

River Valley Charter School
A California Gold Ribbon School
where working together makes a difference



2020 Charter Document

Presented to the Lakeside Union School District
Board of Trustees

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INTRODUCTION

River Valley Charter School (RVCS) is a tuition-free public independent study (IS) charter school located in Lakeside, California, a suburb east of San Diego. RVCS was originally chartered by the Lakeside Union School District in December 1996, and the doors opened for instruction in September 1997. River Valley was originally designed to provide homeschooled students with an opportunity to participate in an academically-rich environment while still maintaining a strong home connection. Today, many students still come from a homeschooling background, but most of our students come from traditional school settings because they are seeking academic rigor, personal attention, small classes, and a positive social setting.

RVCS is designed to be academically rigorous. The core classes are emphasized, and each student joining us in the 9th grade is required to take four years of mathematics, history, science, and English. Each high school core class has been designed to prepare students for the rigor of university coursework; however, Advanced Placement courses are offered as regular course options in English, Spanish, and Biology and honors courses are offered in mathematics, History, and Science. Many of our juniors and seniors supplement our course offerings by taking classes at the local community college.

River Valley has a comprehensive University of California a-g course list (**Appendix A**), and students are able to fulfill the University of California's a-g requirements in the normal course of fulfilling their requirements for graduation. A number of electives, including art history and Spanish are available to students for this purpose.

Further, although academics are our greatest concern, students have the opportunity to participate in a variety of extracurricular activities. For example, many students are able to participate in California Interscholastic Federation (CIF) athletics. River Valley sports' teams include cross country, girls' and boys' volleyball, girls' and boys' soccer, track and field, swim, boys' baseball, and boys' golf. Students have the opportunity to participate in Robotics, Tangent, and yearbook as electives. Students also have the opportunity to participate in an active social life sponsored by the Associated Student Body (ASB), attend an annual three-day science camping trip, and participate in a week-long projects period each May.

ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

- Recognition as a California Gold Ribbon School
- Expanded Spanish courses to offer 4 years, including Advanced Placement Spanish Language
- Created the Digital Arts class to meet the F category Visual Art requirement for UC a to g.
- Added Advanced Placement Biology for students in 11th and 12th grades
- Hired a new Campus Supervisor
- Added Show Choir elective for students in all grades
- Completed infrastructure upgrades to include new fiber-optic wiring
- Completed installation of CA Clean Energy Prop 39 new lighting fixtures
- Added two new classrooms, one of which is an additional science lab classroom
- Expanded professional development opportunities for teachers
- Expanded sports offerings to include swim and boys' volleyball

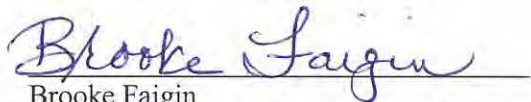
- Increased college scholarship awards for graduating seniors
- US News/World Report rankings for *Best High Schools* (California and national recognition received)
- Named one of *Newsweek's* 2020 Top 5,000 STEM high schools in the US
- Participated in countywide Botball competitions
- Increased the number of seniors applying to 4-year colleges and universities
- Increase the percentage of students attending a 4 year college/university
- Increased diversification of college applications to schools outside of California
- Increased access to technology in each classroom with the installation of Epson BrightLink smartboards
- Added Chromebooks to classrooms
- Absorbed students from a charter school whose charter was not being renewed
- Added two annual events to our calendar – HalloweenTown and Renaissance Fair
- All students in the AP Spanish Language course passed the AP exam with a score of 3 or better
- River Valley Charter School's yearbook won 1st place at the San Diego County Fair
- RVCS 8th grader won a statewide video competition for the California Narcotics Officers Association
- Celebrated the 20th anniversary of River Valley Charter School in June 2017
- Added GradeSlam, a 24 hour a day/7 days a week online tutoring service for students to provide academic assistance to students when they are not on campus

AFFIRMATIONS

AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

- 1) The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a student on the basis of the characteristics listed in Education Code section 220.
- 2) The Charter School shall not charge tuition.
- 3) The Charter School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.
- 4) The Charter School shall, on a regular basis, consult with parents/guardians and teachers regarding its educational programs.
- 5) Except as provided below, admission to the Charter School shall not be determined according to the place of residence of the student, or of his or her parent/guardian, within this State.
 - (a) The Charter School shall admit all students who wish to attend the Charter School. If the number of students who wish to attend the Charter School exceeds the Charter School's capacity, attendance shall be determined by a public random drawing ("lottery"). Preference shall be extended in the following priority: currently enrolled students, siblings of currently enrolled students, children of the Charter School staff, students currently enrolled in a Spanish Immersion program who seek to enroll in the RVCS Spanish Immersion program, and students who reside in the school district as provided for in Education Code Section 47614.5.
 - (b) The Charter School shall not discriminate against a pupil on the basis of the characteristics listed in Education Code Section 200.
 - (c) Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation.
 - (d) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Parents/guardians are encouraged, but never required, to volunteer.
- 6) If a student 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 student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information.

- 7) The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- 8) The Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School, and shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, the academic performance of the pupil or because the pupil exhibits any of the following characteristics: disabled, academically low-achieving, English learners, neglected or delinquent, homeless or economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or based on nationality, race, ethnicity, or sexual orientation.
- 9) The Charter School shall comply with all applicable federal and state laws including but not limited to the Individuals with Disabilities Education Act ("IDEA") and the Family Educational Rights and Privacy Act ("FERPA").
- 10) The Charter Schools has elected to be operated as a nonprofit public benefit corporation. Pursuant to Education Code section 47604(c), the District is not 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 District has complied with all oversight responsibilities required by law.
- 11) The Charter School shall at all times maintain all necessary and appropriate insurance coverage.


Brooke Faigin
Chief Executive Officer/Principal/Lead Petitioner
River Valley Charter School

6/12/2020
Date

ELEMENT 1: Educational Program

Governing Law: *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).*

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Mission Statement:

River Valley Charter School provides students in grades 7 to 12 with a rigorous, standards-based, college preparatory program within a small school nurturing environment that incorporates strong family and community ties.

The school will enable students to prepare for college and/or other training while becoming self-motivated, competent, and lifelong learners by implementing:

- Small class sizes.
- Strong family involvement.
- A safe and supportive social environment.
- A focus on the core academic classes.
- Student projects and presentations.
- Tutorials and personal attention to the student.
- Community involvement.
- The extensive use of technology.

We believe that a college degree or training in a post-secondary vocational school is necessary to succeed in the rapidly changing 21st century workforce. In addition, we believe that the following are necessary components to an education:

- The development of the imagination and the ability to think critically.

- The ability to communicate well in writing, orally, and through technology.
- The ability to work together in teams.
- The development of independent study and research skills.
- The willingness to participate in the local and global community.
- The ability to focus on achieving personal goals.

HOW LEARNING BEST OCCURS

As a school, RVCS believes learning best occurs when:

- Parents, students, and teachers work as an educational team.
- Parents are involved in the educational process and in school governance.
- Class sizes are small (hybrid independent study program).
- Individual student learning is emphasized in tutorials.
- The learning environment is safe and supportive.
- Students are involved in their own learning process.
- Students are involved in the community.
- Teachers are highly motivated and committed and love their work.
- Lessons are designed to appeal to all learning styles.
- Teachers seek professional development opportunities that help them hone their craft.
- Teachers use teaching strategies that will benefit the 21st century learner.
- Course content emphasizes research.
- Technology is used extensively.

RVCS believes that learning best occurs when all students feel safe, respected, and nurtured. We believe we need to nurture the teacher as learner and researcher, and the parent/guardian and community as active role takers in the learning environment. We work to address the academic, social-emotional, and physical needs of all students to ensure students are able to access their education. The goals set by RVCS to enable students to be high academic achievers, effective communicators, and responsible, self-directed individuals are best achieved when students are able to establish trusting relationships with their teachers. RVCS offers multiple opportunities for students to connect with teachers on academic performance, such as, but not limited to: face-to-face meetings, tutorials, hands-on labs, email, phone calls, and Jupiter Grades, our grading platform. We know that teachers must work with students and parents to ensure the link between home and school remains strong.

Each content area further defines how learning best occurs for their discipline:

English: Learning best occurs when the classroom is a safe place for students to express their ideas and engage in respectful discourse.

History: Learning best occurs when connections are made between historical events and the world students inhabit.

Science: Learning best occurs when students are doing science and when they are challenged to learn critically rather than memorize a set of facts by taking an I do, We do, You do approach

where students are taught the skills, practice the skill together, and then practice the skill on their own.

Math: Learning best occurs when students are able to experience mathematics in depth through independent practice, cooperative learning to ponder/share, modeling, and direct instruction.

Visual/Performing Art: Learning best occurs when students are able to work in a hands-on manner, digitally, through group work, and demonstration.

World Language: Learning best occurs when a variety of communication modes are utilized within the classroom utilizing authentic print, audio and video resources as well as interpersonal conversations and presentational projects - both written and oral. Students can best facilitate their own learning during their independent study time through rigorous study and spiraling back to previous learning as well as seeking supplementary practice through sources cited previously.

Physical Education: Learning best occurs when students are physically active and students are taught the value of health and exercise as a means to achieve lifelong fitness.

TARGET STUDENT POPULATION

The school targets motivated 7th through 12th grade students who have a home schooling background or who, if from a traditional school background, have a desire to attend a small school with a strong home component. The school focuses on students interested in preparation for college or post secondary vocational training. The school draws students from the surrounding communities with an emphasis on creating at least as much diversity in its student body as exists in the local school districts.

OVERVIEW OF THE EDUCATIONAL PROGRAMS

As an independent study school, River Valley has worked these last 23 years cultivating an educational program steeped in rigor and aimed at fostering skills necessary for succeeding in today's world. The primary purpose of RVCS's instructional model is to prepare students for college. Central to RVCS's instructional program is to provide equitable access to a rigorous course of study and the need to motivate and inspire students so they can acquire the necessary knowledge and skills to achieve post-secondary success.

Hybrid Independent Study Model

The curriculum overall is designed to foster independent thinking and to allow for flexible scheduling. Our schedule is based on a college/university model in which students attend each core class twice a week for 72 minutes, taking electives and completing extensive independent study work outside of class on the remaining days or before and after school on their class days. In this model, students are expected to adhere to the programmatic structure of turning completed work in by the teacher-assigned deadlines. Because students must learn to plan and manage their study schedules each week, they become "responsible, self-directed learners" (ESLR 3—refer to Element 2) and are well prepared for the time management demands of college.

This model serves the needs of students who learn best in small classes where they can fully participate in the class and where they know their classmates and their teachers well. For this reason, class size is limited to eighteen students. In some subject areas, students will have the same teacher for up to three years. Our small school setting provides a personalized and positive social environment.

Strategic Objectives of the RVCS Hybrid Independent Study Model:

- Provide a personalized and academically rigorous educational experience for students
- Hire, develop, and maintain a high quality faculty and staff
- Provide a safe and supportive learning environment

Program Objectives of the RVCS Hybrid Independent Study Model:

- Improve student learning through individual and small group instruction
- Increase learning opportunities for all students, with special emphasis on students identified as academically low achieving
- Provide parents and students with expanded choices in the type of educational opportunities available within the public education system

Home-based Independent Study Model

Over the course of RVCS's history, the school has had to turn away students who were unsuccessful in meeting expectations set forth in our charter via the hybrid IS model. Oftentimes, we find that the students who are unsuccessful in our hybrid IS program tend to do their assigned work in a teeter-totter manner. This means they focus intently on doing well in one or two classes at a time, which puts them in academic jeopardy in their other classes. Not only does independent study work not get turned in to the teachers in these classes, but the students' lack of completion of the work is coupled with more work that is being assigned on a weekly basis. This creates a cyclical pattern for these struggling students and, despite interventions put in place to help the student succeed in all of their classes, they often end up with a failing grade in the class. For high school students, this means they have to repeat the course or they will not meet our graduation requirements. Additionally, this impacts high school students' overall grade point average because the grades earned will be reflected on their transcripts. This can have a devastating impact on students who want to go to a four year college or university.

Students who struggle with time management are at a disadvantage in our hybrid program because they find it difficult to juggle four or five classes at one time. We know students can be taught to be independent learners, but some students have difficulty with developing strong independent study skills when they are faced with taking multiple classes. Knowing the challenge independent study can pose, the school recognizes that we need to modify our approach to independent study. We realize that multiple approaches to independent study are in the best interest of our student population. River Valley is seeking to incorporate a home-based independent study model in addition to our hybrid model in order to meet the needs of students who opt to learn via independent study, but who have difficulty acclimating to our hybrid program. With this goal in mind, the home-based program is explained below.

The intent of the home-based independent study model is to provide a personalized educational program to facilitate student achievement for students who struggle with the hybrid program. While this program seeks to assist students at risk of not graduating high school, it is not limited to these students alone. This program is expected to meet the needs of any student wishing to attend an independent study school focusing on one course requirement at a time (e.g., professional child actors, athletes, performing artists). The home-based IS program will help students develop strong independent study skills by focusing on one class at a time, thus providing the opportunity for the student to receive additional support and scaffolding of the subject matter when needed without having to work on other content areas simultaneously.

