



riverside innovation

ACADEMY

A LEARN4LIFE SCHOOL

RIVERSIDE INNOVATION ACADEMY

**COUNTYWIDE BENEFIT
ESTABLISHMENT CHARTER PETITION**

SUBMITTED TO:
RIVERSIDE COUNTY BOARD OF EDUCATION

CHARTER PETITION FOR FIVE-YEAR TERM: July 1, 2027 - June 30, 2032

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AFFIRMATIONS and DECLARATION

As the authorized lead petitioner, I, Lindsay Reese, hereby certifies that the information submitted in this petition for a California public countywide benefit charter school to be named Riverside Innovation Academy (“RIA” or the “Charter School”), submitted to the Riverside County Board of Education and the Riverside County Office of Education (“RCOE”) (collectively, the “County”), and to be located at one or more sites within the geographic boundaries of Riverside County is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, RIA shall follow any and all federal, state, and local laws and regulations that apply to RIA, including but not limited to:

- RIA 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. [Ref. Education Code Section 47605.6(d)(1)]
- Western Educational Corporation declares that it shall be deemed the exclusive public school employer of the employees of RIA for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- RIA shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- RIA shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- RIA shall admit all students who wish to attend RIA, unless RIA receives a greater number of applications than there are spaces for students, in which it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to RIA shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of RIA in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- RIA shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- RIA shall not discourage a pupil from enrolling or seeking to enroll in RIA for any reason, including, but not limited to, academic performance of the pupil or because the pupil

exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2) [pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation]. [Ref. Education Code Section 47605.6(e)(4)(A)]

- RIA 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. [Ref. Education Code Section 47605.6(e)(4)(B)]
- RIA shall not encourage a pupil currently attending RIA to disenroll from RIA or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2) [pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation]. This subparagraph shall not apply to actions taken by RIA pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b) [pupil suspension and expulsion procedures]. [Ref. Education Code Section 47605.6(e)(4)(C)]
- RIA shall post and maintain on its internet website a notice developed by the California Department of Education of the requirements of Education Code Section 47605(d). RIA shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times: (i) when a parent, guardian, or pupil inquires about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a pupil. [Ref. Education Code Section 47605.6(e)(4)(D)]
- A person who suspects that RIA has violated Education Code Section 47605.6(e)(4) may file a complaint with the chartering authority using the template developed by the California Department of Education. [Ref. Education Code Section 47605.6(e)(4)(E)]
- Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department. [Ref. Education Code Section 47605.6(e)(5)]
- RIA shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- RIA shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]

- RIA shall ensure that teachers in RIA hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341. [Ref. Sections 47605.6(l)]
- RIA shall at all times maintain all necessary and appropriate insurance coverage.
- RIA shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves RIA without graduating or completing the school year for any reason, RIA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to RIA within 30 days if RIA demonstrates that the pupil had been enrolled in RIA. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200. [Ref. Education Code Section 47605.6(e)(3)]
- RIA may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, RIA. [Ref. Education Code Section 47605.6(n)]
- RIA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- RIA shall on a regular basis consult with its parents and teachers regarding RIA's education programs. [Ref. Education Code Section 47605.6(d)(2)]
- RIA shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- RIA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- RIA shall comply with all applicable portions of the Elementary and Secondary Schools Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- RIA shall comply with the California Public Records Act.
- RIA shall comply with the Family Educational Rights and Privacy Act.
- RIA shall comply with the Ralph M. Brown Act.
- RIA shall comply with Government Code Section 1090, except as allowed under Education Code section 47604.1(d).
- RIA shall comply with the Political Reform Act of 1974.
- RIA shall meet or exceed the legally required minimum number of school days. [Ref. Title 5, California Code of Regulations Section 11960]
- RIA shall comply with Education Code Section 51745 *et seq.* related to independent study.



Lindsay Reese, Area Superintendent

January 8, 2026

Date

INTRODUCTION

RIA seeks authorization from the Riverside County Board of Education to operate a countywide benefit charter that will serve students in grades nine through twelve at nine learning centers located throughout Riverside County. RIA seeks a five-year charter term from July 1, 2027 to June 30, 2032. RIA will open with five learning centers in 2027-28 and add four additional centers on July 1, 2028.

RIA will be operated by Western Educational Corporation, a 501(c)(3) nonprofit public benefit corporation. RIA will provide a high school diploma program, job training, and flexible, personalized education for students whose needs fall outside the scope of the traditional high school system.

A countywide benefit charter will allow RIA to operate multiple learning centers throughout Riverside County with five centers in the 2027-28 school year in the city of Riverside (the learning centers of Magnolia, Chicago and Spruce Street), in the city of Indio (the Indio learning center), and in the city of San Jacinto (San Jacinto Cops for Kids learning center). For the 2028-29 school year, RIA will operate an additional four learning centers in the city of Lake Elsinore (Lake Elsinore learning center), in the city of Moreno Valley (Moreno Valley learning center), in the city of Murrieta (Murrieta learning center) and in the city of Riverside (Casa Blanca learning center). A countywide benefit charter provides RIA the opportunity to provide Riverside County's opportunity youth, who experience high mobility rates and various risk factors, equal and seamless access to a personalized learning program with wraparound support services to not only meet the academic needs of students but also support their social-emotional development.

RIA will offer students a year-round program emphasizing attainment of basic skill competencies, academic and occupational training, and provide exposure to the job market and employment. Students will receive instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring and comprehensive guidance and counseling. RIA's personalized learning program will be built around flexibility and course-based pacing, not traditional semesters. Students will engage in programs like dual enrollment and workforce development, while receiving wraparound support through partnerships with community organizations and strong staff-student relationships. Equally important, RIA will use a trauma-informed approach to help students build coping skills and self-confidence, removing barriers to learning and improving academic outcomes. By addressing the whole child—academics, health, social services, and community engagement—RIA will help foster stronger families and healthier communities guided by the belief that schools should be the center of coordinated support.

The goal of RIA's trauma informed model is to mitigate the academic and social impacts that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. This initiative will unite partners from nonprofits, workforce programs, and industries to focus on academics, health, social services, youth workforce and community development, and engagement, aiming for better student outcomes, stronger families, healthier communities, and career readiness. RIA proudly adheres to the statement: "With schools at the center of communities, coordinated services by the school and

other outside agencies should work together to ensure that student basic needs are met so they are prepared to learn.”¹

RIA’s credentialed teachers will meet weekly with parents and students to provide resources, student assignments, parent/teacher guides, and a full lesson plan to ensure academic progress. Students and parents will have access to online and/or hard copy textbooks and a variety of online subscription-based platforms. Our teachers and staff will be available to answer day-to-day questions, work through conceptual problems with students, and help parents tackle instructional learning challenges that may arise. In addition, RIA will pride itself on meeting the needs of students with disabilities as well as Multilingual learner (ML) students. RIA’s anticipated student enrollment will be comprised of 20.7% Students with Disabilities and 32.2% English Learner (EL) and Reclassified Fluent English Proficient Students (RFEP). Both special education students and ML students will have ongoing access to experienced and caring credentialed teachers, and special education and English Language Development case managers will be assigned to provide support including tutoring, instructional accommodations, and access to specialized academic group instruction (SAI).

The RIA team has done its due diligence to ensure this countywide benefit charter will provide for the continued operation of nine learning centers – which currently fall under three separate charter schools that are under the oversight of three separate out-of-county authorizers – to serve over 700 existing students and afford us the opportunity, with approval from the Riverside County Board of Education, to operate these learning centers under one countywide benefit charter. We believe that it is to the benefit of RCOE to provide oversight to RIA, and for the Riverside County students we serve to have consistency in academic accountability, operational and governance oversight, a robust network of community partners, and easy access to multiple school locations throughout Riverside County.

Throughout this charter petition, RIA demonstrates it meets the intent of the Charter Schools Act of 1992 (Education Code Section 47600, *et seq.*), which was enacted by the legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school learning center.

¹ Belson, Sarah Irvine, Anastasia Snelling, and Emily Heap. "Reconsidering Maslow: the role of the school health policy in a holistic approach to child health and wellness." *J Educ Soc Policy* 5 (2018): 9-19.

- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

ORGANIZATIONAL HISTORY AND SUCCESS

The founders of RIA have extensive experience in developing successful personalized educational models that align to the core belief that every student can succeed and deserves access to a quality education. Our work and achievements are fundamentally grounded in establishing individual connections with students, identifying their distinct needs, and providing tailored programs and support to promote both their academic success and overall well-being. Understanding that the well-being of the whole child is vital to students' success and that many of our students have and continue to experience challenges and hardships, RIA has integrated trauma-informed practices throughout its substantiated educational model. This approach is reaffirmed by research stating that students who feel uncared for and unsafe cannot learn but, "when teachers are proactive and responsive to the needs of students it makes a huge difference in their ability to learn."²

By supporting disenfranchised and traumatized youth through the personalized, trauma-informed lens, the Learn4Life network of charter schools has successfully moved the needle on improving student skills and graduation rates, and preparing students to be college, career and/or military ready.

From a Student Whose Life was Saved by Learn4Life: "One of the secrets of Learn4Life, they meet you where you are — in your academics, in your life, and in your healing. For a lot of kids like me who've been through trauma or failed by traditional schools, that's what makes the difference between dropping out for good and finally believing you can make it. Learn4Life also connected me with community partners who changed my life — mentors, job training, and counseling. They taught me how to navigate trauma, not just academics. Not only did I graduate at the top of my class at Learn4Life, but one of the moments that changed everything for me was when my math teacher sat down and helped me fill out the entry form for community college. Until that day, I had never even thought college was an option for someone like me. With his encouragement, I applied, got accepted, and started classes — and that opened doors I never imagined. From there, I was accepted to UCLA, UC Berkeley, and UC San Diego, earning a full-ride scholarship to UCSD. I graduated in the top six of my class, and I was the only Hispanic student to do so. Learn4Life didn't make me who I am by giving me an easy path. They helped me manifest my own potential — and in doing so, they gave me a second chance at life."

Learn4Life is a network of public charter schools operated by independent 501(c)(3) nonprofit organizations that offer high school diploma programs, job training, and flexible, personalized education for students whose needs fall outside the scope of the traditional high school system. Learn4Life understands the largest achievement gap is between those students whose circumstances allow them to focus their attention on the school system versus those whose lives do not. Learn4Life closes this achievement gap by seeking out students who have been disenfranchised and providing them with an educational experience that removes all logistical and cultural barriers. Learn4Life defines success in re-engaging, supporting perseverance, developing a joy for learning, ensuring graduation, and creating a path for the future for every student.

² <https://www.ascd.org/el/articles/trauma-informed-teaching-strategies>

RIA will serve opportunity youth in Riverside County, crossing multiple school district boundaries. In the United States, roughly one in nine young people between the ages of 16 and 24 are disconnected from school.³ These opportunity youth have educational needs that often surpass the scope of traditionally structured public schools, requiring unique credit recovery services and scheduling flexibility to complete their studies.

