however, CM is responsible for following up with parent to ensure parent signature is obtained in a timely manner (within 1 to 2 weeks, maximum).
- CM needs to document the attempts to obtain signature, which may include sending an additional copy of the IEP home, setting up a meeting for parent to sign, etc.
- Include the ES/TOR in the attempts to obtain a signature.
- Remember, new goals, services, etc. cannot be implemented until IEP is signed and returned to River Springs Charter.
- If CM is unable to obtain signatures, CM is to inform Special Education Director of inability to obtain signature.
- Once IEP has been signed by parent, CM is responsible for changing SEIS to reflect the receipt of parent signature.

Appendix C
Interim IEP Placement Process
For New Students with IEPs

1. Once a new student with an IEP has signed the Student Agreement, the ES, TOR, or designee will notify the Special Education Department at special.education@springscs.org or via a secure internet site. The notification will include the student name, parent name and contact information, the program that the student has enrolled in, and the start day as noted on the Student Agreement. The email will also indicate if a copy of the IEP was provided or not, and the location of the IEP.
2. Enrollment staff may either upload a copy of the IEP that the parent provided into OASIS, or attach to the enrollment notification email with parent permission.
3. Special Education Staff will contact parent within 24 hours to let them know the enrollment has been received and the IEP is being reviewed.
4. If IEP is not provided by parent, Special Education Administrative Support Staff will contact the previous district within 24 hours via phone/fax/e-mail or through SEIS to obtain copy of the IEP.
5. Special Education Administrative Support Staff will notify Director of Special Education or Designee of the new student and provide copy of the IEP.
6. When school is in session:
 - Director of Special Education or Designee will review IEP and contact parents within 48 hours of receipt to determine appropriate comparable services and placement for the Interim placement period.
 - Upon verification of special education services, student will be enrolled in the appropriate program
 - If there is a delay of more than 48 hours in receiving verification of special education services, the student will be enrolled as a General Education student.
 - Upon verification of special education services, the student's services will be implemented
 - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
 - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress.
7. When school is not in session:
 - Director of Special Education or Designee will review IEP and contact parents within 2 weeks to determine appropriate comparable services and placement for the Interim placement period.
 - All services will be in place and determined by the first day of the new school year.
 - If verification of Special Education services is not received before the start of the school year, the student will be enrolled as a General Education student
 - Upon verification of special education services, student will be enrolled in the appropriate program
 - Upon verification of special education services, the student's services will be implemented
 - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
 - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress
8. Director of Special Education or Designee will assign Case Manager and contact Case Manager and Principal once placement is determined for processing of Interim Placement documentation, including 30 day due date for Interim Placement meeting.
9. In the event student is to be placed in program outside of River Springs Charter School (RCOE class, NPS, etc.), placement decisions will be made within the timelines listed above; however, the actual start date of the student will be determined by the enrollment process of the receiving program.

10. Interim Placement form will be completed by Case Manager unless otherwise instructed by Director of Special Education or Designee.

- Academy Students: Interim Placement form should be signed by parent and Site Principal and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org
- Home School Students: Interim Placement form should be signed by parent and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org for signature of Director of Special Education or Designee
- Special Education Administrative Support Staff will complete data entry to SEIS and/or OASIS, upload to SEIS and place hard copy in Student's file

11. Case Manager is responsible for scheduling IEP within 30 calendar days of the first day of attendance.

12. Scheduling the Meeting

- Academy Students:
 - Case Manager is responsible for completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
- Home School Students:
 - Case Manager is responsible for contacting Special Education Administrative Support Staff to schedule the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
 - Special Education Administrative Support Staff will send calendar invitation to all Team Members based on IEP Calendar dates available within the 30 day requirement
 - Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

Special Notes

- School staff may contact the Special Education Department at 951-225-7731 or via email at special.education@springscs.org during the enrollment process with any questions.