RVCS's efforts will focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school graduation requirements through courses taught online. The purpose of this program is to provide intervention support to these academically high risk students through the use of students' personalized educational plan (PEP). A student's PEP will be created by a team consisting of an Administrator, Counselor, Teacher of Record, Parent/Guardian, and Student with the purpose of creating not just the PEP, but a graduation plan as well. Knowing many of the students choosing this path of study will/may be deficient in graduation credits, the PEP plan will establish the appropriate timeline necessary to get students back on track to graduate with their peers.

Strategic Objectives of the RVCS Home-based Independent Study Model:

- Provide a personalized and academically rigorous educational experience for students
- Hire, develop, and maintain a high quality faculty and staff
- Provide a safe and supportive learning environment

Program Objectives of the RVCS Home-based Independent Study Model

- Improve student learning through individualized attention
- Focus on building skills to be successful independent learners (e.g., organization and time management)
- Increase learning opportunities for all students, with special emphasis on students identified as academically low achieving
- Provide parents and students with expanded choices in the type of educational opportunities available within the public education system
- Provide students with a strong educational foundation in independent learning so students can transition to the hybrid IS program if they so choose

Students enrolling in either the hybrid independent study program or the home-based independent study program will meet RVCS's Expected Schoolwide Learning Results (see Element 2).

The teacher-student ratio of the home-based independent study program will be 25:1.

Home-based Independent Study School Budget Narrative

The narrative below lays out the assumptions on which this narrative is based.

Demographics

The RVCS home-based independent study program will start with 8 students in the 2020-2021 school year. Student enrollment in this program is projected to increase by 8 students per year for a total program enrollment of 40 students by the 2024-2025 school year.

The attendance rate is assumed to be 100%.

RVCS is projecting the following demographics based on RVCS hybrid program averages:

- 1% English Language Learner
- 22% Free & Reduced Lunch qualifying
- 23% Unduplicated Pupil Percentage

Revenues

Local Control Funding has been calculated using the FCMAT calculator (v20.2c) released January 14, 2020 and is outlined in the budget summary. Major assumptions include:

- Enrollment and ADA assumptions as outlined above
- 23% unduplicated in all years assumed for Supplemental Grant
- Due to the above unduplicated assumption, RVCS would not qualify for Concentration Grant funding

Expenses

Staffing – all salaries will grow at 1% per year based on step/class placement, but are subject to increase based on collective bargaining.

Certificated

RVCS has 13 full-time teachers and one part-time teacher. During the first year of the Home-based Independent Study Program, a part-time teacher will be hired. If projections are correct, this part-time position will increase to a full-time position in the program's third year, 2022-2023. A part-time teacher will be added in the 2023-2024 school year, maintaining part-time status through the 2024-2025 school year. Budget figures estimate the part-time teacher's salary placement is at 53% of Class D/Step 10 on the Certificated Salary Schedule (base salary of \$75,515/53% of \$75,515 = \$40,023).

One certificated administrator will serve as principal of the home-based independent study program and the hybrid independent study program. The Principal's salary is \$118,000 with an increase in 2022-2023 to \$122,757 and remaining thus until 2025. A Teacher on Special Assignment will be assigned to work with the principal in both the home-based independent study program and the hybrid-independent study program. This will be a part-time position which will average \$22,000 for the 2020-2021 school year and increase to \$24,947 in the 2024-2025 school year. These assumptions have been added to the budget and are included in the Multi-Year projection (see **Appendix CC**).

Classified

RVCS has one full-time administrative assistant, one full-time media center coordinator, one full-time campus supervisor, one part-time facilities manager, and one part-time custodian. The facilities manager and the custodian, as part-time employees, are paid based on the RVCS Hourly Salary Schedule.

Benefits

All certificated employees participate in STRS. Classified staff will be part of Social Security and/or PERS. Increases in STRS and PERS contributions contained in current law are assumed. RVCS will offer health and welfare benefits to all full-time certificated employees and all part-time certificated employees who are contracted at 4/7, or 53%. Part-time classified employees who are employed in excess of 50% qualify for health and welfare benefits. Assumed rate in the budget is \$15,246 for 2020-21 for each participating employee and increasing by 4% per year thereafter. RVCS has also included employer contributions for Medicare, State Unemployment Insurance and Worker's Compensation.

Books and Supplies

RVCS will invest heavily in technology providing a Chromebook for each new student with a budgeted cost of \$300 per student enrolled in the Home-based independent study program. The budget assumes \$2,500 added per year over the course of the five-year renewal to provide for this technology. Much of the curriculum will be accessed through the Chromebooks, and RVCS is budgeting \$300 for purchase and subscription of on-line software. In addition, RVCS has budgeted \$100 per new student and \$25 per student for returning students for Textbooks and \$75 per student for instructional materials and books and other reference materials. RVCS will use the Media Center as a resource center for students participating in the Home-based independent study program. As such, RVCS will not incur added costs to outfit the resource center since the current Media Center is fully equipped and operational.

Services and Operating Expenses

Since the home-based independent study program will be operated on the RVCS campus in conjunction with the hybrid independent study program, the operating expenses for the home-based independent study program are negligible. RVCS is not renting new facilities, so the cost of operating the existing site remains constant. The major operating costs associated with the home-based independent study program will be costs associated with Special Education. While most expenses grow at approximately 3% per year to account for inflation, while also increasing relative to the additional number of students and staff as the school grows, Special Education costs exceed this 3% projection. In accounting for the Special Education contribution fees, RVCS has assumed the hybrid program and the home-based independent study program's enrollment over the next five years into the projected SPED costs. It is projected that the Special Education contribution fee will be \$420,592 in 2020-2021 and is estimated to increase to \$735,618 by 2024-2025.

CURRICULUM

RVCS's curriculum emphasizes the core academic subjects including, at the high school level: four years of English/language arts, mathematics, social science, and laboratory science. All academic classes are taught by highly qualified teachers. Selected foreign language courses and fine arts electives are available to students so that they will be able to complete all of their "a to g" requirements and/or requirements for the California State Seal of Biliteracy for admission to the University of California (see **Appendix A**). Curricula for academic courses are based on the Common Core State Standards (CCSS), California State Standards, and the Next Generation Science Standards (NGSS). Honors/Advanced Placement options are available in selected

courses. Further, because of the flexibility of their schedules, students have the opportunity to take college courses, thus expanding their access to a broad course of study.

Academic departments design and create the subject matter curriculum by adhering to the CCSS for English/Language Arts and Math, the NGSS, and the California State Standards for History/Social Science, Visual and Performing Arts, World Languages, and Physical Education.

Learning takes place both in the classroom, through independent study, and through supervised field trips. Classroom instructional strategies include direct instruction, collaborative learning, projects, presentations, laboratory experiences, and exams. Independent study encourages the student to take responsibility for his/her own educational experience and creates depth of content through research and targeted practice of specific skills. Both teachers and parents support the creation of a sense of responsibility for learning on the part of the student.

At the high school level, there is an emphasis on students doing research, accessing multiple resources, and presenting material in a variety of ways. This encourages the use of critical thinking skills and supports learning independence. To this end, teachers offer participation-based learning activities, including the extensive use of labs and inquiry in science courses, and group discussions, group projects, and student presentations.

Teachers make every effort to find the right balance between attaining the base of knowledge and skills required by the standards and the depth and sense of responsibility that comes from research, presentations, and projects. While textbooks will be a resource used in many classes, they will not be the sole means of instructional delivery (see **Appendix B** for a list of textbooks and online subscriptions). Teachers support meeting the content standards with the use of multiple sources—sources beyond the textbook, such as the Internet, video, reference materials, alternate texts, and interviews. The use of resources is designed to prepare students for the rigor of college research.

For the hybrid independent study model, academic courses meet two times per week for 72 minutes—for lecture, discussion, assessment, project team meetings, laboratory, student presentations, submitting and reviewing homework assignments, and guest speakers. Classes are limited in size to 18 students. The principal may waive this requirement in certain cases due to scheduling difficulties but the class size may never exceed 20. Students enrolled in this program are expected to meet River Valley's ESLRs.

The time management requirement of such a schedule prepares students for the difficulties of full-time college schedules. On a schedule such as this, students have time for college courses, extra-curricular leadership activities, volunteer work, community involvement, and career exploration. It allows time for students to meet in study groups and it allows time for students to read, study, and practice skills in a private and efficient manner.

Although some of a student's time is independent study, the school has a fully equipped campus. There is adequate classroom space for all students to meet in classes. Students have a media center in which to study and do research, equipped with fully networked state of the art computers. In addition, classrooms are equipped with Chromebooks for student use. The media center is open at least eight hours each school day so that students have the ability to utilize the

media center before, during, or after school on their two class days. Students have access to three fully equipped science labs. Space has been created for elective activities such as art, music, and robotics.

For the home-based independent study model, courses are completed one course at a time with a minimum of four courses taken per year. Each course is overseen by the teacher of record and shall be consistently monitored to ensure sufficient daily progress is being made by the student. Students are expected to meet weekly with the supervising teacher to take various formative and summative assessments and to ensure adequate progress is being made by the student. Students enrolled in the home-based independent study program will have access to the media center and science laboratories. High school students enrolled in this program will also be able to participate in high school athletics. Students opting to receive independent instruction via this model will be expected to meet River Valley's ESLRs.

INSTRUCTIONAL FRAMEWORK

The Instructional Framework/Plan for Instruction used by the teachers at RVCS is Strategic Design. Our teachers are singletons, meaning they are responsible for planning instruction for their individual content area without help or assistance from colleagues. It is very rare that our teachers teach the same content. The teachers with the most commonality in the content they teach are the courses that offer both college prep and honors. However, the pacing, difficulty, skill development, and content of the honors-level courses requires a significant time commitment on behalf of the student which exceeds the expectation of the college prep course, thus making jointly planning instruction difficult for our teachers who teach the different-leveled courses.

Strategic Design is beginning with the end in mind. This means that as our teachers plan their instruction, they: 1) select/analyze the standards, 2) design assessment(s), 3) plan instruction/differentiate, and 4) use data to give feedback, re-teach, and move on. Teachers are guided through a process in which they:

- Understand what the standards are asking students to know and do;
- Design assessments (or know what quality assessments look like and are able to find them) that would require students to produce concrete evidence that they have mastered the standards;
- Plan instructional opportunities that will provide students with the opportunities to acquire the knowledge or practice the skills called for by the content standards;
- Reflect on the overall design and implementation of instruction and make adjustments.

To analyze the standards, teachers look to see which standards are highest priority. This takes a lot of time and practice because the standards are not always what they seem. Teachers “unpack” the standards in order to identify the big ideas and supporting standards. Units of study are then clustered around the big ideas found in the standards.

Aligning assessments means they identify from the standard(s) exactly what the students need to know and do. Aligning summative and formative assessments to the standards dictates how students will demonstrate mastery of the content. In aligning assessments to the standards, our teachers use Bloom's Taxonomy to determine which assessment method is best for the particular standard the teacher wants students to master.

Designing instruction means that once the teachers know what students need to know and be able to do, they create lessons that slowly build student mastery of the content over the course of the unit. Designing instruction after creating the assessments provides a specific direction for the teacher.

The reflection piece of planning comes about when teachers have the results of students' assessments. Only when they have the results indicating the level of students' mastery can they make informed decisions about what did and did not work throughout the planning process of the unit.

ASSESSMENT PLAN

Although River Valley does not administer grade-level assessments during the year, our faculty employs the use of diagnostic, formative, and summative assessments to determine students' level of mastery.

In math, we administer to all incoming ninth grade students the Mathematics Diagnostic Testing Project through UC San Diego. This diagnostic test is an essential tool to help us place students in the proper level of math. We receive the results of this diagnostic test within a day of the student taking this test, and this score report highlights the students' readiness for high school math. Each student also receives a score report identifying their areas of strengths/weaknesses as assessed by this diagnostic test.

Our 11th grade math teacher also uses SBAC interim assessments so she is informed of her students' progress. The results identify for the teacher which students are above, meeting, near, or below standard. This math teacher gives two interim assessments in the fall. Before SBAC testing in the spring, this teacher will give students a performance task in addition to another interim assessment. Our 7th and 8th grade math teacher assesses students on a weekly basis using MathXL for Schools.

In our English/language arts classes, teachers administer SBAC interim assessments as well. The timing of these assessments is based upon each teacher's timeframe. Some of our teachers will administer interim assessments in the fall, and some of them only in the spring. Rather than use SBAC interim assessment, our AP English teacher uses on-demand timed writings, the prompts of which are taken from prior AP exams, as a formative assessment.

Our teachers assign independent study work that our students are to complete on their three independent study days each week. Each teacher creates a weekly assignment sheet identifying for students the workload for that week's independent study work (refer to **Appendix C**, sample assignment sheets). This assigned work is the bulk majority of our formative assessments. The teachers also use reading quizzes to determine student mastery during the course of a chapter or

unit. Our teachers' summative assessments vary. Some of our teachers give chapter tests and some of them give unit exams. Some of our teachers give midterm exams, and other teachers opt not to take a day of instruction away from students by giving them a midterm. At the end of each semester, some of our teachers give a comprehensive final exam while others do not.