The Learn4Life network of schools primarily serves students between the ages of 14-24. At the time of enrollment Learn4Life students often enroll credit deficient and lacking grade level literacy and math skills. Entering high school students on average read at a sixth to seventh grade level and are at a fifth-grade math level based upon the Northwest Evaluation Association (NWEA) diagnostic assessment scores. With many students enrolling having an enrollment gap of one or more semesters, from day-one Learn4Life teachers and staff focus on reengaging students with their education as well as identifying each student's barriers to learning. The Learn4Life student profile is symptomatic of youth who have experienced maltreatment and therefore have experienced a disruption in key developmental brain processes thereby resulting in emotional, behavioral and academic challenges that negatively impact educational achievement.⁴ The correlation between childhood trauma and poor academic performance is well evidenced in research that includes findings that maltreated youth tend to score lower on cognitive assessments and standardized academic achievement tests, get lower grades, and are often suspended.⁵ Therefore, the key underpinnings of our organizational core beliefs and practices around the integration of trauma-informed practices and the establishment of strong adult-student relationships are further validated by the unique needs of the student population we serve.⁶

Staff recognize the challenges our learners have and continue to face and are deliberate and intentional in celebrating, recognizing, and building upon our students' tremendous resilience, fortitude, and perseverance. Despite students' poor academic and behavioral histories, Learn4Life school leaders can re-engage them in their educational careers by providing the individual support necessary to reward student recommitment with staff dedication. Further, students are provided access to supportive services and community partnerships that not only support the development and wellness of the whole child but offer opportunities for extended learning and real-world applications that further drive students' academic motivation and achievement. Opportunities such as dual enrollment with local community colleges allow students to earn college credits while still in high school; career readiness programs provided through Career Technical Education (CTE) courses provide students with necessary skills needed beyond the classroom; and self-discipline and self-care practices gained from a program focused on the whole student and not just on academic achievement builds student self-worth and sets them up for success in school and in life. Because of the unique model Learn4Life provides, RIA will be able to meet the unfilled, unique

³ Mendelson T, Mmari K, Blum RW, Catalano RF, Brindis CD. Opportunity Youth: Insights and Opportunities for a Public Health Approach to Reengage Disconnected Teenagers and Young Adults. Public Health Rep. 2018 Nov/Dec;133(1_suppl):54S-64S. doi: 10.1177/0033354918799344. PMID: 30426873; PMCID: PMC6243446.

⁴ Fondren, K., Lawson, M., Speidel, R., McDonnell, C. G., & Valentino, K. (2020). Buffering the effects of childhood trauma within the school setting: A systematic review of trauma-informed and trauma-responsive interventions among trauma-affected youth. *Children and youth services review*, 109, 104691.

⁵ Morton, EdD., Brenda M. (2022) "Trauma and Academic Impact: Stories From At-Risk Youth," Northwest Journal of Teacher Education: Vol. 17 : Iss. 2 , Article 4. DOI: <https://doi.org/10.15760/nwjte.2022.17.2.4>

⁶ <https://www.ascd.org/el/articles/trauma-informed-teaching-strategies>

needs of opportunity youth within Riverside County that would not otherwise be deliverable and or attainable by a stand-alone school.

Some of the programmatic success indicators demonstrated by Learn4Life schools over the last 24 years of operation include increased school participation, improved school performance and graduation rates, and career, college, and/or military readiness. We have found that 86% of students who have re-engaged in a Learn4Life school attend regularly when they have access to consistent necessary supports and services. Over 90% of our students graduate from high school.

We attribute a large part of this success to the relationships students build with their teachers and other school staff, the feeling of safety in our centers, and having the ability to seamlessly transition between any one of our learning centers while progressing toward graduation, regardless of adverse life circumstances. It is critical to our highly transient student population to have flexible learning environments and access to multiple locations. Without multiple access points, students run the risk of regressing back to being a high school dropout. In one school year, students are seeing an average of 11.28% growth in Lexile scores and 25.82% growth in Quantile scores which equates to approximately two grade levels of growth in reading and 2 to 3 grade levels of growth in mathematics. Although many of our students make the choice to stay within a Learn4Life school until graduation, some choose to utilize our support to catch up on credits and return to their school of residence or pursue other opportunities such as entering technical education.

Regardless of the pathway a student chooses, our services have prepared more than 41% of our students to move onto post-secondary programs. Students who would otherwise be non-enrolled or dropouts become contributing members of the community with the ability to be self-sufficient and to contribute to their families and community. RIA knows that our challenges lie both in regaining the trust and commitment of students to graduate and in preparing them for career, college, and/or military readiness.



LEARN4LIFE AT-A-GLANCE

Learn4Life is a network of nonprofit public schools that provides students personalized learning, career training and life skills in a year-round program. Each school is locally controlled, tuition-free and gives students the flexibility and one-on-one attention they need to succeed.

QUICK FACTS



More than
63,000
students
each year



80+
Resource
Centers



Network of
400+
Community
Partners

OUR STUDENTS

39%

are English Learners/
Reclassified Fluent
English Proficient

86%

are socio-economically
disadvantaged

19%

are students with disabilities

21%

of our students are the first
in their family to graduate
from high school



As of the 24/25 School Year

www.Learn4Life.org

OUR PROGRAM IS INFUSED WITH TRAUMA-RESILIENT PRACTICES



Personalized Learning

Lessons are built around the skills, talents and needs of the individual student.



One-on-One Attention

Students are paired with a supervising teacher with support from tutors, counselors and administrative staff.



Flexibility

Responsibilities can make a regular school day impossible so Learn4Life works with students' schedules to encourage school completion.



Safe Environment

Campuses are safe with controlled access and security monitoring so the focus can be on learning.



Workforce Training

Corporate partnerships and job readiness programs prepare students for the real world while filling the need for a skilled workforce.



SUCCESS RATES

68%

continue in Learn4Life programs or graduate

plus

21%

Continue with another school or education program

equals

89%

Success Rate

41%

Go on to post-secondary education (within 2 years after graduation)



As of the 24/25 School Year

www.Learn4Life.org

The Charter School prohibits discrimination, harassment, intimidation and bullying based on the student or perceived characteristics of disability, gender, gender identity, gender expression, nationality, national origin, ancestry, race or ethnicity, color, religion, sex, sexual orientation, immigration status, perceived or actual parent, family or marital status, age, or association with an individual who has any of the aforementioned characteristics, or any other basis protected by federal, state or local law.

The Learn4Life instructional program is explicitly matched to the needs of our students. Following are 18 common examples of student needs matched with 18 Learn4Life solutions:

Student Needs	Learn4Life Solutions
Reality 1: Students enter reading at a sixth-grade level.	Solution 1: Learn4Life provides one-on-one tutoring and small group instruction reintroducing students to decoding and rebuilding skills and knowledge that others learn earlier. Additionally, Learn4Life prescriptively assigns students to various intervention programs to improve their literacy skills, such as English Intensive, IXL, and/or intense tutoring and small group instruction.
Reality 2: Students enter doing math at a fifth-grade level.	Solution 2: Learn4Life provides one-on-one tutoring and small group instruction reintroducing students to basic math facts and vocabulary needed as scaffolding to support algebraic concepts and more advanced work. Learn4Life also crafted embedded supports within their curriculum and utilize math intervention programs, such as Math 180, IXL and financial literacy support. Students have access to free tutoring Monday through Friday.
Reality 3: Students have not been appropriately identified for special education services.	Solution 3: Learn4Life trains on-site learning center staff annually in order to appropriately implement Child Find, ensuring struggling students are identified and receive the resources and support needed to be successful.
Reality 4: Students are English learners.	Solution 4: Learn4Life provides both integrated and designated English Language Development (ELD) instruction, delivered by teachers trained to meet the unique needs of English learners. Using the SIOP (Sheltered Instruction Observation Protocol) model, educators teach lessons that integrate language objectives with content objectives, ensuring comprehensible input and active engagement. Teachers apply differentiated strategies aligned to students' English proficiency levels, incorporating SDAIE techniques and SIOP components—such as building background, scaffolding, and interaction—to help students develop academic knowledge while improving English fluency.

Student Needs	Learn4Life Solutions
Reality 5: Students are pregnant or have babies they need to care for.	Solution 5: Learn4Life provides a supportive environment for students to feel comfortable bringing their babies to school with them. Counselors and community liaisons connect parenting students to services through partnerships with community agencies to help provide access to resources such as food, diapers, health care, counseling, and other basic needs. The Helping Our Parenting Students Excel (H.O.P.E.) program has been successful at helping parents at Learn4Life stay in school, feel less isolated, and graduate high school.
Reality 6: Students have to work to support their families.	Solution 6: Learn4Life arranges for students to come to school at a time consistent with their work hours and supports their independent work, as they show both proficiency and progress. If needed, the school may also offer evening hours for students who work full-time or otherwise cannot make it to school during regular business hours.
Reality 7: Students do not decide to restart their education at the beginning of set semester calendars.	Solution 7: Learn4Life’s calendar is year-round, and students may matriculate on any day, starting instruction at whatever level they need.
Reality 8: Students have trouble juggling five or six classes at a time, plus probation, parenting, counseling and/or work.	Solution 8: Learn4Life encourages students to focus on two courses at a time. This approach reduces cognitive overload, builds confidence through early success, and allows personalized support. It promotes better retention, balanced workloads, and steady progress toward graduation—empowering students to succeed without feeling overwhelmed.
Reality 9: Students dislike the social pressure of lunch, recess, and other down-time in traditional high schools.	Solution 9: Learn4Life encourages students to eat when they are hungry and take breaks as needed to stay focused on learning.
Reality 10: Students often transfer schools multiple times, losing credit for completed work when they’re unable to finish a semester.	Solution 10: Learn4Life arranges the curriculum so students can finish credits on a weekly and monthly basis, ensuring they don’t have to re-do work they have already done.
Reality 11: Students are or become homeless.	Solution 11: Learn4Life School counselors in our learning centers are homeless youth liaisons. Our homeless youth liaisons’ responsibilities are to ensure homeless students enroll in and have full and equal opportunity to

Student Needs	Learn4Life Solutions
	succeed in school. They ensure that access to education is provided and barriers to enrollment and retention are removed. Furthermore, community resources are provided depending on the need.
Reality 12: Students need more time.	Solution 12: Through its Workforce Innovation and Opportunities Act (WIOA) and JAG California (JAG CA) partnerships, Learn4Life works with students up to age 24, ensuring that they never give up.
Reality 13: Students need a job.	Solution 13: Learn4Life collaborates with local employers to define the training requirements for good paying jobs, then implements career standard certification courses for students. Career opportunities have included CNA certification, forklift certification, food handling certification, OSHA and NCCER construction training and certification, welding training, and an EMT Pathway which includes CPR and First Aid certifications. Students can earn a drivers permit or complete behind the wheel training.
Reality 14: Students want to go to college.	Solution 14: Learn4Life school counselors assesses their learning needs to be ready and qualified for college, then supports them in fulfilling their goals. College courses include Core subjects, elective and CTE programs. We build dual-enrollment programs with local colleges so that students can graduate high-school with college units completed.
Reality 15: Students want relevance in what they are studying.	Solution 15: Learn4Life arranges for experiential learning opportunities and trips aligned with the course curriculum and real-life career opportunity curriculum.
Reality 16: Students forget to come to school.	Solution 16: Learn4Life calls/texts tardy students, makes regular home visits and provides bus passes and other transportation such as Hop Skip Drive.
Reality 17: Students are victims and/or perpetrators of family and neighborhood violence.	Solution 17: Learn4Life trains all its staff in trauma-informed practices and awareness as well as providing onsite counseling for students and staff experiencing trauma.
Reality 18: Life happens.	Solution 18: Learn4Life always welcomes students back and enables them to pick up

Student Needs	Learn4Life Solutions
	where they left off, even in a different learning center.

Students who are over-age and under-credited have few options to achieve high school graduation. Disrupting their personal commitment to re-engage in school and earn a high school diploma would be a disservice to this most needy and underserved population. Stability is essential in supporting their successful trajectory towards graduation and into work or college. Learn4Life has experienced remarkable success serving this opportunity youth population as demonstrated in the “Learn4Life Success Data” section below.