Appendix D: Compliance Monitoring Tool

Student Name:	Auditor Name:			
INTERIM COMPLIANCE CHECKLIST	Date:	Compliant:		Initials:
Enrollment				
Interim Placement Form		Yes	No	
Date of: <input type="radio"/> 30 day IEP Meeting <input type="radio"/> 30 day/Annual IEP Meeting <input type="radio"/> Amendment		Yes	No	
Copy of Notice of Meeting if : <input type="radio"/> 30 day IEP Meeting <input type="radio"/> 30 day/Annual IEP Meeting		Yes	No	
Copy of Signature Page		Yes	No	
INITIAL COMPLIANCE CHECKLIST	Date:	Compliant:		Initials:
Parent/RTI Request for Assessment				
Copy of Parent/RTI Request for Assessment		Yes	No	
PWN/AP (w/in 15 days of request)		Yes	No	
Date of Receipt of Signed AP (if no rec'd stamp, date of parent sig)		Yes	No	
Copy of Notice of Meeting		Yes	No	
Copy of Initial IEP (w/in 60 days of Signed AP)		Yes	No	
If SLD: Copy of Team Determination of Eligibility w/signature		Yes	No	
Copy of Signature Page (w/ Parent Signature)		Yes	No	
Copy of Team Member Excusal (if applicable)		Yes	No	
Copy of all assessment reports (i.e. Psych, OT, SLP,)		Yes	No	
Testing Protocols		Yes	No	
Copy of Amendments (if applicable)		Yes	No	
ANNUAL COMPLIANCE CHECKLIST	Date:	Compliant:		Initials:
Notice of Meeting		Yes	No	
Copy of Annual IEP (w/in 12 months of prior IEP) including Progress Reports		Yes	No	
Copy of Signature Page (w/ Parent Signature)		Yes	No	
Copy of Team Member Excusal		Yes	No	
PARENT REQUEST FOR AN IEP MEETING	Date:	Compliant:		Initials:
Date of Written Request from Parent		Yes	No	
Date of Notice of Meeting		Yes	No	
Copy of IEP (held w/in 30 days of request)		Yes	No	
Copy of Signature Page (w/ Parent Signature)		Yes	No	
TRIENNIAL COMPLIANCE CHECKLIST	Date:	Compliant:		Initials:
Copy of Signed AP		Yes	No	
Copy of Notice of Meeting		Yes	No	
Copy of Triennial IEP (w/in 36 months of prior IEP) including Progress Reports		Yes	No	
If SLD: Copy of Team Determination of Eligibility w/signature		Yes	No	
Copy of Signature Page (w/ Parent Signature)		Yes	No	
Copy of Team Member Excusal (if applicable)		Yes	No	
Copy of all assessment reports (i.e. Psych, OT, SLP)		Yes	No	
Testing Protocols		Yes	No	
Copy of Amendments (if applicable)		Yes	No	
NOTES:				

School Year: _____

2015-2016 Student Enrollment Manual



2015-16 Student Enrollment Manual

This manual is written as a guideline for all River Springs Charter Schools staff use during the process of new student enrollment. All staff will be trained on legal requirements including, but not limited to: open enrollment, FERPA, student confidentiality, legal processes of student enrollment, and grade level retention / promotion requests.

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Section 1: Schoolwide Assurances

The enrollment process for new students must adhere to a number of legal mandates and internal assurances that apply to all California public schools.

- i. River Springs is an independent study, personalized learning charter school, authorized by Riverside County Office of Education. The school offers a tuition free education, is publicly funded, and follows all applicable laws in its enrollment practices, including offering enrollment to all students whose parent/guardian applies to the school subject only to capacity limitations, residency limits provided by Education Code Section 51747.3.
- ii. The Charter School shall comply with Education Code Section 47605(d) and 220 which prohibits discrimination based upon any protected classification.
- iii. All students will be ensured the same access to available services that the school provides, unless otherwise restricted under state or federal law, and charter agreement.
- iv. River Springs Charter Schools will promptly comply with the McKinney Vento Act and any and all laws protecting homeless and foster youth.
- v. Student enrollment staff follows the enrollment guidelines as set forth in the school's chartering document.
- vi. When a program within River Springs Charter Schools is impacted, meaning there are more student applicants than the program has space for, a "placement pending list" will be started for the impacted program. A River Springs program is defined by a specific educational philosophy and location. When a parent requests for their child to be enrolled in a specific River Springs program that has a "placement pending list" they may elect to enroll their student in another River Springs program or allow their student to remain in their current school until there is space in their first requested program.
- vii. When the entire school is impacted, meaning there are more student applicants than the school has space for, a public random drawing system will be implemented to determine which applicants will be offered admission to the school.
- viii. Per the charter document and board policy, students who are under a current expulsion order will be required to appear before an enrollment panel that is appointed by the governing board to petition for enrollment. Students under a current expulsion order for a violation of as defined under Education Code Section 48915(a,c) may not enroll in the Charter School per EC48915.2. Parents/ students may make an appeal to the governing board if they disagree with the decision of the enrollment panel.

- ix. When applicable and at all steps within the new student enrollment process, parents and students will be provided with translation services and documents in their primary language, including ASL, at the school's expense.

Section 2: Application, Program Placement, and Enrollment Process

New student enrollment is a three step process:

- i. Online application and supporting documentation submission by parent
- ii. Program Placement determined in collaboration between parent and school
- iii. Enrollment Meeting: Student Agreement is completed and signed by parent, student, and teacher of record / education specialist.

Step 1. Online application and supporting documentation

The application process ensures compliance for new student enrollment in regards to CDE requirements, charter school boundaries, grade level placement, expedited enrollment for foster and homeless youth, and fiscal audit compliance.

The parent submits the online application and all supporting documentation (see River Springs website).

- Beginning with the 2015-16 school year, the application and enrollment tracking process will be paperless and online in OASIS (student information system).
- All staff members who receive questions about the enrollment process are to direct families to the online application AND assist families to complete the online application.
- Parents can fill out an application for up to 6 students at one time.
- Residence type is asked on the application in order to screen for “homeless” students; homeless students (residency code 110) and foster students (parent relation code 14) will be enrolled expeditiously, regardless of supporting enrollment documentation.
- Upon completion of the application, each family (not individual students) will be assigned a confirmation number, which acts as a user name for the parent to track the student’s application.
- All online applications are time and date stamped upon submission.
- Along with the application, there are required and recommended documents. (Lack of submitting “recommended” documents cannot hold-up an enrollment.)
- Staff may check the status of an application in OASIS by hovering on “Students” then clicking “Online Applicants” (search for specific students with Ctrl+F).
- Supporting enrollment documents are coded in OASIS as follows
 - C - complete
 - I - incomplete

- N - not applicable
 - U - unreadable
 - R - Recommended
 - (blank) - not yet received
- All staff will document in OASIS all communications with parents in regards to the application process, using the Internal School Notes field in OASIS. These notes are viewable by all staff with administrative access to OASIS.
 - Student Records staff will document all communication notes to the parent in the Communication Notes field in OASIS. These notes are viewable by the parent.
 - Every staff member who comes in contact with applying families will receive training, access, and are expected to record “internal school notes” regarding the enrollment process.