Since our program does not meet the "mold" of a comprehensive school, it is difficult for our teachers to adhere to an assessment schedule. They are all diligent in utilizing all forms of student assessments to determine a student's progress. Our teachers have to be creative in how they determine if students are understanding and grasping the concepts they need to know in order to master the standards.

GRADUATION REQUIREMENTS

In order to graduate from River Valley Charter School, high school students must meet the following graduation requirements. An explanation of all courses can be found in the River Valley Charter School Course Catalog (**Appendix D**):

Social Science	40 credits
English	40 credits
Mathematics	40 credits
Science	40 credits
Art	10 credits
Foreign Language	20 credits
Physical Education	20 credits
<u>Electives</u>	<u>10 credits</u>
Total Minimum	220 credits

Course Offerings at River Valley High School

English

English 7
English 8
Literature & Composition
English 10/Pre-AP
American Literature & Rhetoric
Advanced Literature
AP English Language & Composition
AP English Literature & Composition

History

7th Grade World History
8th Grade US History
US History
Modern US History
Western Civilizations
Government/Economics
Government/Economics Honors

Science

Science 7
Science 8
Biology
Biology Honors
AP Biology
Chemistry
Chemistry Honors
Physics
Physics Honors
Marine Biology

Mathematics

Math 7
Math 8
Integrated Math I
Integrated Math I Honors
Integrated Math II
Integrated Math II Honors
Integrated Math III
Integrated Math III Honors
Pre-Calculus
Pre-Calculus Honors
Calculus Honors
Financial Algebra (12th)

Physical Education

Physical Education 7
Physical Education 8
Physical Education 1
Physical Education 2

Academic Electives

Art Appreciation
Associated Student Body (ASB)
Digital Art
Painting and Printmaking
Spanish I, II, III, AP Spanish Language

Exploratory Electives *** offered based on interest

Exploratory Spanish
Yearbook
Robotics
Studio Art
ASB (for students not enrolled in the ASB class)
Show Choir
Teacher's Assistant

RVCS prides itself on offering a comprehensive school counseling program. This includes providing detailed college and career preparatory parent/student nights for each high school grade level and the 8th grade as they prepare to enter high school. Beginning in 10th grade, the School Counselor provides handouts to the parents and students at Sophomore Parent Night discussing the process of Financial Aid and a timeline of when students and parents will have access to begin filling out the FAFSA or California Dream Act applications. These same documents are provided during Junior Parent Night and during each one-on-one junior conference the School Counselor

holds with each junior and their parent(s)/guardians in the spring of their junior year. The document describes in detail the types of financial aid available, information on where to access the FAFSA or California Dream Act applications, and a timeline of the deadline to apply. In the fall of senior year, students and parents are provided an opportunity to attend a Financial Aid Night for Seniors and their Parents where RVCS partners with the financial aid office at Grossmont College to offer a detailed presentation on the RVCS campus on the types of financial aid available. They also learn how to identify and fill out their financial aid application and required documents they will need to have prepared when applying. The Grossmont College financial aid office staff members also assist the RVCS School Counselor with a hands-on application workshop where parents and their seniors are able to bring their personal documents, log into the FAFSA website, and fill out the application on-site seeking assistance as needed.

ACADEMIC SUPPORT AND INTERVENTION

Under both programs, the primary instructor or teacher of record will schedule regular tutorial hours to meet students. Students who are not achieving at expected levels are expected to attend tutorials with the teacher each week. The school provides subject-specific tutoring and other support system opportunities for students needing additional instruction. Students and parents use Jupiter Grades to access their independent study assigned work, up-to-date grades, and communication with the faculty and staff. Students are provided access to an on-campus math tutor who is available for 16 hours each week. All students have access to GradeSlam, a 24 hour a day online tutoring service. GradeSlam is personalized academic support that students have access to at all times. Tutors (who are credentialed teachers) provide feedback to the teachers regarding the student's tutoring session by indicating content with which the student is struggling.

Timely communication with parents about student performance is part of the support mechanism for all students. Communication by e-mail among students, between teachers and students, and between parents and teachers is a regular component of instruction.

In order to maintain the rigor of the program and motivate students to perform at their best, students are required to maintain at least a 2.0 grade point average. Students who do not meet the grade point average requirement are referred to the Student Success Team comprised of the principal, counselor, teachers, and the student's parent/guardian (refer to SST Form, Feedback and SST Referral Form, **Appendix E**). The SST process is started when a referral is generated. Teachers, staff members, and/or parents initiate a referral when a student is struggling. The struggle is not limited to academics, as a student's social-emotional wellbeing is considered when writing an SST plan. In order to determine underlying factors that are cause for concern, an SST team is assembled. Through this process, a student's strengths and challenges are discussed. To best assist the student, the team learns what the student identifies as being an obstacle to his/her success. Input is also provided by the student's parent/guardian and his/her teachers. This input provides the team with insight into the student's challenges, which leads to the creation of a comprehensive plan to help the student overcome the identified challenges. The SST plan that is created by the team identifies specific actions that need to be taken in order for the student to find success. Additionally, specific interventions that the team identifies to be of most use to the student are put in the plan. The counselor works with the student, parent/guardian, and teachers on a weekly basis to ensure progress is being made. Through weekly follow-ups and on-going

communication with other members of the team, the student's progress is noted to provide feedback on the plan's success. A follow-up meeting is scheduled at the first SST meeting so the team knows the target date for improvement. When the follow-up meeting is convened, the team discusses the student's progress and what has helped the student achieve success or what has been an impediment to success since the first meeting. At this follow-up meeting, the team determines if adjustments need to be made to the plan and if the intervention strategies in place are benefiting the student. If the student has overcome the challenges that prompted an SST plan, he/she is closely monitored to ensure continued success. This monitoring can last from several weeks to several months. As stated, if the student is not successful with the SST team's initial plan, adjustments are made at the follow-up meeting and a subsequent meeting is held to again assess progress. The process explained in the first follow-up meeting is the same for the second follow-up meeting. The plan is fine-tuned to ensure every opportunity is provided to the student to ensure academic success and/or social-emotional wellbeing.

The SST strategies and interventions put in place for the struggling student do not bring immediate change, so this process can be slow. However, in the event the team determines a student is not making progress after repeated intervention meetings are held and strategies are modified and adjusted to assist the student over the course of these meetings, the principal and counselor will assess whether an independent study program is the best educational program for the student.

An SST academic referral can be based on a student performing poorly on assignments they turn in and on assessments they take. A referral can also be based on a student not turning in independent study assignments. The RVCS Master Agreement states that students cannot have more than four missing independent study assignments in a period of 15 school days. As an independent study school, student attendance is based upon work completion. When students cannot appropriately manage their independent study time to effectively complete their assignments, the SST process is initiated as explained above to assist the student and family in developing time management skills to help the student with work completion. If work completion does not improve over the course of the SST follow-up meetings, the student will be referred to their school of residency (refer to Master Agreement, **Appendix F**).

Students who have an IEP or Section 504 Plan who fall below a 2.0 GPA will receive academic support appropriate to their specific plan. All decisions regarding academic concerns and change in placement will be made by the IEP or Section 504 team.

ENGLISH LEARNERS

A student attending River Valley who has not developed listening, speaking, reading, and writing proficiency in English for participation in the regular school program are called English Learners (ELs). Any student identified as an EL student will receive appropriate support until they have demonstrated English-language skills comparable to an average native English speaker at River Valley. The level of proficiency will be determined by the state English Language Proficiency Assessment for California (ELPAC) exam. Students whose primary language is other than English are required to take this exam until they meet reclassification criteria. Notification will be sent home to the parents/guardians of students identified as English Learners prior to testing (refer to English Learner Policy, **Appendix J**).

Plan for Serving English Learners

English learners are faced with the challenge of having to simultaneously learn a second language and the core curriculum. Often times they have not fully developed sufficient English skills in listening, speaking, reading, and writing to master standards at their grade level. Many steps are taken to provide additional support for these students so they can be successful. River Valley will meet all applicable legal requirements for English Learners (EL) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

Home Language Survey

RVCS administers the home language survey upon a student's initial enrollment into the school (on enrollment forms). Students who have been identified as speaking a language other than English at home will be given an Initial Language Assessment approved and adopted by the state of California: the English Language Proficiency Assessments for California (ELPAC). If the student does not demonstrate proficiency, the student will qualify as an English Learner (EL).

English Learner Assessment

All students who indicate that their home language is other than English will be assessed with the state approved assessment of language proficiency (ELPAC) within 30 days of initial enrollment and at least annually (ELPAC) thereafter until re-designated as fluent English proficient.

RVCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. Results of each student's assessment will be sent to parents or guardians in their primary language. These results will be used for instructional planning.

For students who enroll with previous language assessment testing, the ELPAC will be administered annually based on the ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Plans (IEP) or 504 plans or by an alternate assessment as determined by the IEP or 504 team.

RVCS will notify all parent/guardians annually, in writing, and in the student's home language when possible, of the ELPAC assessment administration, the reasons their child is identified as an EL, and of ELPAC results.

Additionally, RVCS assesses all students upon enrollment and at the beginning and end of each school year using California Assessment of Student Performance and Progress (CAASPP) standards-based assessments that assess student progress in reading, language usage, and math (the CAASPP interim and benchmark assessments used are in addition to state-required assessments; an additional diagnostic tool called the Mathematics Diagnostic Testing Project (MDTP) is also used to assess student progress in math). These assessments provide detailed, actionable data relating to student present skill levels in relation to state standards to inform the

creation of the student's education plan which is utilized to ensure students make progress in all academic subjects.

Reclassification Procedures

River Valley Charter School utilizes the reclassification criteria set forth in California *Education Code (EC)* Section 313 and Title 5 California Code of Regulations (5 *CCR*) section 1130 in determining whether to classify a student as proficient in English:

- Assessment of language proficiency using ELPAC test scores (Criteria A)
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the student's curriculum mastery (Criteria B).
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process (Criteria C).
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English (Criteria D).

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	LEA Criteria [Districts board-approved reclassification criteria]
The English Language Proficiency Assessments for California (ELPAC)	An English language learner has acquired a "reasonable level of English proficiency" when he/she has achieved an overall score of 4.
Comparison of Performance in Basic Skills	Student must meet or exceed the standard in all academic areas.
Parental Opinion and Consultation	Parent request and/or Agreement
Administrator Approval	The school administrator must review and approve all potential reclassification forms before getting a parent signature
Teacher Evaluation	Student meet standards (min. Level 3) in grade level reading benchmarks

Monitoring Reclassified English Learners (RFEP)

RVCS implements a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for two years from the year of reclassification, as required by state and federal guidelines. RFEP students are expected to meet grade-level content standards and the requirements for high school graduation. Parents will be notified of ongoing

progress after reclassification during parent-teacher meetings at each semester. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

- ELPAC scores
- Curriculum Embedded Assessments
- CAASPP
- Participation Rates
- Credit Completion Rates
- Teacher and parent observation

The instructional team collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions are applied. These interventions can include additional English Language Development instruction, one-on-one teacher tutoring, and/or family and community support services. Intervention measures may include:

- Conference with student and parent
- Specialized reading and/or writing tutoring sessions

English Language Development (ELD) Program

RVCS's goal for English Learner (EL) programs is to support the development of EL's fluency in English and proficiency in the core curriculum. Program participation and program effectiveness is monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input. RVCS provides a **comprehensive** English Language Development Program (ELD) that includes **Integrated** ELD and **Designated** ELD.

EL's have full access to the School's educational program through **Integrated English Language Development (ELD)**. Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

Teachers are trained on ELD standards and research-based instructional strategies including specially designed academic instruction in English (SDAIE). Instructional strategies that are commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, explicitly teaching comprehension strategies, vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines.

RVCS uses/has used online literacy tools such as Achieve3000, Reaching Plus, and Read 180 that provides differentiated instruction based on individual student lexile levels. These program allows students to build literacy and, as is the case with Achieve3000, content-area knowledge simultaneously. Embedded scaffolds and supports help to accelerate student learning gains within the school year. These programs help students improve reading comprehension, vocabulary, and fluency.

RVCS has access to a web-based comprehensive English language learning program (BrainPOP ESL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

ELs will receive Designated ELD in courses that are aligned to the CA ELD standards in order to develop critical language ELs need for content learning in English. These literacy courses are enhanced with individualized tutoring sessions and literacy instruction with an instructional focus on linguistic elements and language communication. The instructional team, including parents, sets proficiency goals for students with measures and benchmarks for achievement.

PLAN FOR STUDENTS WITH DISABILITIES

Special Education

River Valley shall be deemed a school of the District for the purposes of special education. The District provides special education services for River Valley's special education pupils to the extent of the law. Specifically, the District will serve children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEA 1413(a)(5)].

RVCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

RVCS is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. RVCS works closely with LUSD and San Diego East County SELPA ("SELPA") in order to coordinate services locally. A fully credentialed special education Resource Specialist Program (RSP) teacher is hired by LUSD and assigned to RVCS and provides Specialized Academic Instruction (SAI) to students at RVCS who have been identified as requiring the service as part of their Free and Appropriate Public Education (FAPE). Special Education-related services provided at RVCS are contracted locally by LUSD as needed, in accordance with students' Individualized Educational Plans. Related services may include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services.