Current Riverside County Learn4Life Student Success Data

The charts below represent the percentage of Learn4Life students currently located in Riverside County that annually persist towards diploma completion, successfully graduate, or choose to rematriculate with another school or program. Also included in the charts are the combined Success Rates for the current Learn4Life charter schools with learning centers operating in Riverside County. The charters of Alta Vista Innovation High School, San Diego Workforce Innovation High School, and Vista Norte Public Charter School currently house the nine proposed RIA learning centers. The data provided below is a good reflection of how these learning centers are doing in retaining students and getting them to graduation. RIA has the goal of meeting and maintaining a 90% success rate with its opportunity youth.

Figure A. 2022-25 Success Rates for Learn4Life Charters Serving Students in Riverside County and Proposed RIA Learning Centers

	2024-2025 Success Rate			
	Retained	Rematriculated	Graduated	Success Rate
Current Charters of Proposed Learning Centers	56.5%	19.4%	13.5%	89.4%
RIA Learning Centers	57.6%	17.4%	13.4%	88.4%

	2023-2024 Success Rate			
	Retained	Rematriculated	Graduated	Success Rate
Current Charters of Proposed Learning Centers	58.4%	16.7%	11.8%	86.8%

RIA Learning Centers	61.3%	11.4%	15.8%	88.5%
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	2022-2023 Success Rate			
	Retained	Rematriculated	Graduated	Success Rate
Current Charters of Proposed Learning Centers	60.5%	14.7%	10.8%	86.0%
RIA Learning Centers	63.1%	10.6%	14.6%	88.2%

In recognition of alternative schools that serve opportunity youth/traditionally underserved students, in May 2017 the State Board of Education approved the Dashboard Alternative School Status (DASS) program. DASS holds alternative schools and alternative schools of choice accountable for alternative accountability indicators that were incorporated in the California Dashboard beginning with the fall 2018 release, including the DASS One-Year Graduation Rate. The chart below indicates the RIA learning centers' success in getting students to graduation.

Figure B. DASS One-Year Graduation Rate, 2023-2025 (Internal Data)

RIA Learning Centers	2023	2024	2025
Student Group	Graduation Rate	Graduation Rate	Graduation Rate
All Students	81.70%	93.58%	93.10%
English Learners	86.36%	90.70%	85.29%
Homeless	66.67%	75.00%	87.50%
Free or Reduced Price Meal	42.11%	91.18%	87.50%
Students with Disabilities	80.88%	92.97%	92.83%
African American	89.23%	96.00%	95.56%
American Indian or Alaska Native	70.83%	93.75%	95.35%
Native Hawaiian or Pacific Islander	82.05%	93.25%	91.08%
Two or More Races	83.17%	93.27%	96.00%

Source: PowerBi (Internal Data 1-Year Cohort Grad Rates DASS)

Administrative Services and Governance: Lifelong Learning Administration Corporation and the RIA Academy Board of Directors

Charter schools in the Learn4Life network contract with Lifelong Learning Administration Corporation (“LLAC”) for administrative and education support services. According to the determination of its independent governing board, each charter school contracts for services with LLAC, a separate 501(c)(3) nonprofit public benefit corporation. Each of the Learn4Life schools and LLAC have independent boards and staff for the avoidance of any conflicts of interest. Contracting for services with LLAC is at the sole discretion of each school’s board of directors, which shall actively monitor and assess LLAC’s performance.

RIA and its governing board will have access to a full support system from LLAC, including academic expertise and administrative services. RIA will maintain full decision-making authority and responsibility for operational and student outcomes. School learning center leadership and educators will be employees of RIA, while LLAC will provide back-office support services.

The RIA Board is responsible for governance and operational oversight of RIA. The RIA Board has chosen to operate the school using the proven Learn4Life model and, in connection therewith, to contract with LLAC for select education and back-office support services as well as access to Learn4Life intellectual capital, curriculum, CTE programming, professional development, teacher support, and multiple educational resources and operational systems. LLAC provides a set of custom software systems designed for schools using the Learn4Life model. This is especially helpful because traditional data systems are engineered for classroom-based cohorts of students and course or semester driven student activity.

RIA’s mission is to serve students who require or will benefit from services and support beyond the scope of traditional school structures due to the life circumstances of the students in Riverside County. RIA’s Board members and key staff have historical first-hand knowledge of Learn4Life and its credit recovery educational programs and success in serving opportunity throughout Riverside County.. The mission, vision, and practices of LLAC will align fully with RIA’s Board, delivering a unique and proven platform to help RIA serve its most vulnerable students —those who have dropped out or are at risk of doing so.

The RIA Board and key staff have confirmed that the learning process offered by LLAC and Learn4Life is effective in serving students in Riverside County. RIA leadership values the Learn4Life model because of its high rate of success in re-engaging and educating former high school dropouts in California. Learn4Life offers something special in meeting unfilled needs in Riverside County – such that the services by LLAC offer scale, efficiency and competence that would not otherwise be available to a stand-alone school.

The Learn4Life model has 24 years of proven effectiveness in meeting the challenges faced by students that will attend RIA including regaining the trust and commitment of students to graduate, and in guiding their learning through graduation and career, college, and/or military readiness. LLAC’s responsibilities are detailed in the attached educational services agreement and administrative services agreement (see **Exhibit B**). A summary of those roles and responsibilities are as follows: General administrative services, public relations and intellectual property support,

access and services, a license to use the Intellectual Property of Learn4Life; Financial Services (accounting, bookkeeping, payroll, procurement, and other financial functions) including preparation and submission of financial reports including all required State financial reporting including but not limited to annual audited financial reports, annual budgets, unaudited reporting, and monthly financial statements to RIA; Coordination and processing of payments of RIA's expenditures; Provide expertise of administration of cash balances to cover RIA's payroll and payments to vendors; Coordination and processing of RIA's payroll and tax reporting and other filings in accordance with the specific procedures and guidelines as designated and updated from time to time by RIA personnel; Facility Support assistance with the identification, location and acquisition of learning centers and other required space for and by RIA including, without limitation, coordination of construction and planning associated with the development or redevelopment of learning centers and other facilities; Strategic Planning and Implementation; Human Capital Administration including assistance with recruiting, screening, and recommending certificated and non-certificated individuals for employment by RIA; supervise and maintain temporary custody (for the joint benefit of RIA and LLAC) of all files and records that remain property of RIA; and assistance as requested by RIA in all administrative operational areas including without limitation: human capital, facilities (procurement and management), and financial matters.

LLAC will work in collaboration with RIA with respect to the development and implementation of the educational model provided and will work to effectuate any necessary evolutions in the educational program, recognizing that an essential principle of this educational program is its flexibility and capacity to be responsive to the need for continuous improvement and efficiency, consistent with the mission of RIA.

LLAC will provide a comprehensive computer technology and IT infrastructure solution to RIA learning centers, office space and employees which shall include procuring, imaging, delivering, repairing, replacing, warehousing and collection of such computer technology, as well as other related comprehensive logistical support services including school level technicians and other related support positions.

LLAC will assist RIA in the development of special education services and programs, English learner services and programs, school counseling, student retention support, and student mentor protocols. LLAC's student services support includes procuring related service providers for students who are English learners, traditionally underserved students, and opportunity youth requiring counseling or interventions, and those with special education needs who have, will have, or require an IEP.

LLAC shall assist in developing curriculum and coordinate the purchase of the curriculum and instructional materials to be used by RIA to offer rigorous and relevant curricula for the purpose of allowing students to progress as quickly as their capabilities will allow. Materials shall be designed in a format that is readily accessible, and students will be allowed to complete course work at their own pace, as the program will be formulated based on an initial assessment of the student's skill levels in reading, math, and other core courses.

RIVERSIDE INNOVATION ACADEMY TEAM

The Learn4Life leadership team works in a highly collaborative environment. All team members contribute to the development of proposed school based on their experiences, expertise, and specialized focus. Short biographies for each key RIA leadership team member, the RIA Board of Directors, and the LLAC team are outlined below, and school leadership resumes are included under **Exhibit A**.

RIA LEADERSHIP

Shellie Hanes, Superintendent: Shellie Hanes serves as the Superintendent for the California Learn4Life consortium of schools. As Superintendent, Ms. Hanes serves as the Chief Academic Officer for the Organization providing strategic leadership to sustain the best possible educational programs and services. Ms. Hanes sets educational goals and metrics in collaboration with the Corporate Officers, and respective School Boards to effectively oversee and evaluate the Area Superintendents. Previously, Ms. Hanes served as the Area Superintendent for the North Region of the Learn4Life consortium of schools. She oversaw the overall operations and education programs for approximately 5000 students in 11 schools from Sacramento County to Tulare County. Ms. Hanes was born and raised in Kings County and has always been incredibly passionate about education and serving opportunity youth. She earned a Bachelor of Arts degree in social science with an emphasis in organizational leadership from Chapman University and continued her education to receive her Multiple Subject Teaching Credential. She earned her master's degree in educational administration from California State University, Bakersfield and also holds her Administrative Services Credential. After teaching 5th grade and middle school in a local, rural district school, Ms. Hanes joined Learn4Life as an assistant principal. Her 20 years of experience, strong work ethic, and leadership skills quickly led her to serve as principal of Crescent Valley Public and Kings Valley Academy High Schools. During her tenure, Ms. Hanes went from principal to director of student services and led her teams through multiple successful charter renewals, three WASC self-studies, facilitated meaningful partnerships with countless community and educational institutions, and led the creation and implementation of numerous student-centered support programs. In 2019, Ms. Hanes was promoted to regional vice president, then Area Superintendent and is now serving as Superintendent for all California Learn4Life consortium schools. Ms. Hanes has an unwavering drive to serve the community and is continuing her work within the Learn4Life network to bring the opportunity of a high-quality education to every young adult entering the doors.

Lindsay Reese, Area Superintendent: With more than 20 years of experience in the charter world, Lindsay believes that service to students, their families and the staff is the most important job of a school leader. While tutoring in college, Lindsay realized her passion for helping others learn in a way that was accessible, yet challenging, with a sprinkle of fun for good measure. After being a math teacher for several years, Lindsay moved into leadership where she was eager to mentor and support colleagues. She promoted a safe, inviting, and engaging learning environment where students felt not only welcome, but a part of a community. After being a school administrator for eight years, Lindsay was promoted to Area Superintendent for San Diego County and South Riverside County. As a school leader, Lindsay has helped open six new schools, participated in 4 WASC accreditations and renewals, secured numerous charter renewals,

developed a culture of high expectations, and facilitated meaningful partnerships with countless community members and agencies. Lindsay is passionate about opportunity youth and believes that every student can succeed given the right support and the right mentor. Lindsay is dedicated to creating equitable educational experiences for all students and sharing her energy for social justice and student empowerment.

Lindsay graduated Magna Cum Laude from the University of California Los Angeles with a Bachelor of Science in Mathematics. She obtained her teaching credential and completed graduate level units at California State University Los Angeles. Lindsay also holds an administrative service credential and is a certified coach for the Association of California School Administrators where she coaches beginning leaders new to the field of school administration.

Rogelio “Memo” Velasco, Principal: Memo Velasco has worked in independent study programs for 15 years. Memo earned his Bachelor of Science in Business Administration in 2002. He began his career in Education as a Student Progress Specialist/Trainer and immediately found his purpose. This newfound sense of purpose helped Memo to graduate from The University of Phoenix in 2013 with his Social Science Teaching Credentials. He went on to achieve his master’s degree in School Administration and Post Secondary Education in 2017 from Cal Poly Pomona. Memo seized the opportunity to join the Learn4Life team in 2015 as a History Teacher and has continued to grow in the company to his current role as a Principal overseeing 4 school sites. Memo provides educational, administrative, and operational support to our students, parents, & staff. This support has led to an increase in attendance and credit completion at all 4 of the school sites. Memo continually strives to create strong and valuable partnerships within the community. With the partnerships he has created, he has been able to reach a plethora of new families in the community.