OASIS Fields and Codes

Several codes and fields are used in OASIS to indicate each student's progress in the new student enrollment process.

- **Enrollment Status:** Relates to a student's status in the enrollment process in River Springs Charter School.
 - **Applicant-** Students are applicants until they turn in all supporting documentation, completing the application process. Staff and parents may view student application status in OASIS or contact the Student Records Department directly.
 - **Prospective-** Students become prospective once Student Records processes the application and supporting documents. Staff and parents may check student status in OASIS, and if student is listed as "prospective" may contact the Intake Department directly.
 - **Active-** Students become active once a completed Student Agreement is received by Intake and Student Records.
 - **Canceled-** This student never signed a Student Agreement and is not enrolling.
 - **Withdrawn-** This student attended and exited.
 - **Never Attended-** This student signed a student agreement but never attended school with River Springs.
- **Additional Status:** In addition to an enrollment status, students may have one or both of these indicators used in Oasis for various purposes.
 - "In Review" indicates that some follow up is needed with this student once his or her enrollment is complete. These include but are not limited to:
 - Applicants 18 and older
 - Applicants who do not meet the age requirement for Transitional Kindergarten or Kindergarten as determined by the CDE
 - Applicants who marked yes for a previous suspension or expulsion
 - Applicants who marked yes on the enrollment application that their student has a 504 plan
 - Applicants who marked yes on the enrollment application that their student has been referred or evaluated for special education services or otherwise indicates that their student has an active IEP.
 - **Placement Pending:** Used for students who are on the Pending List for one or multiple impacted programs. The student may or may not be actively enrolled in another River Springs program while on a Pending List.

Communication Documentation

- When to use Contact Notes (in Application Status)
 - Internal School Notes are designed for Student Records staff to use to track parent contacts in regards to their student's application.
- When to use Enrollment Notes (in Prospective Status)
 - Enrollment Notes are designed to keep track of contacts regarding a student throughout the enrollment process. Notations should be easy to understand by anyone who accesses them for a particular student. (i.e. Staff at various sites, Superintendent, Assistant-Superintendents, Staff in various departments in administration.)
 - Information relevant to the student's program placement should be included so that it can be referred back to in future contacts and in order to expedite the program placement process.
 - Please do not use acronyms or initials in order to ensure that these notes can be understood by any staff member who works with this student.
 - Be careful not to assume others will understand the shorthand. (i.e. using LM for Left Message. s/t for spoke to, using 225 instead of Temecula Student Center)
 - Each notation will automatically be stamped in OASIS with the users name and the time/date the note was added (as it does with Program Transfers).
 - Please note any appointment dates, times and locations.
 - Please note communications between staff members about the student. (i.e. when an email goes out to a homeschool ES giving them 3 days to contact parent)
- When to use Confidential Notes (in Prospective and Active Status)
 - Sometimes parents disclose sensitive student information during and after the enrollment process that will be relevant to the TOR / ES and site staff.
 - Sensitive Information includes, but is not limited to:
 - Student health concerns
 - Specific parent requests for additional support or areas of concern
 - Foster placement
 - Court orders that relate to the guardianship and educational rights of the student.
 - Other information disclosed by parent during the enrollment process.

- Enter the sensitive information in the Confidential Contact Notes in OASIS.
- In the Enrollment Notes section write “See Confidential Notes” to direct people to the Confidential section.
- Email additional information to the appropriate department to follow up with student, as applicable.

Note: Staff will follow all legal expectations of FERPA and HIPPA when emailing confidential information about students.

Step 2. Program Placement (Intake Department)

The role of the Intake staff is to assist prospective families in the process of determining which program in the charter school will best support the academic and developmental needs of each student and to ensure legal compliance for enrollment to the school.

Responsibilities include:

- Assigning a River Springs Charter School program: Intake or program staff provides information about River Springs Charter School programs including availability and information of which grade levels are impacted at various sites.
- Assigning a Teacher of Record (TOR) / Education Specialist (ES) in OASIS.
- High School Advisement and course selection

Questions and dialog scripts

- For applicants who have selected “suspensions/expulsion” on the application ask: “is your student currently under an expulsion order at their previous school - record the parent/student’s response in the Enrollment Notes section as “see confidential notes” and in the confidential comments section of OASIS. Contact the guidance department before setting up the enrollment meeting to complete the Student Agreement.
- You may request copies of the student's high school transcript, IEP, 504 or discipline record, from the parent, however these are not required documents for enrollment. School staff will need to request official copies once the enrollment is complete (see referrals section below).
- Remind parent and student that they need to continue to remain enrolled at the student’s current school until the enrollment process for the charter school is complete (i.e. signed Student Agreement).
- All parents will be informed of all programs that are offered within the student’s area of residence. Parents and site staff may reference the school’s website, marketing materials, or contact Parent Support / Live Chat feature on the school’s website.
- Notify high school students / parents that they need to return all school materials and follow checkout procedures at their previous school in order to obtain current grades and official transcripts. Send “grades to leaving” documents to the students ES/TOR, counselor, and the guidance department at guidance@springscs.org.
- Homeschool transcripts - Notify the parent that the charter school may accept transcripts from a non-accredited school. The parent must submit the transcript to the guidance department for review. River Springs staff reserve the right to question the contents of a transcript from any non-accredited school. River Springs staff may not assist the parent in constructing a homeschool transcript, but can provide some general guidelines if needed. Refer parent to guidance administration for additional assistance.