The Student Success Team (SST) is a joint collaboration of parents, teachers, administrators, and other school professionals that meets to address behavioral and academic difficulties for students (SST Referral Form, **Appendix E**). An initial SST meeting is held to gather information about a student's strengths and challenges. From this meeting, a plan is put in place, which includes research-based interventions to be used to help the student successfully access educational opportunities. A student is not referred for special education services unless and until it is established, through the SST process, that the student has been provided with an effective instructional program and that research-based interventions, which have been implemented with fidelity over time, have been confirmed as insufficient. Once referred, every reasonable effort will be made to ensure that all notification Requirements governing Prior Written Notice and Assessment Plan will be provided to the child's parent or legal guardian.

The RSP teacher and the classroom teachers work together to provide an education that meets student needs and ensures that students' Individualized Educational Plans (IEP) are met. Additionally, the school serves its special education students through the following:

- Small class sizes

- Innovative scheduling to allow for additional tutoring;
- Technology-assisted learning;
- Resource teacher available on-site with a schedule that does not interfere with the students' academic classes;
- Accommodations provided in regular education classes;
- Periodic in-services for teachers regarding the identification of students with disabilities and methods of providing instruction to meet students' educational needs.

RVCS shall have the responsibility to identify, refer, and work cooperatively with LUSD in locating RVCS students who have or may have exceptional needs that qualify them to receive special education services. RVCS shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized, or when a parent/guardian makes a written request for assessment

RVCS shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. LUSD shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. LUSD shall obtain parent/guardian consent to assess RVCS students.

IEP Meetings

Responsibility for arranging necessary IEP meetings shall be allocated in accordance with the District's general practice and procedure and applicable law and RVCS shall cooperate and coordinate with the District in scheduling IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having in attendance at IEP meetings the RVCS Principal and/or RVCS designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher if employed/contracted by RVCS; the student's general education teacher if the student is or may be in regular education; the student, if appropriate; the student's parent/guardian; and other RVCS representatives who are knowledgeable about the regular education program at RVCS and/or about the student. LUSD shall arrange for the attendance at IEP meetings of all necessary LUSD staff and related service provider staff as applicable, and shall document the IEP meetings and provide notice of parental rights at the meetings.

IEP Development

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs,

services and placements shall be provided to all eligible RVCS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

Implementation

RVCS and LUSD shall be responsible for all school implementation of the IEP. As part of this responsibility, RVCS and LUSD shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for RVCS's non-special education students. RVCS and LUSD shall also provide all home-school coordination and information exchange. RVCS and LUSD shall also be responsible for providing all curriculum, materials, instructional modifications, and assistive technology. All RSP services are provided through a push-in model to ensure a student's two-day-a-week-class-time is not disrupted. All IEPs are written to reflect the limited options available at the school. If a student requires services other than RSP, these services may or may not take place on the RVCS campus. For example, a student receiving speech/language services will meet with the provider on campus, but a student requiring adaptive physical education services will meet off-site at a location determined by LUSD.

New Charter School Students

When a new student with an existing IEP seeks to enroll at RVCS, RVCS personnel shall fax or email a copy of the IEP to the LUSD Special Education department (Attention: Director of Special Education). A copy of the IEP shall also be given by RVCS to the Charter School's LUSD-appointed RSP teacher. RVCS shall comply with Education Code Section 56325 with regard to students transferring into RVCS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in RVCS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, RVCS and LUSD shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time RVCS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into RVCS from another district operated program under the same SELPA as RVCS within the same academic year, RVCS and LUSD shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and LUSD agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to RVCS with an IEP from outside of California during the same academic year, LUSD and RVCS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until LUSD conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary, and develops a new IEP, if appropriate that is consistent with federal and state law.

For students transferring from RVCS to another district, all applicable student records, including all pertinent information related to the student's IEP, will be furnished to the student's new LEA no later than the 10th working day after the date a request for information is received by RVCS.

RVCS exercises the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. RVCS will work collaboratively with LUSD and the SELPA in the IEP placement of students who are identified as requiring an education placement that RVCS is unable to provide. If the IEP team determines that the regular education classroom is not the least restrictive environment for the student, even when services and supplementary aids are provided, an alternative placement must be considered. Each student's unique educational needs will be considered in determining the least restrictive environment for the purpose of placing a student in an appropriate educational placement.

Section 504 of the Rehabilitation Act

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

RVCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of RVCS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, will be eligible for accommodation by RVCS.

A 504 team shall be assembled by the principal and shall include the parent/guardian, the student (where appropriate), the counselor, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records, including academic, social, and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

- The final determination of whether the student will or will not be identified as a person with a disability will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary (see Section 504 form and Parental Safeguards, **Appendix G**).

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, will be provided a copy of the student’s 504 Plan. The principal will ensure that teachers include 504 Plans with instructional planning for short- term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

STUDENT DEMOGRAPHICS

River Valley is located in Lakeside, and its students are primarily drawn from Lakeside and the nearby cities of Santee, El Cajon, Spring Valley, Alpine, and La Mesa. The region comprised of these cities, San Diego East County, has a population of approximately 440,000. As of the April 2010 census, the population of Lakeside was 20,648, but it remains less diverse than San Diego County overall. The diversity of River Valley’s population is more similar to that of Lakeside’s population than to the county’s population as a whole. The median household income for Lakeside in 2017 (US Census Bureau) was \$72,426. Lakeside is rural with many suburban neighborhoods and areas of light industry.

Ethnicity Percentages Comparing RVCS to the Community

	SD County (2019) (US Census Bureau)	Lakeside (2019) (US Census Bureau)	RVCS Students (2019 SIS data)
White	64.8	87.5	72.6
Hispanic/Latino	30.1	18.6	15.74
Asian	16.7	2.8	4.59
American Indian	.04	1.2	1.97
Black or African American	6.5	2.9	2.3
Pacific Islander	.04	.08	.66
Two or more races	5.2	2.9	.026

*columns add up to more than 100% because people identify with more than one race.

Special Needs Students

Year	IEP	504
2015-2016	15	21
2016-2017	15	23
2017-2018	11	24
2018-2019	15	20
2019-2020	21	21

Parent Education Levels

Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Graduate school	71	83	79	84	84
College graduate	89	118	122	118	117
Some college	69	69	77	69	72
High school graduate	13	19	21	25	21
Not a high school graduate	0	1	2	3	5
Declined to state	24	11	12	9	6

Based upon data given by students on standardized tests and reported in our Student Information System.

ELEMENT 2: Measurable Student Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the 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 schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(c)(5)(B).*

River Valley Charter School maintains and updates an annual action plan that is aligned with both WASC goals as well as LCAP goals and State Priorities. Measurable outcomes of the actions, goals, and priorities are evaluated by all stakeholder groups, including the RVCS Board of Directors, who ultimately approve the validity of each outcome. A full list of said goals can be found in RVCS's LCAP, as well as RVCS's WASC Self Study Reports and Annual Updates. A general overview of RVCS' Goals, Actions, and Outcomes are outlined below.

As an independent study school, River Valley has worked the 23 years cultivating an educational program steeped in rigor and aimed at fostering skills necessary for succeeding in today's global society. The primary purpose of RVCS's instructional model is to prepare students for college. Central to RVCS's instructional program is providing equitable access to a rigorous course of study as well as motivation and inspiration for students so they can acquire the necessary knowledge and skills to achieve post-secondary success. RVCS' instructional model is a standards based, academically rigorous program that provides equitable educational opportunities to all student groups who will benefit from an independent study program. This includes, but is not limited to, students who are unable to attend school five days a week due to medical, educational, and/or social concerns, students pursuing professional and semi-professional level competitive sports, students interested in advancing their education through dual enrollment opportunities, students who will thrive in a smaller academic setting, and at-risk students who will benefit from a small, nurturing educational environment.

Following the RVCS Expected Schoolwide Learning Results (ESLRs) and overview of skills in each academic department, additional measurable student outcomes provide a general overview of the RVCS's mission and goals in providing all students with a unique educational experience.

RVCS received the full six-year accreditation term through the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) in 2014. RVCS is scheduled for accreditation renewal in September 2020.

STUDENT OUTCOMES & WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

By teaching a rigorous and clearly defined set of state-mandated content, RVCS raises students' academic achievements and abilities across an array of subject matters and skills. RVCS has

Expected Schoolwide Learning Results (ESLRs) in addition to discipline-specific outcomes that students are expected to attain. Upon graduation, RVCS expects its graduates to be:

High Academic Achievers who:

- meet or exceed the Common Core Standards in English and Math, the California State standards in History/Social Science, and the Next Generation Science Standards.

Effective Communicators who:

- read and comprehend informational, functional, and literary texts.
- listen and comprehend information, take notes and report accurately what was presented.
- speak with confidence within a group and to an audience.
- write logically developed and mechanically proficient reports, letters, essays, and narratives.
- identify, organize, analyze, synthesize, and evaluate information.
- demonstrate competence in the use of technology and are able to communicate electronically and present information via documents, graphs, and presentations using a variety of software and platforms.

Responsible, Self-Directed Individuals who:

- exhibit good study/work habits and effective time management.
- demonstrate effective career and college planning.
- have a plan for post-graduate success.
- demonstrate good decision-making and conflict resolution skills.
- successfully transfer academic skills to real-world situations.

In addition, the Charter has the following goals:

- Students will graduate with the knowledge, skills, and motivation to enter a four-year university, a community college, or a post secondary training program.
- Students will successfully complete four years of English, mathematics, science, social science, two years of a foreign language, and one year of a visual/performing arts.

To this end, each discipline has identified the measurable outcomes used to address academic achievement. RVCS will continue to examine and refine these measurable outcomes to reflect the school's mission and any changes made to state and local standards that support this mission. It is RVCS's goal for graduates to demonstrate mastery of the following skills learned during their four years of high school in each of the following disciplines:

English/Language Arts: As a result of English/Language Arts instruction students will receive at RVCS, it is expected that students will:

- use literacy skills learned for everyday situations (paying taxes, voting, etc.).
- use self-expression in multiple ways (orally, written, artistically) to comprehend, process, and respond to others.
- make connections between culture, art, and the human existence.
- foster an appreciation of the written language.

History/Social Science: As a result of History/Social Science instruction students will receive at RVCS, it is expected that students will:

- have a knowledge and understanding of history as well as current events taking place in the world.
- be discerning consumers of all forms of media.
- be responsible citizens with the ability to participate in a modern democracy.

Science: As a result of Science instruction students will receive at RVCS, it is expected that students will:

- have fundamental scientific knowledge in the physical, life, and Earth & space sciences.
- see the connection between various scientific concepts across the science disciplines through an integrated approach to teaching and learning.
- be able to see the difference between how scientists define and solve problems versus how engineers develop solutions that affect our world.
- develop problem solving skills and techniques that prepares them for success in a wide range of college majors or careers in the STEM (science, technology, engineering, and mathematics) fields.
 - be critical thinkers that can see patterns and trends that promotes analysis and interpretation of data, draw sound conclusions, communicate and work with others to solve complex problems.
 - have good oral and written communication skills rooted in the argumentation of sound evidence, facts, and scientific concepts.
 - be lifelong learners prepared for a future increasingly centered around science, information, and technology.
 - have the ability to understand some of the current crises facing humans (climate change, water and food shortages, health concerns, etc).
 - understand the behaviors that scientists engage in as they investigate and build models and theories about the natural world, and the concepts that bridge the sciences such as patterns, cause and effect, scale, proportion, and quantity, systems and system models, energy and matter: flows and cycles, structure and function, and stability and change.
 - have the ability to interpret and discern facts from opinion or fiction.

Mathematics: As a result of Mathematics instruction students will receive at RVCS, it is expected that students will:

- have the ability to access necessary information needed to problem solve multi-step math problems.
- be effective problem solvers in both theoretical and real-world mathematical scenarios.
- develop critical thinking habits that extend beyond the classroom.
- use technology that fosters mathematical understanding.

Visual/Performing Art: As a result of Art instruction students will receive at RVCS, it is expected that students will:

- be well versed in artistic literacy.
- be able to both create and appreciate art.
- connect and respond to the world with artistic literacy.

World Language: As a result of World Language instruction students will receive at RVCS, it is expected that students will:

- be adept at using all available technological resources to enhance their language acquisition journey.
- have the ability to communicate effectively and authentically in all modes — speaking, listening, reading and writing.

Physical Education: As a result of participation in Physical Education, it is expected that RVCS students will:

- develop life-long habits of nutrition and fitness.
- improve muscular strength, flexibility, muscular endurance, body composition, and cardiovascular endurance.
- gain improved self-confidence and self-esteem based on mastery of skills and concepts in physical activity.

GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), RVCS has established goals, actions, and measurable outcomes both schoolwide and for each student group of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student groups who attend RVCS. The metrics associated with these goals will help RVCS to ensure that all subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by supplemental funds from the Local Control Funding Formula. Each of RVCS's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Goal 1: *River Valley will provide a comprehensive 21st Century education to students aligned to the Common Core and Next Generation Science Standards.*

Goal 1 aligns with the following state priorities: Basic Services (#1), State Standards (#2), Pupil Achievement (#4), and Course Access (#7).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

1.1 Standards Aligned Curriculum and Accountability

Applicable Student Groups: All

- a. Align all applicable course framework with Common Core State Standards (CCSS), English Language Development Standards (ELD), and Next Generation Science Standards (NGSS).
- b. Implement lessons and/or assignments tailored toward exposure, practice, and, and mastery of CCSS, ELD Standards, and NGSS.
- c. Practice formative and summative benchmark assessments that align with and provide student achievement data on CCSS, ELD Standards, and NGSS.