Dr. Minerva Clayton, Principal: Dr. Minerva Clayton is a proud first-generation college graduate, Mexican-American, and Riverside native. For the past 11 years, she has served as Principal with Learn4Life, bringing more than 25 years of comprehensive experience in education across both traditional and charter school settings.

Throughout her career, Dr. Clayton has held a variety of roles, including high school and middle school teacher, high school counselor, MEChA Advisor, ELD Coordinator, adult education counselor, assistant principal, Director of Parent and Community Engagement, and principal. Her diverse background reflects a lifelong commitment to equity, access, and student success.

Dr. Clayton earned her Doctorate in Education in Leadership for Educational Justice from the University of Redlands. She also holds a Master’s Degree in Educational Administration, an Administrative Credential, and a Pupil Personnel Services Credential from the University of Redlands, as well as a Single Subject Teaching Credential in Spanish from California State University, San Bernardino.

Beyond her professional accomplishments, Dr. Clayton is deeply involved in her community. She actively volunteers in her church and serves on the Board of Directors for Catholic Charities. Passionate about cultural exploration, she enjoys traveling to different countries to learn about their histories and traditions.

RIA BOARD OF DIRECTORS

RIA will be governed by a Board of Directors (“Board”) comprised of diverse leaders with a broad range of expertise and is responsible for the operation and fiscal affairs of the school. The governing board members have a responsibility to the students and the community at-large for providing a high-quality choice in education for our opportunity youth. Each member of our governing board contributes a depth of experience in areas such as education, business, finance, operations, military, nonprofit organizations and community development. Each member is especially passionate about improving the lives of our youth and helping establish a confident, educated, skillful and civic-minded citizens of their community. The Board is currently comprised of five members as follows:

Michael R. Adams, Board President: For 17 years Michael R. Adams served as the emergency services coordinator for the City of Simi Valley. He then went on to serve as the housing manager for the City of Palmdale and previously worked as the senior redevelopment projects coordinator for the City of Lancaster. Mr. Adams is a U.S. Air Force veteran and specialized as a counterintelligence officer and an ICBM missile-launch crew commander. Mr. Adams received his Bachelor of Arts from UCLA and his Master of Science from USC. He has been a member of several community boards including the American Red Cross, United Way, the Antelope Valley Homeless Coalition. Michael Adams is a current elected board member of the Antelope Valley College District Board of Trustees and has been a member for over 17 years.

Claudette Beck, Board Secretary: Claudette Roberts Beck is a board president for the Antelope Valley Resource Conservation District and a former board member of the Lahontan Regional Water Quality Board. As the water conservation manager at the Palmdale Water District for 21 years, she developed and executed conservation programs for the public and regional school districts. A strong believer in educating the public about water conservation, Ms. Beck serves on the Conservation Garden Committee that encourages the use of sustainable plants and other forms of water conservation. Ms. Beck earned her bachelor’s in business management from the University of Phoenix.

Susan Alderson, Board Member: Susan Alderson is the technical director and senior civilian at Marine Corps Tactical Systems Support Activity (MCTSSA), providing strategic vision and advocacy to its 400+ members. MCTSSA provides organic testing, engineering and warfighter support in all command-and-control systems, equipment and processes. A native of Oceanside, Calif., Alderson’s 25-year career has utilized her background in technology coupled with her leadership skills to support numerous essential military developments and operations.

Alderson is active in her church by volunteering at summer camp, the food pantry and as an elementary-level teacher. She volunteers with community organizations like Quilts of Love, which makes quilts for local hospice and hospitals. As a member of the Fire Fighter Lookout Association, she helps restore, maintain and staff historic fire lookouts in San Diego and Riverside Counties.

She holds a bachelor’s degree in Biology and a bachelor’s degree in Zoology from San Diego University, a master’s degree in Systems Engineering from the University of Southern California, and a certificate in Anti-Submarine Warfare from the Naval Postgraduate School.

Frank Lukacs, Board Member: Frank Lukacs is the vice president of sales operations for ATTOM Data Solutions, the premier provider of real estate and property data, and leads its Customer Success program and its Data Collection team. With more than 20 years of experience in the real estate and credit data industry, he excels in managing complex data and communicating the findings for customers' understanding. Mr. Lukacs holds a bachelor's degree in communications from California State University, Fullerton, and is credentialed by the ABA School of Bank Card Management, the School of Mortgage Banking, and General Insurance 21. He is a longtime advocate of at-risk teens and actively involved in coaching youth soccer.

Dr. David Rathgeber, Board Member: Dr. David Rathgeber served as the Director of Operations of Marine Corps Tactical Systems Support Activity. Dr. Rathgeber spent over 23 years on active duty in the Marine Corps, retiring with the rank of Lieutenant Colonel in 2000. His military occupational specialties included Air Command and Control and Communications, and he served in the Operations Section of a HAWK Missile Battalion, a Marine Air Control Group, and a Marine Expeditionary Force. As his last tour of duty, Dr. Rathgeber served as a Marine Corps Planning Process Instructor for the MAGTF Staff Training Program in Quantico, Virginia. Immediately upon his retirement from active duty, Dr. Rathgeber worked for the Marine Corps Programs Office at the Naval Station in Fallbrook, California, where he supported the Marine Corps Operational Test and Activity Office with the operational test efforts of various systems including the Command and Control variant of the Expeditionary Fighting Vehicle.

Dr. Rathgeber joined MCTSSA in October 2001 and served in many positions prior to his assignment as the Director of Operations. For the past five years, Dr. Rathgeber has served as an executive on the Board of Directors for the Disabled American Veterans of San Diego. Dr. Rathgeber has over 40 years of combined active duty and civilian service to the Marine Corps and has received numerous awards including the Meritorious Civilian Service Award. Over the past seven years, Dr. Rathgeber has been an active supporter of the Investment in Success Scholarship Program, which aims to support students who face hardships that prevent them from achieving academic success by awarding eligible students four-year scholarships for college or university.

LIFELONG LEARNING ADMINISTRATION CORPORATION

RIA will contract various administrative and education support services from a supporting organization, LLAC, a California nonprofit public benefit corporation. LLAC has highly experienced staff who will provide contracted services to the RIA governing board and school leaders in many areas including, without limitation, finance, facilities, back office, academic, special education, marketing, and administrative support services. Such services allow the school to benefit by reduced expenses resulting from the economies of scale available to LLAC based upon its contracting with multiple schools in the Learn4Life charter school network and allows school staff to focus on educating students. RIA's independent board of directors will actively monitor and assess LLAC's performance and have significant involvement in how LLAC provides such services. RIA and its board of directors will maintain ultimate decision-making authority and fiduciary responsibility for the school including, but not limited to, governance, operations, and student outcomes.

As noted above, the current LLAC administrative services agreement and educational services agreement are included in **Exhibit B**. LLAC will support and collaborate with RIA with respect to the development and implementation of the RIA educational model and will work to effectuate any necessary evolutions in the educational program, recognizing that an essential principle of this educational program is its flexibility and capacity to be responsive to the need for continuous improvement and efficiency, consistent with the mission and purpose of RIA.

Key LLAC staff are highlighted below:

- **Pete Faragia, CEO:** Oversees all LLAC operations, including finance, education, IT, marketing, and strategic planning. With nearly 25 years of experience, Pete focuses on organizational culture, staff development, and innovation.
- **Guita Sharifi, CFO:** Brings 20+ years of fiscal oversight experience, including roles in healthcare and community leadership. Guita is widely recognized for her contributions, including accolades from Forbes and the Orange County Business Journal.
- **Nicole Perkins, CHRO:** Manages HR strategy, risk management, and talent acquisition. Nicole has been pivotal in fostering an inclusive organizational culture during her tenure since 2009.
- **Chad Gray, COO:** Oversees facilities, safety, technology, special education, and school counseling. Chad has over 25 years of experience in education, focusing on leadership capacity and positive employee relations.
- **Christopher Hodge, Chief Academic & Product Officer:** Leads academic programs with expertise in personalized learning, school accountability, and dropout recovery. Christopher emphasizes a “people before programs” philosophy.

LLAC’s partnership will ensure RIA benefits from expert guidance and support, driving student success and operational excellence.

JUSTIFICATION FOR COUNTYWIDE BENEFIT CHARTER

Governing Law: In addition to the authority provided by Section 47605.5, a county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1).

Governing Law: A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b).

1. EXECUTIVE SUMMARY

RIA proposes to serve students in grades nine through twelve at multiple locations throughout Riverside County. RIA will provide personalized learning, career training, and essential life skills to help students succeed in school and beyond. The RIA educational program will emphasize flexibility with course-driven pacing, integrate work readiness skills through WIOA and JAG CA opportunities, and offer college and career programs, dual enrollment, and wraparound support services through collaboration with community organizations. RIA will also foster positive relationships among staff and students, cultivate mindfulness and compassion, and embrace diversity and inclusion.

RIA believes that consistently implementing its program in learning centers across Riverside County is the most effective way to support opportunity youth with a proven educational model designed to reengage and improve student academic outcomes. A countywide benefit charter provides the necessary geographic reach to offer these students an alternative educational model focused on academic and social-emotional development. This approach is far more effective than replicating the program through individual district authorizers, which can lead to inconsistent implementation. With five learning centers opening in 2027–28 and four more in 2028–29, RIA will build a strong network of centers and community partnerships, ensuring students have equal and seamless access to personalized learning and wraparound support so they can reengage in high school, earn a diploma, and become college- and career-ready.

The success of RIA’s educational program depends on students’ ability to access learning centers and partnership programs without barriers. Under Education Code Section 47605(a)(1), district-authorized charter schools are restricted to a single location within district boundaries, limiting student access to partnerships and services outside those boundaries. This makes it difficult to retain highly mobile, socio-economically challenged, and academically disconnected students, especially when flexibility is needed to accommodate changes in their lives.

By dispersing learning centers and community partners throughout Riverside County and across district lines, RIA's countywide charter will streamline access to services and ensure all students can remain in school and continue progressing toward graduation with minimal barriers.

Even a series of district-authorized charter schools could not fulfill RIA's mission. If RIA had to seek approval from multiple districts, each authorizer would likely impose different requirements on each location, either during the charter approval process or through separate authorizer agreements. This would result in students in different areas—such as Riverside, Indio, or San Jacinto—receiving inconsistent educational programs, ultimately diluting the unique educational model RIA offers.

RIA will strive to reengage students who have dropped out or are at risk of dropping out, helping them build the personal and academic skills needed to become career, college, or military ready. Some students will graduate from RIA, while others may return to their schools of residence or pursue other educational programs. All students will have the opportunity and support to restart their education, persist, graduate, and pursue their goals.

RIA's vision is to inspire students to become actively engaged, passionate learners. Graduates will be prepared to succeed in the workforce, attend college or vocational schools, and value service to others. Through a countywide benefit charter, RIA will promote improved student learning, stronger families, and healthier communities throughout Riverside County.