- If the program or grade level within a specific program is impacted, discuss with the parent their options for enrolling in an alternate choice of program or remaining at their current school until a spot becomes available in their requested program. A student's placement on the pending program list is confidential information.
- Note that although River Springs Charter School does not have a specific credit recovery program for high school students with deficient units leading toward completion of their high school diploma, some programs within the school do offer alternate course pacing and other options. Please refer prospective students to Parent Support at (951) 252-8888 for more information.
- During the new student enrollment process, always review with high school students and their parents the charter school's high school graduation requirements.

Step 3. Enrollment Meeting - Signing of the Student Agreement

Once the parent and enrollment staff have reached an agreement on which program within the charter school will provide the optimal support for the prospective student an enrollment meeting / appointment will be made.

Depending on the time of year that the prospective student enrolls, the enrollment meeting will include the following:

- Enrollment Time, place, and staff as determined by mutual agreement between the Intake advisor and the site principal or program director (Homeschool, Keys, and Venture)
 - Fall and Winter: New Student enrollments will be processed for students who are enrolling in the current school year.
 - After Intake completes the Program Placement process, families meet with program staff to sign Student Agreement.
 - Site and program staff may also complete the new student enrollment process, but they must work closely with the Intake staff to ensure accurate OASIS data entry and paperwork completion.
 - Spring: New student enrollments are completed for the beginning of the next school year.
 - Transitional Kindergarten and Kindergarten students are the first grades to enroll as there are typically no initial Placement Pending concerns.
 - New applications are considered once Student Agreements for current students and Priority Transfer Requests are processed.
 - Enrollment appointments may be suspended during the annual testing window.
 - Available spaces in programs will be filled as soon as possible and in collaboration with current program staff.
 - Summer: This is the time of year with the highest volume of new student enrollments.
 - Intake will plan Enrollment Events at each site or area during the summer.
 - Begin after the last day of the current school year.
 - Ends the week before the yearly curriculum conference which is regularly scheduled in August.
 - Program Enrollment Caps are higher in the summer to account for attrition.

- The Intake Advisor works with the site principal when determining that a program or grade level has reached enrollment capacity. The Intake Advisor will provide information to the principal about the number of applicants that turned in applications prior to establishing the placement pending list. These applicants will be enrolled on a first come first served basis.
- All year-round employees will be expected to work at each site to assist parents with new enrollment.
- Additional hourly staff will be hired by Intake as needed. Requests to work over the summer should be directed to the Intake Advisor.
- Enrollments will be the responsibility of site staff starting the week after the yearly curriculum conference.
- Site principals and designees will collaborate with Intake to provide enrollment appointments for any remaining applicants.
- All student applications received over the summer must be resolved prior to or on the first day of the start of the new school year. Summer applications may be resolved when the 1) Student Agreement has been completed by the parent and staff, 2) the parent has withdrawn their student's enrollment application, or 3) the Intake department has attempted to contact the parent to enroll their student, and has changed the application status in OASIS to inactive after multiple attempts to contact the parent.

One Stop Enrollment

Combines all three steps in the new student enrollment process:

- Application submission
- Intake program placement
- Enrollment completion and signing of the new student agreement
- Summer enrollment events will have staff trained to address parent questions in the following areas:
 - Students with 504 or IEP Plan
 - Students with discipline history
 - High school advisement
 - Homeschool
 - Academy
- Note: All One Stop Enrollment staff must be trained on the new student enrollment process and Schoolwide Assurances including enrollment of foster and homeless youth, English Language Learners, and be able to provide translation services in the parent or student's primary language.

Timelines for future enrollments

Upon receipt of the completed application and required supporting documents, parents can expect to be contacted within the following timelines:

- i. Within three days after submission of the completed application, the student will become perspective in OASIS.
- ii. During spring and summer, once a student becomes perspective, the parent will be contacted by the Intake department within two business days, to explain the next steps in the enrollment process.
- iii. Once a spot becomes available, Intake staff will contact the parent within two business days to discuss program placement and set up an enrollment appointment.
- iv. During Fall and Winter enrollment (ie: student attendance days), once the student becomes perspective in OASIS, the parent will be contacted by the Intake department within one business day, to discuss program placement and to set up an enrollment appointment.
- v. On those occasions in which the Intake staff is unable to reach the parent, an attempt to contact the parent will be made weekly or more frequently. After the third week, if the parent has not made an attempt to contact the Intake department, a Failure to Contact letter will be sent home and the application will be canceled.