1.2 Course of Study

Applicable Student Groups: All

- a. Provide a broad course of study that enables students to learn and thrive
- b. Offer Advanced Placement and Honors courses when possible
- c. Align applicable courses to UC/CSU a-g requirements
- d. Expand course offerings and/or dual enrollment opportunities

1.3 Supplemental Services and Support

Applicable Student Groups: English Learners, Homeless and Foster Youth, Socioeconomically Disadvantaged Pupils, and Pupils with Disabilities

- a. Provide student access to technology, supplemental curricular resources, and extended tutoring
- b. Customize curriculum based on language needs, accessibility, and/or gaps in learning.

Expected Annual Measurable Outcomes:

- All applicable courses will be in alignment with either CCSS or NGSS
- 100% of offered courses will be UC/CSU a-g approved

- Cohorts will increase CAASPP and CAST proficiency levels in tested grade spans
- Individual student CAASPP and CAST scores will show measurable improvement based on previous standardized tests and/or course specific benchmarks.
- Establish baseline and targeted increase in EL reclassification rate when student population allows for numerically significant groups to be measured.

Goal 2: *River Valley will provide all students a strong foundation for college, post-secondary training, and/or the workforce.*

Goal 2 aligns with the following state priorities: Parental Involvement (#3), Pupil Engagement (#5), School Climate (#6), Course Access (#7), and other Pupil Outcomes (#8).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

1.1 College Pursuant Culture

Applicable Student Groups: All

- a. The school will fund and host field trips to a variety of colleges and universities
- b. Staff and student will engage in dialogue pertaining to the college path through lessons, activities, and college attire.
- c. River Valley will provide access to and information from college representatives. This includes notifying parents and students of events pertaining to college visits and informational meetings.
- d. Monthly communication/publication from the School Counselor to parents and students. Topics include upcoming events on and off campus, college and career campus visitors, workshop dates, and grade level specific information about testing, scholarships and summer opportunities.

1.2 Post-Secondary Planning

Applicable Student Groups: All

- a. Naviance College and Career Readiness Platform to assist students and parents with post-secondary planning.
- b. All 7th - 12th grade students are provided a classroom lesson on Family Connection in the fall and in the spring.
- c. River Valley will provide access to and information from representatives of the Military Services/Armed Forces and Law Enforcement.

1.3 Supplemental Services and Support

Applicable Student Groups: Homeless and Foster Youth, Socioeconomically Disadvantaged Pupils

- a. Counselor will meet with individually with students and their parents to develop a college application plan, including applying for grants and financial aid.
- b. School Counselor to meet with students and parents to help them apply for fee waivers for ACT, SAT, PSAT, and AP exams.

Expected Annual Measurable Outcomes:

- 80% of eligible students will take the PSAT, SAT, and/or ACT
- 85% of graduating seniors will apply to a post-secondary educational program
- 100% of graduating seniors will have fulfilled UC/CSU a-g requirements

Goal 3: *River Valley's facilities, learning culture, and staff will provide and promote an atmosphere conducive to learning, respect, and personal growth for all students.*

Goal 3 aligns with the following state priorities: Basic Services (#1), Parental Involvement (#3), and School Climate (#6).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

3.1 Campus Facilities

Applicable Student Groups: All

- a. Classrooms and instructional spaces are safe and up to date
- b. Grounds are maintained and continually improved
- c. The campus is welcoming, secure, and monitored
- d. Continual upgrades to River Valley's technology program to ensure students are equipped with the essential skills necessary to be active participants in today's technologically-advanced world

3.2 Culture of Learning and Growth

Applicable Student Groups: All

- a. Student to teacher ratio for classroom instruction is 18:1

- b. Teachers and support staff take an active role in monitoring and engaging in student learning and extracurricular activities.
- c. Teachers, students, and parents, work together to ensure positive student growth

3.3 Personnel and Staff

Applicable Student Groups: All

- a. Staff is current on trainings and best practices
- b. Teachers maintain a professional, approachable demeanor
- c. Support staff are involved in academic and extra-curricular activities
- d. Campus Supervisor communicates with and collaborates with teaching and support staff to ensure students are receiving proper guidance

3.4 Supplemental Services

Applicable Student Groups: English Learners, Homeless and Foster Youth, Socioeconomically Disadvantaged Pupils, and Pupils with Disabilities

- a. Provide student access to technology, supplemental curricular resources, and extended tutoring
- b. On campus work/study spaces are available outside of students' regularly scheduled class time

Expected Annual Measurable Outcomes:

- Facilities that are upgraded and repaired as prioritized by using the Facility Inspection Tool (FIT). Any rating below "good" on FIT will determine action.
- 100% of student will have access to or be provided with the technology needed to complete coursework at River Valley.
- All classroom teachers will complete and evaluate individual annual goals agreed upon jointly with the Principal.

ELEMENT 3: Measurement of Outcomes & Methods of Measurement

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

OVERVIEW

River Valley Charter School shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

The methods for measuring pupil outcomes are consistent with the way River Valley Charter School reports information on its school accountability report card (SARC) as required by Education Code Section 47605(c). Other assessments may be used that are not reported on the school accountability report card but which RVCS will use to gain a more complete picture of student progress and achievement.

At RVCS, student attendance is based on Independent Study completion. The overall schoolwide projected attendance rate for the 2019-2020 school year is 98.8%. This has been consistent with the past three school years: 2016-2017 – 98.39%, 2017-2018 – 99.26%, and 2018-2019 – 98.52%. The most recent school wide dropout rate compares favorably to schools within the state. RVCS's dropout rates continue to remain at 0% since the time of RVCS's last charter renewal in 2015. RVCS requires all graduates to successfully pass 4 years in all core subjects in order to receive their diploma. These requirements include: English, mathematics, history, and science. Additionally, students are required to complete two years of a foreign language, 1 year of a fine art, and 2 years of physical education. RVCS set a goal of 100% graduation for all students by the end of their 4th high school year and has been successful in implementing these graduation requirements with 100% graduation rate for the last 23 years. Additionally, 100% of RVCS students apply to either a 4-year university or community college by the time they graduate and we track their post-secondary plans through a graduation exit survey sent out by the School Counselor in May of their senior year. The graduation exit survey allows RVCS to see all colleges the student has applied to, where they were granted admission, where they plan to attend, their intended major and any scholarships/financial aid they have been awarded.

ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of RVCS. No single assessment can provide all the information needed to make informed decisions about every student's learning. A collection of measures aligned to academic standards provide meaningful insights about each student's achievement and RVCS's effectiveness in providing quality instruction to students. The assessment tools used at RVCS include both standardized and performance-based assessments as guided by the state frameworks and standards.

Assessment promotes and supports reflection and self-evaluation on the part of students, staff, and parents. River Valley Charter School will assess student progress through a variety of state-mandated tests, school-wide assessments, teacher-created exams, authentic assessments, and teacher observation. The school will use the following to assess progress towards its goals:

State-Mandated Tests

- California Assessment of Student Performance and Progress (e.g., the Smarter Balanced Assessments and the California Science Test)
- California English Learner Proficiency Assessment (ELPAC)
- Physical Fitness Test (PFT)

Other Assessments

- Classroom assessments
- PSAT scores
- SAT I and SAT II scores
- ACT scores
- Advanced Placement (AP) Test results
- Teacher observations
- Semester midterm and final exams aligned to CCSS, NGSS, and California state standards
- Performance-based assessments and skill demonstrations

Other Measures

- School-maintained records of its graduates for the first three years after graduation.
- Completion of the University of California a to g requirements for college-bound students.
- School-maintained records of attendance, suspension, and dropouts.
- Student transcripts demonstrating successful completion of required academic courses with a grade of C or better.

Student Outcome	Assessment
High Academic Achievers	CAASPP Classroom assessments PSAT, SAT I, SAT II, and AP Test results
Effective Communicators	CAASPP PSST scores Classroom assessments Teacher observations
Responsible, Self-Directed Individuals	Teacher observation School attendance, suspension, and dropout records Timely completion of Independent Study assignments
Graduate with knowledge, skills, and motivation to enter a four-year university, a community college, or a post secondary training program.	School records of graduates SAT, SAT I, SAT II, and AP Test results
Complete four years of English, math, science, and social science.	Student transcripts

While the standards-based assessments enable RVCS to monitor both the individual student's and school-wide performance, they only provide one aspect of a student's academic achievement and ability. Frequent forms of feedback related to specific learning objectives are achieved through RVCS's local assessments. Looking at the totality of information gathered, RVCS teachers, students, and parents can work together to assess information needed to ensure the student continuously improves academically.

Measurement of Performance: River Valley strives to maintain an academically rigorous environment that challenges students and encourages them to reach their best potential. As a measurement of growth, students are expected to meet the following minimum performance levels where applicable:

- In each course offered at RVCS, the letter grade equates to the level of proficiency in the subject area standard. Grades of C- or lower are cause for students to be directed toward an intervention plan (initiated by an SST referral) to meet the expectation and standards of the class.
- High School students (grades 9-12) not in their 1st semester at RVCS, or on an educational plan that states otherwise, must earn a minimum grade of a C- in order to pass each course
- Students will maintain a growth cycle over their time at RVCS, using standardized (CAASPP/CAST) test results as the benchmark for performance.
- All graduating seniors must meet the minimum graduation requirement for coursework (four years of study in English, math, history, and science; two years of foreign language, two years of art, and must meet physical education standards unless otherwise stated in an academic plan approved and agreed upon by the school administration).

Each discipline has a variety of assessments used to ensure student progress is being made in mastering required content. The methods of measurement of pupil outcomes are as follows:

English/Language Arts: Students will demonstrate strong reading, writing, listening and speaking skills through various means of assessment. In addition to being assessed via CAASPP, essays, speeches, presentations, formative and summative assessments, and creative expression through a variety of learning modalities will be used to assess mastery of content and skills. Students will comprehend and critically interpret multiple forms of expression, including fiction and nonfiction texts from various time periods and cultures.

History/Social Science: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures. Students will demonstrate an understanding of the world around them through historical research, document-based essays, completed independent study assignments, quizzes, tests, rubrics, presentations, and verbal communication.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, marine biology, and earth sciences. In addition to being assessed via the CAST, students will be assessed using informal and formal assessments, including cumulative

final exams each semester, critically graded IS assignments, labs, lab reports, quizzes, tests, homework quizzes, and evaluations of presentations and projects.

Math: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts. In addition to being assessed via CAASPP, students will be assessed using formal and informal assessments, including IS work, quizzes, tests, projects, class discussions, presentations, group work, and frequent informal comprehension checks.

Visual/Performing Arts: Students will study the various arts disciplines to become well-versed in artistic literacy with the purpose of creating, responding, and connecting to the world around them. Students will be assessed through formative and summative assessments, including quizzes, tests, portfolios, rubrics, and oral and written critiques of work.

World Language: Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language. Students will be assessed through quizzes, tests, projects, class discussions, and speaking participation assignments.

Physical Education: Students will gain an understanding of how to lead a healthy, balanced lifestyle through physical activity. Students will be assessed using monitoring logs and the Physical Fitness Test.

USE AND REPORTING OF DATA

RVCS implements a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. RVCS makes data available through both the Student Information System (SIS) known as Illuminate Education and Jupiter Grades, the platform used to access our independent study program. Illuminate Education contains data on student history, enrollment, demographics, and attendance. Support staff has broad access to the SIS. The system generates reports that are disseminated to entities when applicable (e.g., attendance reports, behavior reports). Jupiter Grades provides access to students' academic achievement and progress.

RVCS collects and analyzes data on student achievement on a regular basis and provides student achievement data to staff, parents and guardians, and the District in the following manner:

- School leadership, in collaboration with the teaching staff, will annually review the primary measures of school performance—the CAASPP results—in order to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels.
- Performance data is processed and provided to staff in a graphic or tabular format that is easily understood.

- Parents and guardians receive data on student achievement when they meet with their child's teacher at parent conferences. Parents receive reports on CAASPP results for applicable testing years. Current classroom grades including results for all assignments are available to parents and students on the School's grading program. The School Accountability Report Card (SARC) is published annually and posted on the RVCS website (www.rivervalleyhigh.org)
- Student report cards with cumulative and grading period GPAs are sent out each semester.
- Annual surveys are sent out to parents and guardian soliciting input and feedback on the educational program.
- The District receives data on student achievement through School reports and/or presentations to the District's Board of Education
- Parents receive ongoing updates/communication from the Principal and Counselor in the form of phone calls, emails, intervention meetings, home visits, conferencing, and a weekly newsletter.
- The Counselor holds a "Scores Back Night" for students and parents to better understand PSAT and Mock ACT results
- Information is shared with the RVCS Board of Directors at monthly board meetings

ELEMENT 4: Governance Structure

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).*

NON-PROFIT BENEFIT CORPORATION

River Valley Charter School is a directly funded independent charter school and is operated as a California non-profit public benefit corporation, pursuant to California law. RVCS shall comply with all provision of Education Code Section 47604.1.