The RIA countywide benefit charter will provide specific benefits to each of the following:

- ***The opportunity youth*** who will attend RIA and who are in need of supportive services provided by local community partners and an educational program that offers flexible scheduling, trauma-informed practices, Personalized Learning Plans (PLP), standards-driven individualized learning units, one-on-one tutoring, and workforce and CTE opportunities. RIA will offer a year-round, completely flexible program where student learning is course-driven and not semester-driven, allowing students to take multiple courses at a time according to their needs and abilities to keep them engaged and on track to graduation. Moreover, RIA will continuously enroll students throughout the year so that families and students have an educational option available at any time that best works for them.
- ***Families of high school aged students*** residing in Riverside County, where families seeking choices in education anywhere in Riverside County will have greater access to an RIA learning center that will provide a comprehensive, flexible, personalized learning program where all elements of the school and its community partner programs are infused throughout the students' academic careers. In addition, RIA will provide families with the ability to enroll their children into any RIA learning center located throughout Riverside County, as family circumstances and needs arise, without any disruptions to their child's education, support, or community based wraparound services.

- ***Communities of Riverside County*** in which RIA’s learning centers will be located, which will benefit from reengaged students who graduate from RIA or return to their local public schools and graduate, prepared for postsecondary success through workforce or college – including societal benefits in the forms of increased tax contributions, decreased public health dependence and related expenditures, reduced criminal activity, and reduced dependency on government assistance.⁷
- ***Riverside County***, where currently there is no school that offers a comprehensive, flexible, trauma-informed model such as RIA’s model, where all elements of the school and its community partner programs are infused throughout students’ academic careers, with trauma-informed practices that help students build resilience while also gaining career, college and/or military readiness skills all while doing so through a network of geographically diffused learning centers, which substantially increase the ability to retain and complete the education of a high-risk student population.
- ***RIA itself***, in terms of broadening community partnerships and operating multiple locations throughout Riverside County and enabling opportunity youth to earn a high school diploma.

As noted earlier, RIA will be operated by Western Educational Corporation, a California nonprofit public benefit corporation with an experienced governing board comprised of diverse leaders with a broad range of expertise in relevant sectors including education, technology, management, operations, human resources, community youth programs, nonprofit organizations, and city management. Also, by action of its board of directors and upon approval of this charter petition, RIA shall contract for a full support system of administrative and education support services from LLAC. RIA has chosen to operate the school using the proven Learn4Life educational model and, in connection therewith, to contract with LLAC for select education and back-office support services as well as access to Learn4Life intellectual capital, curriculum, CTE programming, professional development, teacher support, and multiple educational resources and operational systems. LLAC will provide a set of custom technology systems designed for schools using the Learn4Life model. This is especially helpful because traditional data systems are engineered for classroom-based cohorts of students and course- or semester-driven student activity.

As outlined in **Element A: Educational Program**, RIA will offer a flexible, personalized independent study program for students in grades nine through twelve. Each student will be guided by a teacher of record who helps develop a Personalized Learning Plan during orientation. Students will progress at their own pace and can choose from various instructional methods, including one-on-one teaching, small group instruction, online classes, and blended learning. All instruction will be delivered by properly qualified teachers, with additional support from counselors, special education staff, literacy specialists, CTE teachers, tutors, paraprofessionals, and, when needed, school psychologists and retention specialists.

⁷ Catterall, J.S. (2010). The Societal Benefits and Cost of School Dropout Recovery. Education Research International.

2. BENEFITS TO RIVERSIDE COUNTY STUDENTS

RIA aims to serve opportunity youth throughout Riverside County with a data-driven, flexible model that will allow students to recover credits at their own pace, emphasizing student choice and voice. Many RIA students will enroll credit deficient and below grade level in literacy and math, often facing barriers such as homelessness, socioeconomic challenges, and family disengagement, which contribute to high mobility and school disengagement. Recognizing these obstacles, RIA seeks authorization from the County to efficiently and effectively provide educational options for opportunity youth across Riverside County.

Locations	School District Boundary	Number of District Homeless Students	Number of District Foster Students	Unduplicated Count of District Students Suspended	Unduplicated Count of District Students Expelled	Number of District Dropout and Non-Completers
Casa Blanca Magnolia Chicago Spruce Street	Riverside USD	1,796	206	1,600	73	132
Indio	Desert Sands USD	509	156	828	7	143
San Jacinto Cops4Kids	San Jacinto USD	240	108	339	13	56
Lake Elsinore	Lake Elsinore USD	1,374	192	617	30	96
Moreno Valley	Moreno Valley USD	509	315	965	4	168
Murrieta	Murrieta Valley USD	178	78	533	10	42

Source: CDE Dataquest-2024-25 Enrollment by Subgroup for Charter and Non-Charter Schools & 2024-25 Four-Year Adjusted Cohort Outcome & Suspension and Expulsion Data.

Source: CA Dashboard. 2025 Combined Four- and Five-Year Graduation Rate Report.

RIA's target population includes students facing barriers such as homelessness, pregnancy, foster care, learning disabilities, bullying, gang activity, and responsibilities like work or caring for family members. Traditional schools often lack the resources to fully support these opportunity youth who benefit from PLPs, trauma-informed staff, targeted community services, and access to learning centers throughout Riverside County. Working with community partners, RIA will help these students recover, reengage, and progress toward graduation and post-secondary opportunities.

For opportunity youth, attending a regular school day or participating in large group instruction may simply not be feasible because other life challenges are more pressing. Standard independent study programs may also lack the intensive academic support needed to address years of learning loss. Factors such as work, housing instability, food insecurity, mental health, transportation, family responsibilities, and other barriers require a different educational approach. Research indicates that wraparound services in an education model provides stability for students who can then focus on personal and academic goals. These services help integrate youth back into the educational system and support their long-term success.⁸

Many of RIA’s students will be socio-economically disadvantaged and have experienced a crisis in housing. This crisis in housing, whether permanent or temporary, may be purely out of financial necessity or due to a change in guardianship. Regardless of the reasons, the National Conference of State Legislatures (NCSL) stated, “A student’s housing status is one of the strongest predictors of educational outcomes in U.S. public schools. Across multiple indicators—attendance, discipline, academic proficiency and completion—students experiencing homelessness fare substantially worse than their housed peers, including other low-income students.”⁹ As an advocate for the McKinney Vento Homeless Youth Program, RIA seeks to support Riverside County’s efforts in the continued reduction of its homeless youth population. For the 2024-25 school year, 13,791 (3.3%) of school aged students attending a Riverside County school were identified as being homeless. Moreover, within the school district boundaries of the proposed RIA learning center locations, approximately 4,606 homeless students were reported by the districts.¹⁰ Unfortunately, many homeless youth still go uncounted, and it is “...a problem that is often hidden from the public eye. There are thousands of young people without a permanent roof over their heads, and the numbers are growing. Annually, 1 in 10 young adults ages 18-25, and 1 in 30 youth ages 13-17, experience some form of homelessness.”¹¹

RIA’s staff, counselors, and teachers are experienced in supporting students facing housing instability. The personalized learning model is well-suited to address the needs of these “invisible population” students, many of whom are homeless due to unstable home environments, family abandonment, or undiagnosed mental health issues. Through partnerships with community organizations, RIA will provide access to food, shelter, counseling, healthcare, and a learning environment focused on both social-emotional and academic growth. By offering multiple strategically located learning centers throughout Riverside County, RIA’s countywide benefit charter will ensure program consistency and minimize interruptions to student learning.

For foster youth, students may be placed with a family or in a group home at any time during their enrollment. When this occurs, RIA counselors will work closely with the student and their social worker to create a plan that allows the student to continue their education at an RIA learning center located closer to their new placement, minimizing disruption to their learning.

⁸ Hill, R. A. (2020). Wraparound: A key component of school-wide culture competence to support academics and socio-emotional well-being. *Peabody Journal of Education*, 95(1), 66-72.

⁹ NCSL. Strengthening Supports for Students Experiencing Homelessness. 11/13/2025.

<https://www.ncsl.org/education/strengthening-supports-for-students-experiencing-homelessness>

¹⁰ CDE Dataquest. 2024-25 Enrollment by Subgroup. <https://dq.cde.ca.gov/dataquest/>

¹¹ Homeless Youth Connection. Homeless Youth: The “Invisible” Population. <https://hycaz.org/invisible-population/>

The Administration for Children and Families (ACF) reported that, “Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not.”¹² Alternative education programs like RIA are all too familiar with the adverse effects troubled youth experience when punitive measures separate them from the learning environment, even if for a short period of time, because it does not deal with the underlying cause of the behavior.

Through RIA’s personalized learning program and restorative justice practices, student suspensions and expulsions will be almost non-existent; therefore, students will remain engaged in their education and, more importantly, learn to deal directly with the underlying emotional or social issues causing their misbehaviors. “Restorative practices are designed to build a strong sense of community in schools, to teach interpersonal skills, to repair harm when conflict occurs, and to proactively meet students’ needs—including those that result from trauma in or outside of school—so misbehavior is less common.”¹³ All staff at RIA will participate in professional development opportunities and best practices in the areas of social emotional learning (SEL), restorative practices, and trauma-informed education following its Trauma-Resilient Education Communities (TREC) model. RIA believes in keeping students engaged with their education to include developing student resiliency and an understanding and management of their emotions.

To further reduce the barriers that keep students from attending school, RIA carefully considers the locations of its learning centers to ensure students’ ease of access. Factors that are considered include:

- **Accessibility to public transportation** for convenient travel to and from school.
- **Proximity to community partners** to improve student access to essential services.
- **Awareness of local gang boundaries**, recognizing that students may avoid crossing certain streets out of fear.
- **Location near major thoroughfares**, such as freeways and rail lines, with consideration that students may be reluctant to cross these on foot.
- **Distance from comprehensive high schools**, as proximity is generally avoided to minimize potential distractions for students.

Additionally, we consider demographic data, evaluating cost, accessibility, safety and security for students, traffic mitigation, and other considerations including municipal issues that we know are increasingly prevalent.

RIA will provide its students with a stable, year-round program that promotes student engagement and sustains motivation by providing its instructional program and supportive services throughout the school year, including the summer months. RIA’s program includes flexible scheduling, PLPs developed collaboratively with students and parents, standards driven individualized learning units, one-on-one tutoring, community partnerships and services that directly address the needs of

¹² Administration for Children and Families (ACF). Expulsion and Suspension Prevention Webinar Series; Webinar 1- Basic Research, Data Trends, and The Pillars of Prevention. 2015.

https://acf.gov/sites/default/files/documents/ecd/expulsion_webinar_1_basic_research_slides_21115_0.pdf

¹³ Learning Policy Institute. Improving Student Outcomes Through Restorative Practices. October 2023.

https://learningpolicyinstitute.org/media/4144/download?inline&file=Restorative_Practices_FACTSHEET.pdf

students through trauma-informed practices, and workforce and CTE opportunities. During the summer, students will have continued access to the same education program and opportunities that are available throughout the traditional school year thus allowing students to continue making progress towards graduation, and equally important, allowing the students' teachers continued access to them to ensure basic needs are being met and students remain engaged with their education. RIA's individualized program design permits students to enroll at any time and access instruction based on their needs rather than a specific calendar schedule.