At the enrollment appointment, the parent and student will complete the new student enrollment paperwork, including the Student Agreement and all other required enrollment paperwork.

Note: New student enrollment applications are not processed during dates when the school is closed or during the three week window for statewide testing. These dates include the week prior to July 4, week of the yearly curriculum conference, week of attendance accounting (P2), during the statewide testing window, during winter and spring break, and during state PE assessment, etc).

Spring Enrollment

Kindergarten Enrollment	<ol style="list-style-type: none">1. KN Assessments and Enrollments- dates will be arranged with each Principal.2. KN Availability for combo classes
1st-12th Enrollment	<ol style="list-style-type: none">1. Enrollment for 1st-12th will begin after agreements are signed for Fall.2. Notify Intake of any changes in classes and enrollment caps.3. Dates and times will be arranged with each Principal.

Transfer Deadline	<ol style="list-style-type: none"> 1. All Priority Program Transfer Requests must be in by the designated deadline (per Master Calendar). 2. Any transfer requests after the Priority Transfer Request deadline will go through with new student applications. Spaces will be held based on date of transfer request or date of completed application.
Communication Logs (OASIS)	Once the parent has submitted the online application, all staff will maintain the communication log in OASIS. This will expedite the enrollment for those parents who are applying to a specific program. (new for 2015)

Summer Enrollment

Collaboration with Intake	<p>Principals or designees will meet with Intake Advisor prior to Summer to work out Summer logistics.</p> <ol style="list-style-type: none"> i. Dates and times of Summer Events. ii. Program changes and availability.
One- Stop Enrollment	<p>Combines all three steps in the new student enrollment process:</p> <ol style="list-style-type: none"> i. Application submission, ii. Intake program placement iii. Enrollment completion and signing of student agreement. <p>Training for staff who will be at events.</p> <ol style="list-style-type: none"> i. Students with IEPs ii. Students with Discipline iii. High School advisement iv. Homeschool v. Academy <p>All Enrollment staff must be trained on the new student enrollment process and Schoolwide Assurances, including enrollment of foster and homeless youth, English Language Learners, and be able to provide translation services in the parent or student’s primary language.</p>
Scheduled Appointments	Applications that are submitted to Student Records will be given a scheduled appointment at the Summer Event to sign a student agreement.

Intake Staffing (Summer)	As in the past, all salaried summer employees will be expected to work at each site to assist parents with the new student enrollment and application processes. Additional staffing will be hired by Intake as needed. Site principals and designees will work with the Intake advisor to ensure adequate staffing and support during summer enrollment events. This summer, enrollment events will be scheduled more frequently and at all sites.
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Placement Pending Process

- Intake staff maintains the Placement Pending lists for each program
- All students are added to a Placement Pending list by date of completed application (source is OASIS) or date of parent request for a program transfer (received by guidance department staff).
- Once a Placement Pending list has been determined for a specific program and grade level, Intake will fill available spots from the list.
- Intake staff will follow all enrollment priorities as listed in the school’s chartering document:
 - Students enrolled in county/district that sponsors school
 - Student where staff member is currently employed at student center
 - Sibling of student that is currently enrolled at student center
 - Current student
- Intake Advisor works directly with site principal to fill vacant spots with Pending list students.
- The Intake Advisor runs regular reports to determine how many students each program and grade has based on existing Enrollment Caps. This report indicates which programs should be deemed impacted and which impacted programs have space for students off of the enrollment list.
- A program is impacted when it is 2 students away from reaching the enrollment cap.
- When a program or grade level becomes impacted, the Intake Advisor emails the Superintendent, Assistant Superintendents and the site principal.
- All applications that were completed before the date the program became impacted will be enrolled in the program. For this reason, it is important that principals work closely with Intake staff to monitor enrollment.
- When a student is placed on a Program Pending List, Intake staff will send a written confirmation notice to the parent explaining that their student is on the Program Pending List and the process for placement should a space become available.

- All applications received on or after the date the program becomes impacted will be placed on an enrollment list and will be offered a spot in their preferred program as space becomes available.
- All applicants will be offered enrollment in an alternate program if the parent's preferred program is impacted. Parents may elect to enroll in an alternate program or have their student remain enrolled in their current school until an available spot opens up within their desired program.
- The enrollment and interim placement procedures are promptly followed once space becomes available or the parent accepts an alternate program.
- Principals and program directors may contact the Intake Advisor to place new students from the Pending List, or the Intake Advisor may run an enrollment report from OASIS to determine if there are available spots and send new student to the site to complete the enrollment process. The principal and Intake Advisor will work closely on the details of this part of the process.
- Assistant Superintendents set each program's Enrollment Caps based on site capacity, staffing, and budget considerations.

Enrollment Petition Process for Students under a Current Expulsion Order

In compliance with the school's charter and governing board policy, students who are under a current expulsion order from another school will work with the Guidance Department to petition for their student to enroll in the charter school. Guidance staff will review the student's expulsion order and rehabilitation plan, meet with the student and parent, and schedule an appointment for the parent and the student to meet with the school's Enrollment Review Panel. The Panel will review the student's expulsion order, and any other documentation from the previous school, and will determine to accept or deny the student's petition to enroll in the school.