RVCS operates autonomously from the Lakeside Union School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and RVCS. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of RVCS, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by RVCS as long as the District has complied with all oversight responsibilities required by law (see **Appendix K**, Articles of Incorporation and Bylaws).

RVCS, in compliance with Senate Bill 126/Education Code Section 47604.1, assures: the school shall:

- RVCS shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.
- RVCS shall comply with the California Public Records Act.
- RVCS shall comply with Government Code section 1090, et seq., and the Political Reform Act of 1974, (Govt. Code section 81000 et seq.), as set forth in Education Code section 47604.1.

BOARD OF DIRECTORS

River Valley Charter School is governed by a board of directors called the River Valley Charter School Board of Directors (see **Appendix J**, the roster and bios of Board members). The Board adopts a set of bylaws by which it conducts its business.

he number of people serving on the Board of Directors and the length of terms will be specified in the RVCS Bylaws. Currently, the number of directors shall be no less than five (5) and no more than eleven (11). The current Board is composed of:

- Three (3) Parent Representatives elected by RVCS’s parent community then appointed by the Board
- Three (3) Faculty and Staff Representatives; two board members are elected by certificated staff and one board member is elected by classified staff.

and then appointed by the Board.

- Two (2) Community members appointed by the Board.

At its discretion, the Board may appoint up to two (2) student advisors from the current student body of River Valley Charter School. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

A Chairperson is elected from the members of the Board. The Principal shall report to the Board on a monthly basis. The Board meets once each month except for the month of July. The Board observes the provisions of the Brown Act in preparing and conducting its meetings. The Board also observes an adopted conflict of interest policy (refer to **Appendix L**, RVCS's Conflict of Interest Policy) that complies with the Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Board of Directors Responsibility and Delegation of Authority

The River Valley Charter School Board has the primary responsibilities of creating policies in line with the school's mission, ensuring fiscal solvency, and employing the School's Principal.

Board policy, no matter how well or thoroughly articulated, cannot anticipate every circumstance to which it may need to be applied. The Board—as a matter of preference, in consonance with charter school legislation—does not wish to replace volumes of education code and school district policy with its own lengthy volumes of policy. Instead, it seeks to develop and refine those seminal policies that can serve as a reasonable guide for taking action in a variety of circumstances. It then seeks to vest in an individual the ultimate responsibility for translating into action those policies that are related to the operation of the school. The ultimate responsibility rests with the School's Principal.

Since the Board delegates and holds the Principal responsible for the successful day-to-day operation of the school, including scheduling of program, the allocation of budgeted equipment and supplies, or the design of curriculum and instruction, the Board refrains from making day-to-day translations of Board policy for him/her. Regarding Personnel matters, the Principal shall administer and manage personnel including their employment, evaluation, and dismissal. Principal recommendations for hiring and dismissals will be brought before the Board for final approval.

The Board involves itself with such policy issues as student outcomes, program evaluation, school size and growth, school budget, special events, major job descriptions, and compliance with state and Charter requirements. The Principal has a responsibility to the Board for presenting it with timely policy issues in decisional form and for providing the Board with sufficient information so that it can make well informed decisions.

Some policies the Board approves pertain not so much to the school and its operations as they do to the way in which the Board itself operates. These may involve such topics as Board member assignments, Board member activities which reflect on the school, agenda deadlines, Board

meeting conduct, and the like. These will likewise conform to the vision which guides the School's other policies, both in spirit and in specifics.

Board Meetings and Duties

The Board meets regularly and in accordance with the Brown Act. The Board is responsible for the operation and fiscal affairs of River Valley Charter School including, but not limited to, the following:

- Hiring and evaluating the Principal/Chief Executive Officer of the School.
- Approving and monitoring the implementation of general policies of RVCS, including personnel policies for career growth and compensation of staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the RVCS's annual budget.
- Acting as a fiscal agent.
- Contracting with an external auditor for an annual financial audit according to generally accepted accounting practices.
- Approving annual audits.
- Monitoring student achievement.
- Developing Board policy and procedures.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Approving charter amendments.
- Approving personnel discipline.
- Creating committees as needed.

The RVCS Board of Directors also addresses personnel issues related to the Principal. Personnel issues pertaining to other employees of RVCS shall be addressed by the Principal, and if action is deemed necessary, brought to the Board for further action.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors conducts training for board members on their fiduciary duties and responsibilities with topics to include at minimum Conflict of Interest and the Brown Act.

Parent Involvement in Governance

A central tenet of RVCS's philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Parent Representative on the Board of Directors
- Regular and frequent verbal, print, and electronic communication
- Sharing of positive student outcomes and accomplishments
- Teachers invest time developing parental engagement in student learning
- Student/Parent/Teacher Master Agreement (See **Appendix F**)

Accordingly, part of RVCS's educational plan is an agreement between parents and RVCS known as the Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of RVCS's educational program. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

RVCS's philosophy is that parents choose to send their children to RVCS because they have high expectations of RVCS and the benefits that they and their children will receive. In turn, RVCS has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include meetings with their student's teacher, scheduled open houses, field trips, and email communication when needed. RVCS will encourage, but will not require, volunteer parent participation in the school. Per Education Code Section 47605(n), RVCS ensures families are aware that parental involvement is not a requirement for acceptance to, or continued enrollment at, our school. As stated in our Parent/Student Handbook, all volunteer opportunities are completely optional (refer to **Appendix N**, *Parent/Student Handbook*, pages 49 and 51). Volunteer opportunities and parental involvement are discussed at our prospective student open houses and at informational meetings with families so all interested families are informed that opportunities exist but they are not required. Parent involvement is an important aspect of the charter school's educational program. Parents are members of the school's governance and are encouraged to attend the Board's meetings. Parents are encouraged to contribute a minimum of 10 hours of service to the school during the school year. Once enrolled at RVCS, parents and students receive a copy of the Parent/Student Handbook which includes all the major policies and requirements of the school. The Parent/Student Handbook is also posted on the RVCS website. Parents have access to the school records of their child.

Element 5: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

OVERVIEW

RVCS shall not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by state and federal law.

QUALIFICATIONS FOR ALL STAFF

The Board of Directors will be responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social, emotional, and academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student's behavior change, attitude and/or academic performance.
- Take a leadership role in some aspect of the Charter School's development.

All individuals employed at RVCS must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records check, proof of identity, and tuberculosis screening (refer to **Appendix I**, *RVCS Job Descriptions* for the specific qualifications, duties, and responsibilities of RVCS employees).

Principal/Chief Executive Officer:

- Master's Degree in Education
- California Administrative Services Credential

Teacher:

- Bachelor's Degree
- Valid California Teaching Credential or equivalent

Counselor:

- Valid California Pupil Personnel School Counseling Credential or equivalent
- 5 or more years experience at a high school is highly recommended

Campus Supervisor:

- High school diploma or equivalent
- Experience working in a supervisory capacity
- Computer literacy
- Positive attitude; works well with others

Facilities Manager:

- Minimum of 3-5 years of Facilities Management or other related experience
- Computer literacy
- Positive attitude; works well with others

Administrative Assistant:

- High school diploma or equivalent
- Computer literacy
- Positive attitude; works well with others

Media Center Coordinator:

- High school diploma or equivalent
- Computer literacy
- Positive attitude; works well with others

Custodian:

- High school diploma or equivalent
- Positive attitude; works well with others

RVCS considers the employees described below to be key to the success of RVCS. The objective of each position is explained below:

Principal/Chief Executive Officer:

The Principal/Chief Executive Officer is the executive, educational, and instructional leader of the school. The Principal/Chief Executive Officer, who serves as the lead administrator of the school, is hired and reports directly to the Board of Directors. The position entails general and specific responsibilities as required by the California Department of Education, the River Valley Board of Directors, and the River Valley School Charter.

Teacher:

“Excellent teaching requires knowledge, skills, artistry, passion, and commitment. It requires both a deep understanding of the knowledge base that supports the profession and a vigorous commitment to a set of professional responsibilities and obligations.” (CSTP, 2009). Teachers at River Valley Charter School will be required to adhere to the holistic and developmental vision of teaching set forth in the California Standards for the Teaching Profession (CSTP) in addition to other certificated job responsibilities specific to River Valley.

RVCS shall comply with Education Code Section 47605(l), which states:

Teachers in charter schools shall be required “to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment.”

RVCS shall comply with Education Code section 47605.4: “(a) Notwithstanding subdivision (l) of Section 47605, teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.”

RVCS teachers are responsible for overseeing the students’ academic progress including instruction, assessment, and record keeping. In addition to duties and responsibilities found in the teacher job description (**Appendix L**), core academic teachers must be, at a minimum:

- knowledgeable in their content areas.
- able to apply appropriate instructional strategies.
- willing to set high academic standards and hold students accountable for their learning.
- willing to use assessment data to make instructional decisions.
- willing to include parents and students on the educational team.
- willing to participate in the cultural life of the school.
- willing to establish a good working relationship with individual students and their parents.
- willing to integrate technology into the core curriculum.
- willing to become involved in school governance.
- willing to value and maximize the use of independent study.
- willing to teach according to the educational plan (Element 1) outlined in this charter.

Counselor:

The counselor is a professional educator with specialized training in guidance and academics. The counselor assists students to participate actively and as successfully as possible in their educational development and their college and career planning. The counselor also assesses the social and emotional needs of students and provides support accordingly.

Campus Supervisor:

The Campus Supervisor is responsible for providing for the safety and welfare of students while on school grounds, monitoring visitors, communicating information in response to inquiries, and providing administrative and maintenance support.

Facilities Manager:

The Facilities Manager is responsible for working cooperatively with the Principal to develop and implement strategies for the efficient operation of a safe learning environment at River Valley Charter School.

Administrative Assistant:

The Administrative Assistant works cooperatively in providing secretarial and administrative support to the school; communicating information to staff, the Lakeside Union School District, the public including vendors, and other districts; ensuring compliance with financial, legal, and

administrative requirements; and providing information and/or direction as may be requested. The Administrative Assistant will provide students, staff and the public with information through the performance of a wide variety of secretarial services which directly supports student learning.

Media Center Coordinator:

The Media Center Coordinator works cooperatively with the Principal to develop and implement strategies for the efficient operation of a safe learning environment at River Valley Charter School.

Custodian:

Under general supervision of the Facilities Manager and the Principal, the custodian performs custodial services required to maintain assigned building(s) or areas in a clean, orderly and secure manner and perform other duties directly related to the job description.

Element 6: Health and Safety Procedures

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282. (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

River Valley Charter School adopts the following policies to ensure the health and safety of its pupils and staff.

- A requirement that all enrolling students provide records documenting immunizations to the extent required by law.
- A requirement that all employees furnish the results of a tuberculosis test on the same schedule as non-charter public schools.
- Procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Procedures for response to threat of weapons brought on campus or other acts of violence.
- Procedures relating to preventing contact with blood-borne pathogens.
- The facilities of the school will be inspected and approved by the Fire Marshall.
- The school will be designated as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies are incorporated where appropriate into the school's Parent/Student Handbook, Employee Handbooks, and are reviewed on an ongoing basis by the RVCS Board.

In order to provide safety for all students and staff, RVCS has developed a comprehensive set of health, safety, and risk management policies and procedures in consultation with its insurance carriers and risk management experts. These policies are incorporated as appropriate into RVCS's parent/student and employee handbooks and are reviewed on an ongoing basis by the Principal and Board of Directors, and in RVCS's staff development efforts.

The following is a summary of the health and safety policies and procedures of RVCS:

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures.

- Routine and emergency disaster procedures.
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49709.
- A discrimination and harassment policy consistent with Education Code section 200.
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable.
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.
- A safe and orderly environment conducive to learning.
- The rules and procedures on Charter School discipline.
- Procedures for conducting tactical responses to criminal incidents.

Procedures for Background Checks

All individuals employed by RVCS undergo fingerprinting and background checks. Personnel services are provided by the Lakeside Union School District’s Human Resources department. All applicable paperwork relating to background checks is kept on file at LUSD.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws. RVCS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

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

Immunizations

All enrolled students are required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. When enrolling new students, RVCS personnel are required to check immunization records for all new student admissions before entry. Parents must provide their child’s Immunization Record as proof of immunization.

Medication in School

RVCS adheres to Education Code Section 49423 regarding administration of medication in school. RVCS shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. RVCS adheres to Education Code Section 49450 et seq., as applicable to the grade levels served by RVCS.

Diabetes

RVCS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Emergency Preparedness

RVCS maintains a Comprehensive School Safety Plan (**Appendix M**) as required by Education Code Section 32280. This Safety Plan includes, but is not limited to, the following: disaster response, emergency lockdown procedures, loitering law, going to and from school safely, and evacuation maps.

Staff is provided training on emergency and first aid response.

Blood Borne Pathogens

RVCS meets all state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. School personnel receive annual training on blood borne pathogens.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow LUSD protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

RVCS functions as a drug-, alcohol-, and smoke-free environment.

Suicide Prevention Policy

RVCS shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

RVCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. RVCS has a

comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at RVCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and addressed in accordance with RVCS's discrimination and harassment policies (refer to **Appendix N**, *Parent/Student Handbook* for these policies).