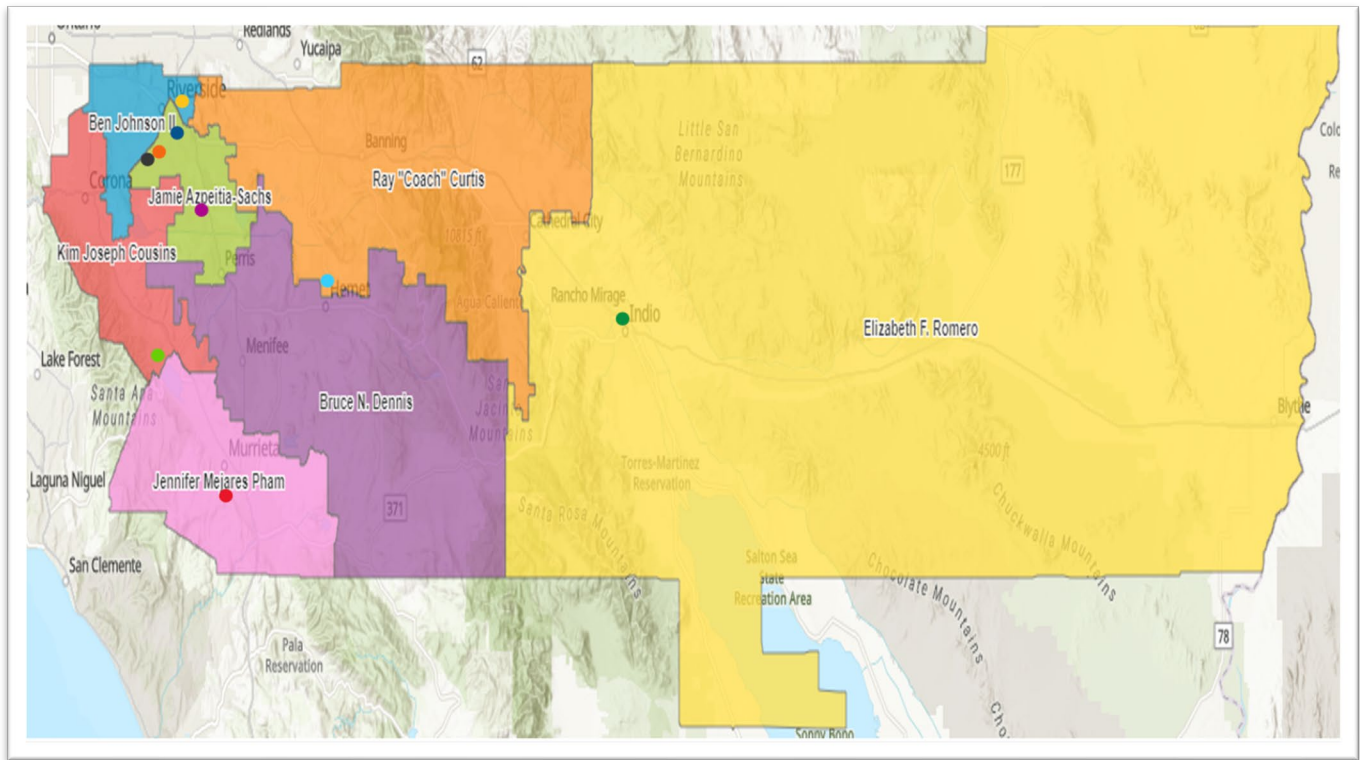
3. COUNTYWIDE NEED AND BENEFITS OF RIA

Upon approval of this charter, RIA will be part of the Learn4Life network of charter schools, a family of charter schools found throughout California that use the proven Learn4Life educational model. Since 2001, Learn4Life has tailored its program for the purpose of re-engaging at-risk students with their education and supporting students on their path to earning a high school diploma. As an experienced network of independent charter schools, Learn4Life understands how to support students who are credit deficient, juggling work or family responsibilities, or who simply need a nontraditional school model built around individualized instruction and flexibility. This personalized approach sets the Learn4Life charter schools apart from other independent study schools and programs.

In an effort to identify ways to improve services provided to Learn4Life's Riverside County students, the school leadership teams who currently operate learning centers in Riverside County recognized a growing need to address student mobility, provide greater targeted social and emotional support, and offer more opportunities to students than currently found within the individual learning centers. In addition, leadership held discussions with Riverside County community partners, including Workforce and Career Opportunity Leadership, as well as with parents and students. The outcome showed the need to align Learn4Life's existing Riverside County learning centers under one countywide benefit charter, providing RIA the geographic reach needed to ensure the successful implementation of its program by deploying nine learning centers to provide equal access for all students throughout Riverside County who are in need of RIA's innovative model and partnership services. To ensure there is equal and broad access to any RIA learning center location, transportation will be provided to students through bus passes and a partnership with Hop Skip Drive.

Figure 1.1 and **Figure 1.2** below are maps showing where our current students are located and their proximity to our learning centers and partner services. With the addition of more partners in Riverside County and with RCOE itself, we have found a need to further develop these partnerships through the RIA countywide benefit charter.

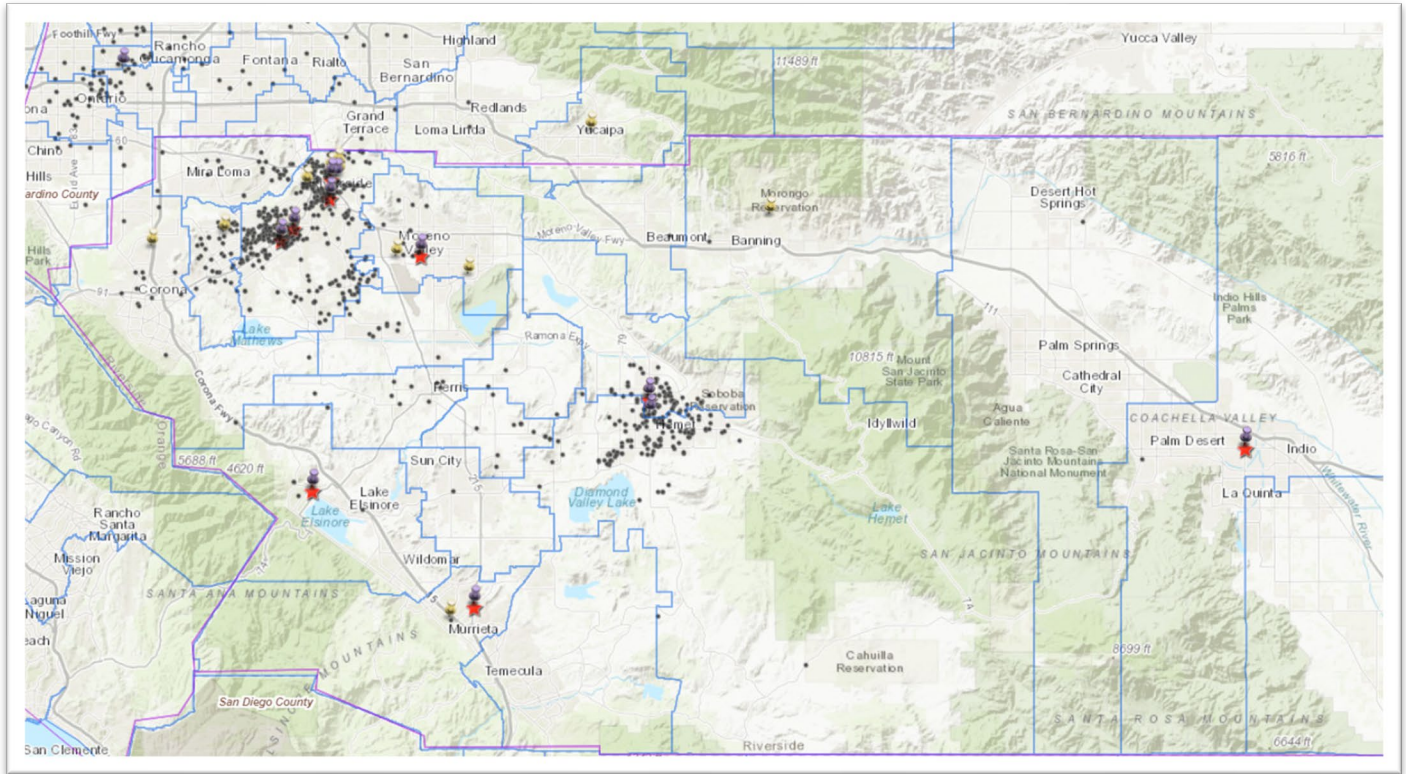
Figure 1.1. Map of RIA Learning Centers and Riverside County Board of Education Trustee Areas



Legend: RIA Learning Centers

- | | |
|-----------------|-------------------|
| ● Casa Blanca | ● Murrieta |
| ● Chicago | ● Magnolia |
| ● Indio | ● San Jacinto C4K |
| ● Lake Elsinore | ● Spruce Street |
| ● Moreno Valley | |

Figure 1.2. Map of RIA Learning Centers and Scatterplot Showing Students District of Residence and Community Partner Locations



Legend:



Figure 1.4. RIA Learning Center Locations 2027-2028 School Year

Location	RCBOE Trustee Area	Learning Center Location School District Boundaries	Adjacent School District Boundaries
<u>Indio</u> 44-100 Jefferson Street Suite D104 Indio, CA 92201	6	Desert Sands Unified	Palm Springs USD Coachella Valley USD
<u>Magnolia</u> 6422 Magnolia Unit 6422 Avenue, Riverside, CA 92506	3	Riverside Unified	Alvord USD Corona-Norco USD Jurupa USD Moreno Valley USD Val Verde USD
<u>Chicago</u> 4135 Chicago Ave., Ste 140, Riverside, CA 92507	3	Riverside Unified	Alvord USD Corona-Norco USD Jurupa USD Moreno Valley USD Val Verde USD

Location	RCBOE Trustee Area	Learning Center Location School District Boundaries	Adjacent School District Boundaries
<u>Spruce Street</u> 1695 Spruce Street, Riverside, CA 92507	2	Riverside Unified	Alvord USD Corona-Norco USD Jurupa USD Moreno Valley USD Val Verde USD
<u>San Jacinto Cops4Kids</u> 1112 S. State Street, San Jacinto, CA 92583	5	San Jacinto Unified	Hemet USD Menifee USD Moreno USD Beaumont USD Banning USD

RIA Learning Center Locations 2028-2029 School Year

Location	RCBOE Trustee Area	Learning Center Location School District Boundaries	Adjacent School District Boundaries
<u>Lake Elsinore</u> 16667 Lakeshore Dr, Lake Elsinore, CA 92530	1	Lake Elsinore USD	Perris Union High SD Menifee USD Murrieta USD Corona-Norco USD
<u>Moreno Valley</u> 24021 Alessandro Blvd., Ste. 101B, Moreno Valley, CA 92553	3	Moreno Valley USD	Riverside USD Beaumont USD Val Verde USD San Jacinto USD
<u>Murrieta</u> 39665 Avenida Acacias, Ste. A, Murrieta, CA 92563	7	Murrieta Valley USD	Temecula USD Lake Elsinore USD Menifee USD
<u>Casa Blanca</u> 7680 Casa Blanca Street Riverside, CA 92504	3	Riverside Unified	Alvord USD Corona-Norco USD Jurupa USD Moreno Valley USD Val Verde USD

The learning centers will serve students in grades nine through twelve who are high-risk and recovered dropouts and typically with a higher percentage of socioeconomically disadvantaged, English Learner/RFEP, and students with disabilities compared to the local district as represented in the Figures below.