Students who are granted enrollment through the Enrollment Petition Process, will be enrolled under an enrollment contract that outlines student expectations and continued progress to complete the rehabilitation plan as outlined in the Expulsion Order. Parents or students may appeal the decision of the Panel to the governing board at the next scheduled governance meeting.

Section 3: Finishing Up, Referrals, and Notifications

Once the parent has signed the New Student Agreement, enrollment staff will notify the following departments with the student's name and start date (as listed on the Student Agreement).

- i. IEP Services: Email notification will be sent to the special education department at special.education@springscs.org for any student whose parent has indicated that the student receives special education services. If the parent provides enrollment staff with a copy of the student's IEP, enrollment staff will upload a copy of the IEP into OASIS and send an email notification to the special education department. Copies of student's confidential documentation should not be emailed without parent's written permission.

Special Education and Student Records staff will follow up with records requests from the student's previous school.

- ii. 504 Plans: Email notification will be sent to the guidance department at guidance@springscs.org for any student whose parent has indicated the student has a 504 Plan. If the parent provides enrollment staff with a copy of the student's 504 Plan, enrollment staff will upload a copy of the 504 into OASIS and send an email notification to the guidance department. Copies of student's confidential documentation should not be emailed without parent's written permission.

The Guidance Department and Student Records staff will follow up with records requests from the Student's previous school.

- iii. Suspensions and/or Expulsion: Parents or students who state that the student is under a current expulsion order from a previous school will not be able to begin school without approval from the school's Enrollment Panel Review process. Enrollment staff should stop the enrollment process once it is known that the student is under a current expulsion order and contact the guidance department at 951-252-8835 for assistance in explaining the Enrollment Panel Review process to the parent and student. Staff will follow up with an email notification to guidance@springscs.org

The Guidance Department and Student Records staff will follow up with records request from the student's previous school.

Section 4: Additional Information

Q. How can I get more information about programs in your charter school?

All information about the charter school's programs and contact information can be found on the school's website by area. Person's seeking information about the school may contact Parent Support, individual sites, or use the Live Chat feature on the website.

Q. My child has an IEP. Does your school provide special education services?

River Springs Charter School is a California Public school and provides special education services in the same manner as any other public school district in the State of California. For more information parents may call the special education department at 951-225-7731 or email special.education@springscs.org.

One Stop Enrollment Process

One Stop enrollment allows for a parent to complete the application with supporting documents, complete program placement and teacher assignment, and sign the New Student Agreement during one meeting. One Stop enrollment requires a coordinated process between Student Records, Intake, and site staff.

During summer Enrollment Events, Intake will hire the following to be at the event:

- i. Greeter(s)
 - i. Welcomes families
 - ii. Directs to the appropriate place.
- ii. Enrollment Staff
 - i. Knowledgeable about all programs
 - ii. High School Advisement
 - iii. Program Placement and TOR/ES Assignment Process
 - iv. Credentialed so they can sign student agreement
- iii. Specialist Staff
 - i. LEA Representative(s)
 - ii. Guidance Representative(s)
 - iii. Staff with expertise reading IEPs and determining appropriate services
- iv. Compliance Technician(s)

- i. Assist parents with application
- ii. Provide assistance with Oasis input
- iii. Review enrollment paperwork
- iv. Process completed application

Homeschool Talking Points (Required)

- ▶ Have you ever home schooled your student(s) before?
- ▶ Are you (parent/guardian) at home during the day to oversee your student(s) instruction? Do you work? If the answer is “no” find out who will be providing daily instruction, and what relationship that person has with the student.
- ▶ Do you (the parent) know how the home-school program works? Review with parent/guardian the expectations of the program as described in the Homeschool Program’s MOU and website.
- ▶ In the Homeschool Program, you are teamed up with a state credentialed teacher or Education Specialist (we call them Education Specialists or “ES” here at River Springs Charter School). The parent will be responsible for meeting with your ES every two weeks for the first three months and then after that it will be once a month.
- ▶ You as the parent are the primary educator of your student and need to be available a minimum of 4 hours a day, five days a week to provide the instructional program to the student.
- ▶ The parent is responsible for grading the school work and keeping attendance.
- ▶ The parent will receive a call from your ES to finalize enrollment.
- ▶ Do you have any questions?

High School Advisement

- ▶ Obtain current transcript or course information. If no transcript is available, work with the student to determine previously completed courses and to determine grade level appropriate coursework (depending on each program’s master schedule and course offerings).
- ▶ Analyze transcript using the Academic Advisement sheet.
- ▶ Assign Appropriate courses and any continuing courses (ie: finishing up a year long course) in OASIS
- ▶ Call parent to discuss program placement options within the student’s area of residence. Whenever possible, talk with the high school student directly about program expectations, course selection, and how to be a successful student within an independent study setting.
- ▶ Determine if student will/will not receive units for Grades to Date

- ▶ Approve all new high school student schedules when signed student agreement is returned.

High School Diploma Advisement for California Foster Youth (AB 490, AB 167/216, and AB 1806)

Specific advisement regulations exempt pupils in foster care and those who are homeless, under specific guidelines, from the charter school's graduation requirements. New high school students under these categories will be enrolled and an advisement meeting will be scheduled within one week of enrollment. The purpose of the meeting will be to review the student's progress towards receiving a high school diploma and to develop a graduation plan that complies with these regulations.