Human Trafficking Prevention Resources

RVCS shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If RVCS maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, as required by Education Code section 35292.6.

Nutritionally Adequate Free or Reduced Price Meals

RVCS shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

California Healthy Youth Act

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

Bullying Prevention

RVCS shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Athletic Programs

RVCS shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

LGBTQ Resources Training

RVCS recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every two years to teachers and other certificated employees at each Charter School's schoolsite that serves pupils in grades 7 to

12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, school pupil activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school pupil activity bus. In addition, the Charter School shall ensure that each school bus, school pupil activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the school pupil activity bus is exempted by law. (Ed. Code § 39831.3; Vehicle Code § 28160.)

Element 7: Achieving Racial/Ethnic Balance

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

River Valley Charter School is non-discriminatory and non-sectarian in its programs, admissions policies, employment practices, and all other operations. RVCS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

River Valley Charter School will achieve a racial/ethnic balance at least as diverse as the Lakeside Union School District. It will implement a recruitment strategy that may include, but is not necessarily limited to, the following elements to ensure a racial and ethnic balance that is reflective or exceeds that of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the surrounding communities.
- Outreach meetings in several areas of the surrounding community to reach a variety of prospective students and parents.

RVCS shall monitor and report the diversity of the school's student population on an annual basis. The 2019 demographic profile of San Diego County, Lakeside, and River Valley Charter School is demonstrated in the table below:

Ethnicity Percentages Comparing RVCS to the Community

	SD County (2019) (US Census Bureau)	Lakeside (2019) (US Census Bureau)	RVCS Students (2019 SIS data)
White	64.8	87.5	72.6
Hispanic/Latino	30.1	18.6	15.74
Asian	16.7	2.8	4.59
American Indian	.04	1.2	1.97
Black or African American	6.5	2.9	2.3
Pacific Islander	.04	.08	.66
Two or more races	5.2	2.9	.026

*columns add up to more than 100% because people identify with more than one race.

Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with subdivision (e). Education Code Section 47605(c)(5)(H).

Prior to enrolling in RVCS, we encourage parents and students to attend an open house informational and/or meet with a school official so families can determine if RVCS will meet their student's educational needs. Students must willingly want choose to come to RVCS as opposed to being coerced by their parents.

Admission procedures include the following:

1. Except as required by Education Code section 47605(e)(2) and Education Code section 51747.3, admission to the Charter School shall be determined according to the place of residence of the student or his or her parents within the state.
2. Students will be enrolled to fill deficits during the first six weeks of school and during January for the high school and at any time for the junior high. If enrollment targets have not been met, the principal may continue enrolling students in the high school after six weeks.
3. No 11th grade students will be enrolled at the second semester and no 12th grade students will be enrolled unless waived by the principal due to low enrollment or because the student's record matches River Valley's graduation requirements to a high degree.
4. An official waitlist book will be maintained in the office. It will be kept by grade level and priority will be determined by number on a lottery or, if no lottery was held or the lottery list is exhausted, by date of application.
5. An official list of prospective students for the following year will also be kept by grade level in the notebook. Those carried on the waitlist for the current and following year will be notified of open houses.
6. Outreach activities will be held in January and February.
7. At least two open houses will be held prior to Spring Break. The two open houses will be hosted by the principal and counselor.
8. Prior to March 1, an attempt will be made to determine the number of students returning for the following fall.
9. Siblings—defined as brothers or sisters living at home—of current students will be able to enroll prior to the lottery. Thereafter, siblings will be given no priority but placed on the waitlist as any other applicant.
10. Children of employees of the charter school shall be given priority for enrollment in the same manner as are siblings of students currently enrolled. In the event that the priority

list—siblings and children of employees—exceeds the available space, a lottery will be held.

11. Prospective students wishing to enroll in the RVCS Immersion program, and who are currently enrolled in an Immersion program, may enroll prior to the lottery. Thereafter they will be given no priority but placed on the waitlist like any other applicant.
12. If there are more applicants for the RVCS Immersion program than capacity, RVCS will hold a lottery of the applicants for the RVCS Immersion program on the same date and time of the general lottery.
13. If an immersion lottery is held, those not selected will be given a number according to the outcome of the lottery. That number will represent their placement on a waitlist for the RVCS Immersion program. They will also be placed into the general RVCS lottery for admission.
14. Existing RVCS students who are not in the RVCS Immersion program and who are not on the waitlist for the RVCS Immersion program who wish to transfer into the RVCS Immersion program during the school year can do so if there is capacity in the RVCS Immersion program and there is no student on the waitlist for the RVCS Immersion program. If there is no capacity, the student will be placed at the end of the waitlist.
15. Existing RVCS Immersion program students who wish to transfer out of the RVCS Immersion program and into the general RVCS program may do so during the school year. The student must meet with the RVCS counselor to discuss the impact the transfer may have on their grade/transcript prior to the transfer.
16. The lottery will be held at on the first Friday in March, or the following Tuesday, in a public manner and in the presence of at least one Board member. Prospective parents will be notified of the date and time of the lottery.
17. If a lottery was held for a grade level, those not selected will be given a number according to the outcome of the lottery. That number will represent their priority on a waitlist.
18. If a grade level does not exceed the maximum on the scheduled day of the lottery, then no lottery will be held. Students will be enrolled as they apply until the grade level maximum is reached. Thereafter, applicants will be maintained on an official waitlist as mentioned above.
19. The principal may, at his or her discretion, take any and all actions reasonably designed to address any issue or concern that arises that is not addressed by this policy. Such exceptions will be kept to a minimum.
20. All disputes regarding the waitlist will follow the Dispute Resolution Process for Parents.

Lottery Process

- Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. The open application period begins mid-February of the current school year and is open through the start of the coming school year.
- Prior to the lottery date (the first Friday in March, or the following Tuesday), applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, RVCS shall hold a lottery to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.
- RVCS will post the rules which will be followed in conducting the lottery on the school's website. This information will also be conveyed to prospective families via their preferred method of communication (email/phone/letter). This notification encourages families to attend the lottery.
- The lottery takes place at 3:30 PM in the school office located at 9707 ½ Marilla Drive in Lakeside. One RVCS Board member, the principal, one classified staff member, and one certificated staff member will be present during the lottery. The classified staff member and the principal are responsible for recording lottery results in the presence of all attendees.
- An adult citizen of good standing, not otherwise employed by RVCS, will testify in writing, under penalty of perjury, that he or she personally witnessed the lottery pursuant to the above, and that it was random, public and fairly executed as described above. This documentation will be on file in the RVCS main office and available upon request.

Admission preferences in the case of a lottery shall be as follows:

1. Students currently attending RVCS ("existing students") (exempt from lottery)
2. Siblings of existing students of RVCS (exempt from lottery)
School personnel will reach out to parents of current students via email and letter beginning in January to request they notify the office of their intent to enroll a sibling in the program. In the event a parent has not responded to repeated communications from the school prior to the commencement of the lottery, siblings will be given no priority but placed on the waitlist as any other applicant.
3. Children of employees of RVCS (exempt from lottery)
The principal will contact employees of RVCS in January to request they notify the office of their intent to enroll their child(ren) in the program. In the event an employee does not respond to repeated communications from the principal prior to the commencement of the lottery, children of employees will be given no priority but placed on the waitlist as any other applicant.
4. Students currently enrolled in a Spanish Immersion program who seek to enroll in the RVCS Immersion program (exempt from lottery)
5. Students who reside in the District (higher weighted)

6. In the event the number of preferred admissions students who are exempt from the lottery exceeds the number slots available, vacant slots will be allocated based on the admission preference order listed above.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist shall allow students the option of enrollment if an opening occurs during the current school year. Seventh and eighth grade students on the waitlist will be enrolled at any time throughout the semester. If an opening occurs at the high school level after the sixth week of semester, the principal has the discretion to enroll the waitlisted student if enrollment targets have not been met. If the principal does not enroll the waitlisted student to fill a vacancy at the high school level after the sixth week of the semester, the waitlisted student will be enrolled at the semester break.

Waitlist Information

- After a student has been drawn in the lottery, RVCS will contact the family using the contact information provided on the intent to enroll form. Once contacted by the school, the family has two business days to contact River Valley Charter School and schedule the orientation meeting with the principal or designee in order to accept the spot. If RVCS does not hear from the family within these two business days, the enrollment spot will be given to the next student on the waitlist, and the student who was originally called will be moved to the next spot on the waitlist.
- After two attempts to contact a family with an open enrollment spot where the family does not respond to the school, the family will be removed from the waitlist.
- If a family declines an enrollment spot, the student will be removed from the waitlist.
- Following the orientation meeting with the principal or designee, the family will have three business days to turn in all the required registration documentation/forms. If all of the documentation/forms are not turned in within three business days, RVCS will offer the enrollment spot to the next student on the waitlist.
- In no circumstance shall a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times shall be communicated in the application form and on the RVCS website.

Element 9: Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).*

Each year, within six months of the close of the fiscal year, an audit will be conducted by an independent auditor,—usually the auditor employed by the Lakeside Union School District for its own audit requirements. The audit will verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and review the school’s internal controls. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. The annual independent financial audit of the books and records of RVCS shall be conducted as required by Education Code Sections 47605.

An audit committee made up of members of the Board of Directors shall oversee the selection of an independent auditor each fiscal year and, along with the Principal and Chief Financial Officer, shall be responsible for contracting and overseeing completion of an annual audit of the school’s financial affairs. The auditor shall have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. RVCS shall strive to maintain the highest level of internal control and comply with all laws applicable to the organization. The principal will review any audit exceptions or deficiencies and report to the RVCS Board within one month of receipt of the findings with recommendations on how to resolve them. The RVCS Board will report within two months to the district how the exceptions and deficiencies have been or will be resolved. The remediation plan shall identify the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that RVCS has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies that arise between the District and RVCS will be addressed using the dispute resolution process contained in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of RVCS will be public record to be provided to the public upon request.

Element 10: Suspension/Expulsion Procedures

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

River Valley Charter School has developed a comprehensive set of student discipline policies. These policies are printed and distributed as part of the school's Parent/Student Handbook. They describe the school's expectations regarding communication, substance abuse, violence, safety, sexual harassment, and independent study attendance requirements. Each student is required to read the handbook at the beginning of the school year.

Any student who engages in repeated violations of the school's behavioral or academic expectations is required to attend a meeting, along with his/her parents, with the principal. A specific written remediation agreement outlining the future expectations, timelines, and consequences for failure to meet the expectations that may include, but are not limited to, parent shadowing, suspension or expulsion are discussed at this meeting.

The principal may, pursuant to the school's adopted policies, discipline, and ultimately suspend or expel students who fail to comply with the terms of the remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the RVCS Board upon recommendation of the principal. The expulsion policy allows for the opportunity of due process.

The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

RVCS Suspension and Expulsion policies are as follows:

SUSPENSION POLICY

A student shall not be suspended from school or recommended for expulsion unless the principal determines that the student has done any of the following:

- A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self defense.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the student had obtained written permission from the principal.
- C. Drugs, Paraphernalia and Under the Influence
 1. This section applies to all students who are on school grounds or at any school function at any offsite location. (Offsite includes but is not limited to athletic events, school dances, Oktoberfest, fundraisers, fieldtrips, or any other school functions)
 2. Students may not possess, use, sell, distribute or otherwise furnish, any controlled substance, (as defined in Section 11053 et seq. and 11014.4 of the Health

- and Safety Code) or any prescribed or over the counter medication with the intent to use in a non prescribed method or in any harmful manner.
3. Students may not possess, use, sell, distribute or otherwise furnish, any alcoholic beverage or an intoxicant of any kind, including products with an average alcohol content of 0.05%, placing them below the legal definition of an alcoholic beverage; i.e., near-beer.
 4. Students may not possess, use, sell, distribute or otherwise furnish any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code. (Examples are but not limited to pipes, bongs, roach clips, rolling papers, or any other device used in conjunction with drug use.)
 5. Students may not be under the influence of any controlled substance or any drug which may cause a potential danger to themselves or others. (Under the influence drugs include but are not limited to any controlled substance, marijuana, alcohol, synthetic drugs, prescription or OTC medication which is not being used as prescribed, or any legally possessed substances such as inhalant material which could cause abnormal behavior and symptoms)
- D. Students may not possess, use, sell, distribute, or otherwise furnish, any vaping device (E-Cigarettes), paraphernalia, or any material which could be used in the vaping process. (This includes vaping devices, containers or any part therein, vaping juice even if it does not contain nicotine as well as any other substances which may be altered and used in a vaping device.)
- E. Attempted to commit or committed 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 product, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- I. Committed an obscene act, engage in or facilitate in any manner profanity or vulgarity whether written or spoken. (This includes music or videos from personal devices, vehicle stereos, etc.)
- J. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell drug paraphernalia (as defined in Section 11014.5 of the Health and Safety Code).
- K. Knowingly received stolen school property or private property.
- L. Possessed an imitation firearm.