Figure 1.5. Student Demographics: Riverside County School Districts Comparison to RIA's Nine Learning Centers

Name	Enrollment	Socio- Economically Disadvantaged	EL/RFEP	Students with Disabilities	Foster Youth	Homeless Youth
<i>Indio Learning Center*</i>
Desert Sands Unified	25,615	77.7%	33.6%	12.8%	0.6%	2.0%

Name	Enrollment	Socio-Economically Disadvantaged	EL/RFEP	Students with Disabilities	Foster Youth	Homeless Youth
<i>Casa Blanca Learning Center*</i>	208	94.7%	63.5%	15.4%	2.4%	18.3%
<i>Magnolia Learning Center*</i>	91	82.4%	29.7%	22.0%	0.0%	12.1%
<i>Chicago Learning Center*</i>	215	86.5%	40.5%	18.6%	1.4%	7.0%
<i>Spruce St. Learning Center*</i>	125	90.4%	30.4%	23.2%	2.4%	9.6%
Riverside Unified	38,678	74.5%	28.4%	14.1%	0.5%	4.6%
<i>San Jacinto Cops 4 Kids Learning Center*</i>	225	86.7%	23.1%	25.3%	0.4%	3.1%
San Jacinto Unified	11,938	85.9%	31.5%	15.5%	0.9%	2.0%
<i>Lake Elsinore Learning Center*</i>	226	74.3%	27.0%	20.4%	0.9%	4.4%
Lake Elsinore Unified	21,045	76.0%	25.7%	15.6%	0.9%	6.5%
<i>Moreno Valley Learning Center*</i>	225	84.9%	44.0%	19.1%	1.8%	3.6%
Moreno Valley Unified	30,926	87.6%	33.4%	15.7%	1.0%	1.6%
<i>Murrieta Learning Center*</i>	459	56.0%	16.6%	21.8%	0.9%	2.4%
Murrieta Valley Unified	21,712	53.9%	12.2%	19.2%	0.4%	0.8%

Source: CDE Dataquest--2024-25 Enrollment by Subgroup for Charter and Non-Charter Schools (Riverside County Report)

* *PowerBI 2025-2026 (Internal Data 11/13/2025)*

RIA expects a majority of students seeking to enroll at RIA to face significant academic and personal challenges, including:

- Low literacy and math skills and severe credit deficiencies.
- Emotional or behavioral issues related to mental health needs or lack of access to community resources.
- Adult responsibilities due to family circumstances or being parents themselves.

- Disengagement from education caused by past failures or bullying in school.

RIA's nine learning centers are designed to serve high-risk students, most of whom will fall into multiple high-risk categories. **Figures 1.6 and 1.7** illustrate the numerous barriers our student population faces.

The high-risk groups shown in the chart below represent eligibility requirements for schools seeking DASS designation. To qualify for DASS, schools must have an unduplicated count of at least 70% of total enrollment (upon first entry) within these categories. The duplicated column highlights that many students experience multiple barriers to success by belonging to two or more high-risk groups.

Figure 1.6. RIA Student High-Risk Groups

High-Risk Category	Duplicated Student Count	Unduplicated Student Count
Suspended	9.8%	5.6%
Expelled	4.8%	1.2%
Wards of the Court	2.2%	0.7%
Pregnant / Parenting	5.8%	2.8%
Recovered Dropouts	7.0%	4.4%
Habitually Truant	10.5%	8.6%
Retained more than once in Grades K-8	5.3%	4.6%
Credit Deficient (one or more semester)	84.2%	41.3%
Gap in Enrollment (45 days +)	25.2%	10.1%
High Level Transiency	16.3%	10.4%
Foster Youth	2.9%	2.9%
Homeless	7.8%	7.2%
RIA DASS Qualifying Percentage is Estimated at 85.4%		

Source: PowerBI DASS Counts for Board Authorization (Internal Data 5/26/2025)

Figure 1.7. Students Experiencing Barriers to Success by Learning Center – Duplicated Count

Students Experiencing Barriers (High-Risk Categories) to Success – by Learning Center	Casa Blanca	Chicago	Indio	Lake Elsinore	Moreno Valley	Murrieta	San Jacinto Cops4Kids	San Jacinto Cops4Kids	Spruce St.
Suspended	8.0%	8.7%	...	9.7%	11.2%	6.5%	11.7%	12.0%	20.9%
Expelled	4.7%	4.6%	...	7.3%	3.7%	2.0%	5.8%	5.5%	12.3%
Wards of the Court	2.1%	2.4%	...	1.2%	2.5%	0.9%	2.2%	4.8%	3.1%
Pregnant / Parenting	6.5%	6.0%	...	6.1%	7.7%	3.4%	5.1%	7.2%	5.5%

Students Experiencing Barriers (High-Risk Categories) to Success – by Learning Center	Casa Blanca	Chicago	Indio	Lake Elsinore	Moreno Valley	Murrieta	San Jacinto Cops4Kids	San Jacinto Cops4Kids	Spruce St.
Recovered Dropouts	7.7%	7.1%	...	8.5%	8.7%	5.2%	2.2%	6.5%	9.2%
Habitually Truant	12.8%	12.8%	...	9.7%	11.9%	5.9%	9.5%	16.5%	7.4%
Retained more than once in Grades K-8	3.0%	3.0%	...	6.7%	8.0%	5.1%	6.6%	5.8%	5.5%
Credit Deficient (one or more semester)	86.6%	91.0%	...	86.4%	81.3%	83.6%	78.1%	81.4%	79.1%
Gap in Enrollment (45 days +)	32.9%	25.3%	...	23.6%	29.6%	16.7%	22.6%	27.8%	33.1%
High Level Transiency	9.5%	10.1%	...	13.3%	23.1%	24.1%	15.3%	13.4%	8.0%
Foster Youth	2.1%	3.8%	...	0.9%	6.2%	1.5%	0.7%	4.1%	3.7%
Homeless	16.3%	9.5%	...	6.1%	7.5%	3.4%	11.7%	3.8%	12.9%

Source: PowerBI DASS Counts for Board Authorization (Internal Data 5/26/2025)

Because the needs of opportunity youth are diverse, local school districts often have limited resources available to adequately support this student population and move them toward academic success. Through a countywide benefit charter, RIA will ensure consistency in academic accountability, operations, and governance oversight, and offer students a robust network of community partners and easy access to multiple learning center locations throughout Riverside County for the purpose of serving a low performing, socioeconomically disadvantaged, transient student population as described above.

With all learning centers under a single charter school, a countywide benefit charter will enable RIA to provide students a consistent instructional program and wraparound services that will benefit students who cannot be served as well by charter schools operating in only one school district. We believe sharing RIA's unique learning program with students, families, communities, and local schools throughout Riverside County will broaden awareness and better support RIA's mission to reengage students and move them towards academic success. RIA will offer a dedicated staff and network of community partners who will work collaboratively to cross-section Riverside County with the goal to recover, reengage and move these students towards graduation and post-secondary opportunities.

4. COUNTYWIDE BENEFIT THROUGH RIA'S ACCESS TO PARTNERSHIPS

As part of the Learn4Life network of charter schools, RIA will draw upon the partnerships that Learn4Life has cultivated over the past 24 years to provide a web of interconnected services that can be accessed by students across Riverside County through this countywide benefit charter. RIA's success relies upon students' ability to access Learn4Life's partnership programs and RIA's

learning centers free of traditional barriers such as additional enrollment paperwork or waiting for new partnership agreements to be signed. RIA's community partners and learning centers will be dispersed throughout various areas of Riverside County and across traditional school district boundary lines. RIA's countywide benefit status will allow a single charter school to provide the services that students need in multiple learning centers and partnership programs across Riverside County, benefiting students through the same school leadership and partnership agreements and MOUs, streamlining access to such services, and broadening access for students with high mobility rates to ensure they stay in school and graduate.

To better illustrate RIA's barrier-free program that can only be offered through a countywide benefit charter, below are five examples of students during a learning period whose life barriers caused disruption to their living environment, and how RIA will enable them to remain enrolled in school while accessing services across Riverside County.

Sam's Story: Rising Above Adversity

Sam, a foster youth student, exemplifies the profound impact this approach can have. Living in a group home just down the street, he walked to school every day—through heat, rain, and personal challenges—to stay on track with his credits. He participated in field trips, special events, and daily coursework, steadily building confidence and a sense of connection.

When his credit completion slowed near graduation, staff stepped in with encouragement and regular check-ins until he met his final requirement. The week Sam graduated, he dislocated his knee and couldn't come to campus to receive his diploma. Instead, his teacher, the administrator, and another staff member visited his home, ringing bells and cheering from his doorstep to celebrate his achievement. The tears in his eyes reflected not only perseverance but a young man rising above adversity.

When asked about his plans, Sam—who had long insisted college wasn't for him—shared that he intended to enroll in the local community college to become a social worker. His journey illustrates how our school helps students believe in themselves, overcome obstacles, and open doors to new possibilities.

Zenaya's Story: Overcoming Homelessness to Pursue Her Dreams

Zenaya is a homeless student in Moreno Valley who continues to pursue her goals with remarkable determination. Despite the instability of not having a permanent home, she remains firmly on the A–G diploma path and focused on her future. She has already been accepted to Cal State San Bernardino and is applying to Riverside Community College because of its partnership with UC Riverside, which offers low-income students access to affordable dorm housing.

While working at Starbucks, Zenaya is also considering their College Achievement Plan with the University of Arizona—a backup pathway she knows she can rely on if needed.

Our counselor has devoted countless hours to supporting her, including helping establish her independent status through FAFSA to maximize financial aid. Additionally, the counselor connected Zenaya with local organizations that provide housing resources and essential items to help stabilize her situation.

Zenaya's perseverance, combined with personalized support and advocacy, demonstrates how deeply we invest in removing barriers, expanding opportunities, and helping students build a future they once thought was out of reach.

Keishawn's Story: From Silence to Leadership

When Keishawn first arrived in 2022, his life had been shaped by the harsh realities of street violence. Quiet and withdrawn, he rarely spoke more than a single word at a time. Over the next three years, that silence gave way to transformation. Keishawn emerged as one of the most active, positive, and influential student leaders on the Moreno Valley campus.

Today, he is outgoing and social, known for motivating his peers—whether by encouraging classmates to complete credits or energizing school events. His involvement runs deep: active in JAG CA, participating in two major trips, and completing the first-ever CTE Business cohort, where he earned 20 credits. Now on track to graduate in May, Keishawn continues to demonstrate resilience, leadership, and unwavering dedication.

His next chapter is just as inspiring. Keishawn plans to enlist in the U.S. Air Force, a decision that reflects both his ambition and the strength he has built along the way. His story is a powerful reminder of how perseverance and opportunity can change the course of a life.

Eglys' Story: From Newcomer to Achiever

Eglys enrolled at Learn4Life on August 8, 2023, after completing one semester at a traditional high school. As a recent immigrant and English Learner, she was searching for a more flexible and supportive learning environment that could meet her unique needs.

At Learn4Life, Eglys received Designated ELD instruction, personalized tutoring, and consistent one-on-one guidance from her supervising teacher and counselor. These supports helped her steadily increase credit completion and achieve measurable academic growth. Her progress was impressive: her NWEA math score improved from 211 to 249, her reading score rose from 189 to 218, and her CAASPP score of 2558 placed her in the “Nearly Met Standard” range.

Beyond academics, Eglys embraced opportunities to connect with her school community. She participated in field trips, Senior Social, Grad Night at Knott's Berry Farm, and even a memorable trip to Washington, D.C. These experiences enriched her education and created lasting memories.

Eglys often shares how much she values the caring and flexible environment at the Casa Blanca learning center. The staff supported her learning while accommodating her work schedule, ensuring she could balance school and personal responsibilities. Her journey reflects resilience, determination, and the power of personalized education.

Jasmin's Story: From Health Challenges to Becoming a Leader

Jasmin Bello, a 19-year-old graduate, spent three transformative years at Learn4Life, where she demonstrated remarkable perseverance and academic strength. Her educational journey was not without challenges—earlier in life, Jasmin faced a significant gap in schooling due to health issues that required hospitalization. Through determination and the unwavering support of her teachers and counselors, she recovered and returned to school with renewed focus and ambition.