Program Transfer Process

- The Parent initiates the program transfer request process by contacting the guidance department to make a program transfer request for currently enrolled students.
- Parent and school counselor discuss the parent's reasons for making the request, as well as expectations of the new program.
- The school counselor and parent agree that the student will be academically successful in the new program, and if there are no documented concerns in OASIS, the counselor will process the student transfer to the new program, if space is available.
- The school counselor submits the approved program transfer in OASIS
- Intake technicians will process all transfers pending in the transfer hub of OASIS.

Transitional Kindergarten vs. Kindergarten

Transitional Kindergarten

- Transitional Kindergarten is the first year of a two year program that uses a modified Kindergarten curriculum that is age and developmentally appropriate. Each school district must offer transitional kindergarten classes for all children eligible to attend. A child who completes one year in their transitional kindergarten program shall continue in the kindergarten program for one additional year. A kindergarten continuance form is not needed for children who are age-eligible for transitional kindergarten. A child is eligible for transitional kindergarten if they have their fifth birthday between September 2- December 2 for the 2014-15 school year and each school year thereafter. (source: CDE website)

Kindergarten Enrollment

- Since school is mandatory for six year old students, parents and guardians of six year old students must enroll their children in school.
- Age- Eligible children: Districts must admit children at the beginning of the school year (or whenever they move into a district) if they will be five years of age on or before September 1.

For Intake Staff only

Prospective Spreadsheet (Intake Report in OASIS):

The Cleared to Enroll spreadsheet is used to track prospective students who are in the Intake process. These students have completed their applications and are ready for program placement.

- Run report from OASIS (source: Intake Technicians, See attached)
 - Created: Daily
 - Sort by K-8 and 9-12
 - Call all new prospective students within 24 hours of cleared to enroll date
 - Intake department will attempt to contact all families at least three documented times and send written notice prior to cancelling any applications.

Calling prospective families

- Intake contacts prospective families to discuss:
 - Program placement.
 - Review homeschool program requirements for families interested in homeschool.
 - Schedule enrollment appointment for academies
 - Mark for ES assignment for Keys and Homeschool.

Cleaning up the Prospective List

The spread sheet is reviewed weekly (Techs and/or Advisor). This gives Intake a chance to make sure all paperwork is correct and catch any outstanding issues from the Cleared to Enroll Sheet.

- Follow up with missing Student Agreements
- Make a last call to any non-responding parents/families
- Send No Contact Letter to families after 3 attempts to call and email have been made (usually about 2 weeks). The letter gives the family one week to make contact with the Intake department before their application is canceled/ never attended.
- Notify Student Records of “never attended” status

Scheduling appointments

K-8 Students

- Look Student up in OASIS - review enrollment status and contact notes
- Discuss program placement (sources: website, program MOU).

If Academy

- Schedule appointment for next available date/time at the site(source: Daily Enrollment Appointment)
- Add schedule in OASIS
- Email students name/appointment date and time to the program director, site facilitator, and TOR to complete enrollment process.

If Enrolling in Homeschool

- Talk about program with family and make certain that parent understands program expectations and processes for our homeschool program.
- Let family know that their assigned ES will contact them within 3 business days to schedule an appointment to finalize their enrollment.
- Once ES is assigned, add a schedule in OASIS.

9-12 Students

- Look Student up in OASIS
- Review transcript under “ uploaded docs,” complete course recommendation form.
- Call family and discuss program placement, high school course advisement, program expectations, and graduation requirements.
- Advisement for California Foster Youth, as defined, will take into consideration AB490 (grade & credit protections) & AB 167/216 (exempts pupils in foster care from local graduation requirements under certain conditions).
- Advisement for any homeless child or youth, as defined, will take into consideration AB 1806 (exempts homeless pupils, as defined, from local graduation requirements under certain conditions).

If Academy

- Ensure courses align with master schedule & space available
- Schedule Apt for next available date/time at the site(source: Daily Enrollment Appointment) to complete the enrollment process.
- Highlight Student white on cleared to enroll spreadsheet, add chosen program, contact notes & Apt time.

- Add schedule in OASIS with core courses (site counselor will help students with electives)
- Email course recommendation & students name/apt date & time to the site director, site facilitator, TOR and counselor.

Reports generated by the Intake Advisor

- Placement Pending Report #1 (all academies): sent to collaborators on the Intake Summary Sheet

Yearly Intake Activities

June

- Summer Intake Events begin.
- Homeschool ES's are responsible for meeting with their new enrollment Families.
- Count of prospective students (both weekly and a running count)

July

- No ES Enrollment - Intake does all
- No enrollment the week of July 4th, office closed.
- High volume time is July through September.

August/ Sept

- Group Kinder assessments and return to Teachers for their benefit. (beginning of August)
- Set up academy enrollment times and date with each site director/facilitator
- Transition from summer enrollment to fall enrollment process - email notices to all leadership staff.
- No appointments during Pechenga
- Make sure all transfers have been completed before the first day of school.
- Summer Intake cleanup: check for no contact, check on master agreements, etc.
- Get students off the enrollment list and into impacted programs.
- Beginning of August: call families on Enrollment List to inform them that a spot will not be open by the first of the year. Find out how they would like to proceed (remain in current program, look into another program option).
- High volume time is July through September.