- M. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- N. Sexually harassed another to the extent that the harassment is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- O. Caused, attempted to cause, threaten to cause, or participate in an act of harassment, threats or intimidation toward another student, school staff, school volunteers, anyone representing the school in an official capacity either on school grounds, at any school related event, or through social media. This includes any "hate violence" as defined under Section 422.6, 422.47, 422.75 of the California Penal Code and any "terrorist threats" as defined under Section 422 of the California Penal Code.
- P. Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, which is sufficiently severe or pervasive to have the effect of disrupting classwork, creating substantial disorder, or invading the rights of pupils through the creation of an intimidating or hostile environment.
- Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.
- R. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (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 one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page”

means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph

(II) Creating a credible impersonation of another actual

pupil for the purpose of having one or more of the

effects listed in paragraph (1). “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.

(III) Creating a false profile for the purpose of having one

or more of the effects listed in paragraph (1). “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.

(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, 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 his or her exceptional needs.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

T. 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, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision A.

U. As used in this section, “school property” includes, but is not limited to, electronic files and databases.

V. For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5. X. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. *(Amended (as amended by Stats. 2014, Ch. 660, Sec. 1) by Stats. 2015, Ch. 87, Sec. 1. Effective January 1, 2016.)*

W. Violates River Valley policy, including:

1. leaves school grounds in violation of the campus policy;
2. repeatedly violates the rules listed in the Student Code of Conduct;
3. violates the Student Driving Rules.

The principal or the principal’s designee may suspend a pupil from the school for any of the reasons enumerated for no more than ten (10) school days. While on suspension, the student will be considered on home study and will communicate with his/her teachers about home study assignments.

Normally, a student suspended for subdivision (I), (K), (P), and (R), will have been given the first three (3) steps in the discipline process prior to the suspension: 1. Meet privately with the principal 2. Conference held with parent/guardian and student 3. Parent shadows student at school for a predetermined period of time (if parent unable to perform this function, then this step is skipped).

Suspension by the principal (or designee) shall be preceded by an informal conference, which is conducted by the principal (or designee) between the student and whenever practicable, the teacher or supervisor or school employee who referred the student to the principal (or designee). At the conference, the student shall be informed of the evidence and given an opportunity to present evidence in defense.

The principal (or designee) may suspend a student without affording the pupil an opportunity for a conference only if the principal (or designee) determines that an emergency situation exists. The term “emergency situation” as used in this article, means a situation determined by the principal (or designee) to constitute a clear and present danger to the lives, safety, or health of pupils or school personnel. If a student is suspended without a conference prior to the suspension, both the parent and student shall be notified of the pupil’s right to a conference and the pupil’s right to return to school for such purpose. The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

In a case where expulsion is being processed by the Board, the principal may extend the suspension until such time as the Board has rendered a decision on the action. However,

extension may be granted only if the principal (or designee) has determined, following a meeting in which the student and the student's parent or guardian are invited to participate, that the presence of the student at the school or in an alternate school placement would cause a danger to persons or property or a threat of disrupting the instructional process. (Board Approved 1/24/19)

Parent Notification

At the time of suspension, a school employee shall make a reasonable effort to contact the parent or guardian of the student in person or by telephone. Within one (1) school day of the beginning of a suspension, a school employee shall mail a notice to the parent or guardian of the suspended student. The notice shall contain each of the following:

1. A statement of the facts leading to the decision to suspend.
2. The date and time when the student will be allowed to return to school.
3. A statement of the right of the student or parent to request a meeting with the principal.
4. Request that the parent or guardian attend a conference with school officials regarding the student's behavior, as required by school policy.

EXPULSION POLICY

The principal shall recommend a student's expulsion for any of the following acts, unless the principal finds, and so reports in writing to the Board, that expulsion is inappropriate due to the particular circumstances, which shall be set out in the report of the incident:

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of any knife (as defined in Education code Section 48915(g)), explosive or other dangerous object of no reasonable use to the student
- C. Unlawful possession of any controlled substance, as defined in Chapter 2 (commencing with Section 11053) of the Health and Safety Code, except for the first offense for possession of not more than one (1) ounce of marijuana, other than concentrated cannabis.
- D. Robbery or extortion

Upon recommendation by the principal, the Board may order a student expelled upon finding that the student violated the acts enumerated under (A), (B), (C), (D), or (E) of the Suspension Policy.

The principal shall immediately suspend and shall recommend the expulsion of a pupil determine to have:

1. Possessed, sold, or otherwise furnished a firearm;
2. Brandished a knife at another person; or
3. Unlawfully sold a controlled substance.

Upon the Board's finding that the pupil did violate any of these provisions the pupil shall be expelled and referred to an alternative program. Upon recommendation by the principal, the Board may order that a pupil be expelled upon finding that: (1) the student violated subdivision (F), (G), (H), (I), (J), (K), (L), (M), (N), (O), (P), (Q), or (R), of the Suspension Policy, and (2) that either means of correction are not feasible or have repeatedly failed to bring about the proper

conduct, or that due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the pupil or others.

Administrative Review Conference

When an expulsion action is to be considered, a letter shall be sent by the principal to the parent or guardian of the student concerned informing them that the principal will meet with the student and their parent/guardian or their representative to consider expulsion. At this time, they should show cause as to why the student should be allowed to continue in school. This conference shall not be conducted as a hearing. Following the conference, the principal shall recommend either expulsion or reprimand.

Following the recommendation to expel by the principal at the administrative review meeting, the adult members of the Board shall, within 30 calendar days, conduct a hearing in closed session at a regular meeting or a special meeting of the Board.

The decision of the Board to expel a student shall be based upon substantial evidence relevant to the charges. The testimony of a witness may be presented in written form if it is determined that the appearance of the witness at the hearing is unreasonable. The written statement may have the witness's name omitted if it is determined that the witness would be subject to harm.

A record of the hearing shall be made and maintained by the Board in confidence. If the expulsion was made for any reason other than poor academic performance and effort, a notice of the expulsion shall be placed in the student's record.

A decision by the Board to expel a student shall be made within ten (10) school days following the hearing. The expulsion order shall remain in effect until the Board orders the readmission of the student.

Per Education Code Section 47605, no pupil shall be involuntarily removed by RVCS for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action.

Authority to Expel

A student may be expelled either by the Board of Directors following a hearing before it, or by the Board of Directors 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 neither a teacher of the pupil or a member of the Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 principal 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 in open session three (3) days prior to the date of the scheduled 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 RVCS'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 RVCS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

RVCS 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 RVCS 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. RVCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, RVCS must present evidence that the witness' presence is both desired by the witness and will be helpful to RVCS. 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 the 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.

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.

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 or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

Written Notice to Expel

The Principal 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 RVCS.

The Principal 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; b) The specific expellable offense committed by the student, c) the student's rehabilitation plan, d) alternative education programs, and e) readmission.

Disciplinary Records

RVCS shall maintain records of all student suspensions and expulsions at RVCS. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from RVCS as the Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

Students who are expelled from RVCS 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 RVCS for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or RVCS shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon RVCS's capacity at the time the student seeks readmission.

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902) The principal or designee also shall notify appropriate law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902) Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

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

1. Notification of SELPA

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education

curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, RVCS, 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 RVCS, 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 RVCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the RVCS 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 RVCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If RVCS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then RVCS 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

If the parent/guardian disagrees with any RVCS decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may

appeal the decision by requesting a due process hearing (“hearing”) through the Office of Administrative Hearings/Special Education Division or by utilizing the dispute provisions of the 504 policy and procedures.

RVCS may request a hearing if the school believes that maintaining the student's current placement is substantially likely to result in injury to the student or others.

In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532) Whenever a hearing is requested as specified above, the parent/guardian or RVCS shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514. If the student's parent/guardian or RVCS has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and RVCS agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

5. Special Circumstances

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

- a. Carries or possesses a weapon, as defined in 18 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 IDEA and who has violated RVCS’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if RVCS had knowledge that the student was disabled before the behavior occurred.

RVCS 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 RVCS 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 RVCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other RVCS supervisory personnel.

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

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

RVCS 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.

Element 11: Retirement System

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).*

Certificated employees of RVCS shall be members of the California State Teachers' Retirement System (CalSTRS). Classified employees shall be members of the California Public Employees' Retirement System (CalPERS) as well as the social security system. RVCS informs all applicants for positions within RVCS of the retirement system options for employees of RVCS. The Chief Financial Officer is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

RVCS makes all required employee contributions to CalSTRS and CalPERS on behalf of its employee members. RVCS uses the Lakeside Union School District personnel and payroll offices to provide these services.

Element 12: Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).*

No student may be required to attend RVCS. Students who opt not to attend River Valley Charter School may attend other district schools or the high school of their attendance area within the Grossmont Union High School District or within their area of residence. Students who reside within the district who choose not to attend RVCS may also pursue an intra-or-inter-district transfer in accordance with existing enrollment and transfer policies of the district of residence.

Element 13: Employee Rights

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).*

River Valley Charter School shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act. District employees who become employees of River Valley Charter School shall not be guaranteed right of return. All employees of RVCS shall be considered the exclusive employees of RVCS and not of LUSD.

Certificated, classified, and other staff members at River Valley Charter School shall retain all previously vested rights in their representative retirement systems, including but not limited to STRS and PERS.

The charter school has developed an employee handbook (refer to **Appendix O**, Handbooks) fully describing all rights and responsibilities of the school's employees. Employment by RVCS provides no rights of employment at any other entity, including any rights in the case of closure of RVCS.

Element 14: Dispute Resolution Process

Governing Law: *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).*

The intent of the following dispute resolution processes is to 1) resolve disputes fairly and in a timely manner, 2) minimize the oversight burden on the district, and 3) frame a charter oversight and renewal process and timeline so as to avoid disputes between the charter school and the Lakeside Union School District.

DISPUTE RESOLUTION PROCESS FOR DISPUTES ARISING BETWEEN THE CHARTER SCHOOL AND THE DISTRICT

In the event that the school or granting agency disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below. Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede, or require its exhaustion as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code section 47607.

In the event of a dispute between the school and the grantor, the staff and the RVCS Board members of the charter school and the District agree to first frame the issue in written format and refer the issue to the superintendent of the district and the principal of the charter school.

The principal of the charter school and the superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the superintendent and the principal of the charter school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the principal of the charter school shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and the principal of the charter school, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the charter school and grantor agree to bind themselves. Costs for arbitration will be shared equally by the district and the charter school. Arbitration shall be held within sixty (60) business days of receipt of the dispute statement. If arbitration does not resolve the dispute, either party may pursue any other remedy available under the law. All timeous and procedures in this section may be revised upon mutual written agreement of the district and RVCS.

Oversight, Reporting, Revocation, and Renewal

The Lakeside Union School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the principal of the charter school prior to any observation or inspection. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the district without the mutual consent of the RVCS Board.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify the RVCS Board in writing, noting the specific reasons for which the charter may be

revoked, and grant the charter school reasonable time to respond to the notice and take appropriate corrective action unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

The RVCS Board may request from the district governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the charter school no later than 120 days prior to the expiration of the charter. The district governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code Sections 47605 and 47607.

INTERNAL DISPUTES

Disputes arising from within RVCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the school, shall be resolved pursuant to policies and processes developed by RVCS, including a Uniform Complaint Policy, as required by law. The Lakeside Union School District shall refer any complaints or reports regarding such disputes to the RVCS Board of Directors or school designee for resolution in keeping with the school's policies. The District shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to RVCS has occurred, or if the Board of Directors has requested the District to intervene in the dispute, or if otherwise required by law.

Element 15: Charter School Closure

Governing Law: *There are to be procedures in place if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).*

The following procedures shall apply in the event the River Valley Charter School closes. The following procedures apply regardless of the reason for closure.

The River Valley Charter School Board of Directors shall take official action to identify the effective date of closure and designate the responsible entity to conduct closure-related activities (“Authorized Closer”). The Authorized Closer shall promptly notify parents and students of RVCS, the District, the San Diego County Office of Education, SELPA, the retirement systems in which RVCS’s employees participate (e.g., State Teachers’ Retirement System, Public Employees’ Retirement System, and federal social security), and the California Department of Education with the following information:

1. The effective date of the closure.
2. The names and contact information for the persons to whom reasonable inquiries may be made regarding the closure.
3. The students’ school districts of residence.
4. The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

As applicable, RVCS will provide parents, students, and the District 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. The School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

The Authorized Closer shall:

1. Develop a list of students in each grade level and the classes they have completed, together with information on the students’ district of residence.
2. Ensure the transfer and maintenance of all student records, all state assessment results, and any special education records to the custody to the District or other appropriate entity.
3. Ensure the transfer and maintenance of personnel records in accordance with applicable law.
4. Ensure the completion of an independent final audit within six months after the closure of the Charter School that includes at least the following:
 - a. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value
 - b. 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.

- c. An assessment of the disposition of any restricted funds received by or due to the Charter School.
- 5. Ensure the disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed, including but not limited to, the following:
 - a. The 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.
 - b. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 6. Ensure the completion and filing of any reports required pursuant to Education Code section 47604.33.

The Charter School shall use the school reserves normally maintained for contingencies and emergencies to fund closure-related activities.

MISCELLANEOUS CLAUSES

Renewal Term

The renewal term of this Charter shall begin on July 1, 2020 and expire five years thereafter on June 30, 2025.

Material Revisions

Material revisions of this Charter may be made only with the approval of the LUSD Board and shall be governed by the standards and criteria described in Education Code Section 47605.