Winter

- Establish Program Transfer Priority Date
- Set up spring / summer enrollment schedules (note: no enrollment during testing window)
- Cross Train new staff-ongoing
- Start cleaning up the Pending List.

Spring

- Review the enrollment cap information with Debbie E, Kathleen H, Amy P.
- Contact Pam R to determine when Spring student agreements will be ready
- Finish any remaining Spring enrollments for current school year.
- February/March: Meet with site directors to discuss summer enrollment.
 - Set dates for summer Intake events.
 - Set dates for after Pechanga and before the first day of school.
 - Set dates for weekly appointments for the school year.
- Review Summer Enrollment Caps
- Begin contacting families to discuss program placement and/or schedule enrollment appointment (primarily for KN/TK)
- Begin KN/TK enrollment- work with site directors to establish several days and times that the site is able to do kindergarten enrollment and assessments.
- February/March: Clean up the enrollment list for impacted programs. Contact families currently on the enrollment list to verify if they would like to remain on the list for the following school year.
- Close all enrollments during the state testing Window (Usually in April)
- April/May: Fill all open spots up to the summer enrollment cap with Placement Pending list students and new students.
- March/April: Organize Summer Intake Events
- Staff intake events with additional staff (do not use Intake Techs or Intake Advisor)
 - 1-2 credentialed staff for K-8 appointments (per event)
 - 1 credentialed staff for 9-12 appointments (per event)
- Create Summer Intake Appointment Doc (Source: Intake)
 - Set Dates per site
 - Assign staff

- 5 students per appointment for grades 1st-8th
- 1 student per appointment for KN and 9th-12th
- Create a box for each site hosting Intake events with the following:
 - School Calendars
 - KN Assessments
 - Coloring Pages
 - Enrollment Receipts- update with new site information Feb/March/April
 - Crayons
 - Stickers
- Hire temps to help with calls and in the Intake admin offices. (Typically 1-2 for the summer)
- Hire/designate a credentialed staff to help with high school advisement and calls over Summer. Someone in addition to year-round intake staff.

Appendix A:

Enrolling Students with a Current IEP – Providing Comparable Services

The Charter School will comply with Education Code Section 56325:

1. If Student is enrolling from a district/charter school within California but from a different SELPA within the same academic year:

The Charter school shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, for a period not to exceed 30 days, by which time the Charter School shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

Any revisions to services/placement or other IEP components must be considered by the IEP team and implemented only with the written consent of the Parent/Guardian.

2. If the Student is enrolling from the same SELPA within the same academic year:

The Charter School shall continue, without delay, to provide services comparable to those described in the existing approved individualized education program, unless the parent and the local educational agency agree to develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

Any revisions to services/placement or other IEP components must be considered by the IEP team and implemented only with the written consent of the Parent/Guardian.

3. If the Student is enrolling from outside the State of California within the same academic year:

The Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, until the local educational agency conducts an assessment if determined to be necessary by the Charter School, and develops a new individualized education program, if appropriate, that is consistent with federal and state law.

Any revisions to services/placement or other IEP components must be considered by the IEP team and implemented only with the written consent of the Parent/Guardian.

“Comparable Services” shall be provided in consultation with the parent and will vary based upon the services described within the last agreed upon and implemented IEP. The U.S. Department of Education Office of Special Education Programs (“OSEP”) has determined that “comparable services” means services that are “similar or equivalent” to

those described in the child's prior IEP. When considering comparable services, the Charter School will fill out the interim placement form from the SELPA and then hold an IEP within thirty days. If independent study is not included as part of the Student's IEP, it will be discussed and considered as part of the IEP held within thirty days.

Subject: Conflict of Interest Code
Effective Date: December 14, 2006
Revised Dates: August 15, 2013
March 13, 2014
Approved By: Board of Directors (River Springs Charter School)
Policy: 7003.1

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., River Springs Charter School hereby adopts this Conflict of Interest Code which shall apply to all governing board members, candidates for members of the governing board, and all other designated employees of River Springs Charter School, as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the Jurisdiction Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) **and** comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e. categories 1, 2, and 3).
 - A. Members of the Governing Board
 - B. Candidates for Members of the Governing Board
 - C. Corporate Officers (President, Treasurer, Secretary)
 - D. Superintendent of Charter School
 - E. Assistant Superintendent of Business & Administrative Operations
 - F. Assistant Superintendent of Pupil Services
 - G. Assistant Superintendent of Education – Personalized Learning
 - H. Assistant Superintendent of Education – Academies
 - I. Assistant Superintendent of Personnel
 - J. Assistant Superintendent of Facilities & IT
 - K. Consultant: Delta Managed Solutions, LLC
 - L. Facilities Project Manager
 - M. Facilities General Contractor

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Controller

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Site Directors
 - B. Program Directors (Homeschool, Keys, Learning Centers)
 - C. Administrative Directors (Special Education, Guidance/Intake, Instructional Support, Charter Relations)
 - D. Director of Student Records
 - E. Risk Manager
 - F. Educational Activities Coordinator
 - G. Field Trip Coordinator
 - H. Assistant Director of Business & Administrative Operations
 - I. Data Analyst

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the jurisdiction, or (2) within two miles of the boundaries of the jurisdiction, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the jurisdiction.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$1,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$250 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.