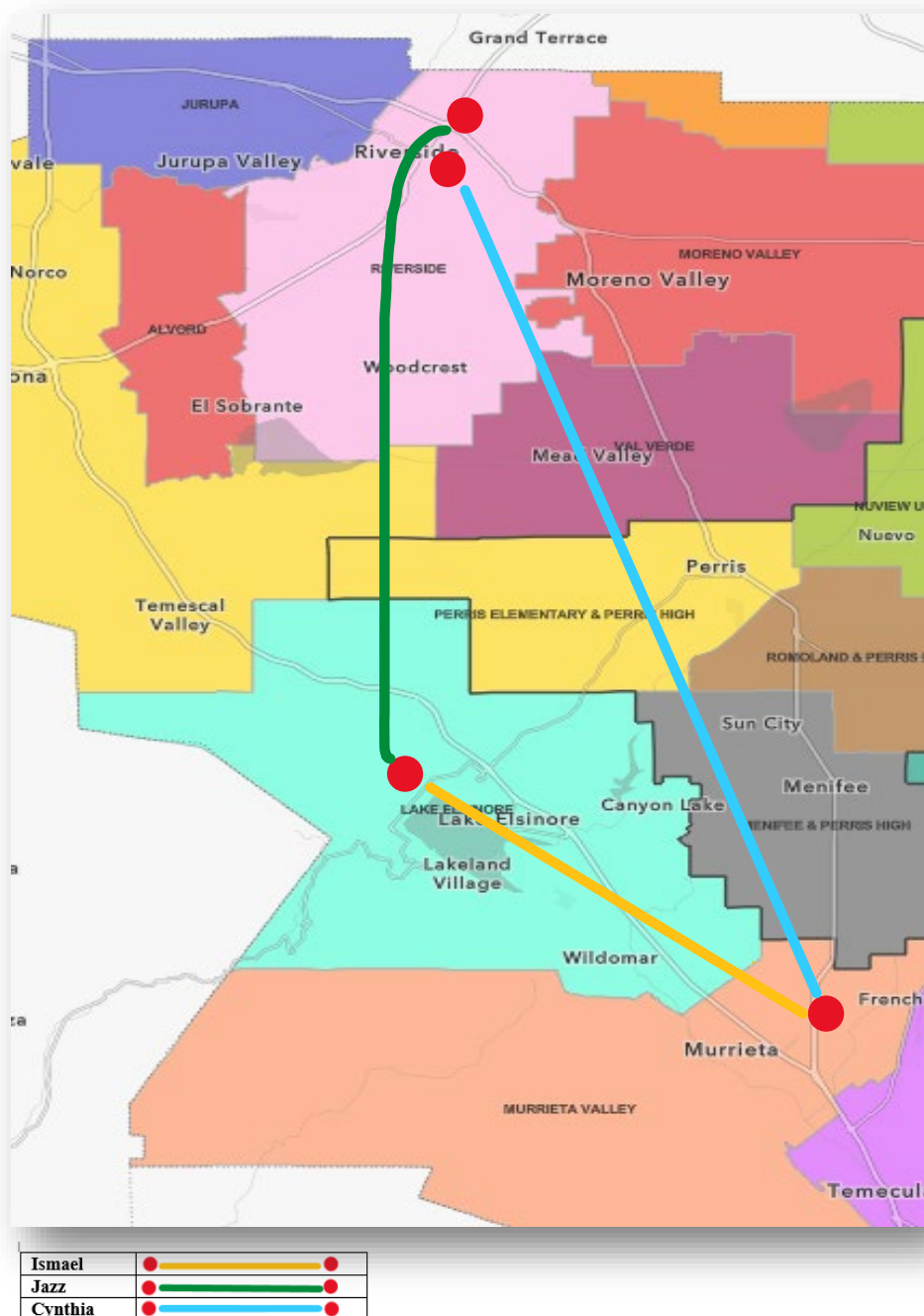
During her time at Learn4Life, Jasmin excelled academically, completing five dual enrollment courses that showcased her readiness for college-level work. Her commitment to learning was matched by her passion for leadership and civic engagement. Jasmin earned third place at the JAG CA National Development Conference in Indianapolis, a testament to her skills and dedication. She was also selected as the recipient of Learn4Life's prestigious Civic Literacy and Media Influence Fellowship, outperforming students from all other regions and earning a award for her achievements.

Beyond academics, Jasmin embraced enrichment opportunities, participating in school-sponsored trips to Sacramento and San Diego, which broadened her horizons and deepened her understanding of civic responsibility. Her influence extended beyond her own success—Jasmin became an advocate for Learn4Life, encouraging her siblings to enroll and take advantage of the opportunities available.

Today, Jasmin is working and preparing for her next chapter. She plans to enroll in college next fall to pursue a major in Political Science, with aspirations to make a meaningful impact in her community and beyond. Her story is a powerful example of resilience, leadership, and the transformative power of education.

Below are three additional real life examples of students who needed to attend more than one Learn4Life school in Riverside County, allowing them to continue their education without interruption. In the first example, the student moved between learning centers within the same charter, which only required updating the learning center name in the Student Information System. In the second and third examples, the students transferred between two separate charter schools within the Learn4Life network. Although the students benefitted from the same educational model, they were required to disenroll from one school and enroll in another, creating additional paperwork and effort for students already struggling to stay afloat. This underscores a key advantage of a countywide benefit charter: RIA will enable students to transfer seamlessly between learning centers as life circumstances change.

Figure 1.8. Map of Student Mobility Examples



Ismael's Story: Finding Strength Through Change

When Ismael joined the school, he had just transferred from the Murrieta site after a major life change—his parents' divorce. The separation meant leaving behind familiar surroundings and moving to Lake Elsinore, a transition that brought both emotional and practical challenges. He faced the pain of family upheaval and the difficult reality of being apart from his mother. Despite these hardships, Ismael

arrived with quiet courage and an unwavering determination to keep moving forward. He began meeting regularly with the school counselor to share his emotional struggles and develop practical strategies for adapting to his new reality. He also leaned on teachers and tutors for encouragement and support. Soon, the school became Ismael's new home away from home—a place where he felt seen and heard.

In a short time, Ismael has shown remarkable resilience—embracing a new school environment, building new connections, and proving that strength can grow even in the hardest moments. His ability to adapt and thrive reflects a deep inner resolve and a commitment to his future.

The move from Murrieta to Lake Elsinore brought many changes, but the curriculum, routine, and warm atmosphere provided a sense of stability when everything else felt uncertain. Ismael's journey is a powerful reminder that even when life takes unexpected turns, perseverance and support can help students rise above adversity and discover new paths to success.

Jazz's Story: Staying Focused Through Life's Challenges

Jazz is a determined 21-year-old student and devoted mother who joined the school in 2023 with no high school credits. From the beginning, she showed exceptional dedication, coming onsite nearly every day to stay on track with her coursework. Her goal was clear: earn a high school diploma and create a better future for herself and her child.

Recently, Jazz faced one of her toughest challenges—losing her housing. At the time, she was attending classes at the Lake Elsinore site, but homelessness forced her to relocate. Rather than giving up, Jazz secured a temporary shelter closer to the Spruce Street campus and transferred there so she could continue her education without interruption. Staff from Lake Elsinore worked closely with the team at Spruce Street to coordinate the transfer and ensure a seamless transition. This transition was difficult, but her persistence and positive attitude never wavered.

Even while managing the responsibilities of motherhood and the uncertainty of housing, Jazz remained focused on her studies. She leaned on staff for guidance and support, proving that resilience and determination can overcome even the most difficult circumstances. Today, Jazz is steadily earning credits and moving closer to graduation—a milestone that will open doors to new opportunities for her and her child.

Jazz's journey is a powerful example of how strength, perseverance, and a supportive school community can help students rise above adversity and achieve their dreams.

Cynthia's Story: Sunny and Thriving Despite Change

Cynthia began her educational journey with Learn4Life at the Murrieta site. Her family had been facing financial hardship ever since her father was deported, leaving her mother as the sole provider for Cynthia and her two younger siblings. Despite these challenges, Cynthia remained determined to continue her education.

After nine months in Murrieta, the family relocated to be closer to extended relatives near the Chicago site, hoping for better job opportunities and support. Cynthia quickly adapted to the new environment and stayed enrolled there for six months, maintaining steady progress in her coursework. However, when her mother's job fell through, the family had to move again—this time to San Jacinto.

Thankfully, the family has now maintained stable housing in San Jacinto for the past 18 months. Cynthia has thrived in this stability, building strong relationships with her teachers and peers. She is on track to graduate soon and dreams of entering full-time employment in the healthcare field to help further stabilize her family's finances.

Throughout these transitions, Cynthia has remained a sunny, positive student who believes in her future. Learn4Life schools have supported her family with food resources, transportation assistance, and connections to community programs for housing and counseling. Cynthia often says that these supports have made it possible for her to stay focused on her goals despite the upheaval.

Her resilience and optimism inspire everyone around her. We are confident that Cynthia's perseverance will lead her to success—not only for herself but for her entire family.

RIA's program design ensures that students' needs are met through partnerships with local community service providers. When a student experiences trauma, it can “have a significant impact on academic success and high school graduation” because it prevents the student from engaging in higher order thinking, making it difficult to engage in the learning process.¹⁴ Accordingly, RIA strives to provide appropriate connections and resources to help students cope and heal, making learning accessible and possible.

Students and their families will have access to supportive services through a vast network of community partners across Riverside County. These partnerships will assist students in reconnecting with their educational goals and provide the stability needed to remain engaged in school. Below is a summary of some of the key community partners within Riverside County that will support RIA learning centers:

¹⁴ Rumseym A. & Milsom, A. (2017). Dropout prevention and trauma: Addressing a wide range of stressors that inhibit student success [White paper], p.1. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from <http://www.dropoutprevention.org/wp-content/uploads/2017/10/dropout-prevention-and-trauma-2017-10.pdf>.

- **AAA Forklift Inc.:** AAA Forklift Inc. partners with schools to provide hands-on forklift certification training for students. The program equips learners with practical skills and safety knowledge required for operating forklifts, helping them earn an industry-recognized certification that opens doors to employment opportunities in logistics and warehouse operations.
- **AKS Dog Training:** AKS brings professionally trained police dogs and AKC Good Citizen dogs to campus, giving students a chance to interact with calm, well-socialized animals. The partnership offers meaningful therapeutic experiences that reduce stress, build confidence and help create a welcoming school environment.
- **Baby2Baby:** Baby2Baby is a national nonprofit that provides essential items—such as diapers, clothing, and hygiene products—to children living in poverty, serving over one million children annually across all 50 states. Since its founding, Baby2Baby has distributed hundreds of millions of items to families in homeless shelters, foster care, domestic violence programs, and disaster relief efforts. Through a long-standing partnership, Baby2Baby supports Learn4Life’s HOPE Program, helping parenting students access critical resources like diapers and wipes so they can stay engaged in school and work toward graduation.
- **Bumpers Driving School:** Driving is hard; therefore, all instructors use a teaching method aimed to give confidence on the road beyond what is required to pass the driving exam. Our most important student is the one doing the driving lesson, which is why all lessons are private, making the lesson safer for all involved as well as less pressure or ridicule from other students in the event of a correction during the lesson.
- **California Family Life:** WIOA partner, California Family Life Center's mission is to provide safety, comfort and healing to children suffering abuse and abandonment; to teach love and trust; to instill self-esteem, values and hope for the future - and in so doing, assist children trapped in hopelessness and despair become compassionate and contributing members of the community. California Family Life Center also provides workforce readiness programs for youth through WIOA.
- **Casa Blanca Home of Neighborly Service:** The mission of Casa Blanca Home of Neighborly Services is to serve the community by guiding those to overcome challenges and assist the residents of free resources and training and improve the community. Casa Blanca Home of Neighborly Services offers weekly emergency food distribution and youth mentoring and educational based programs. As part of its commitment to community welfare, we have partnered with Vista Norte to extend our services to students. The Casa Blanca Home of Neighborly Services takes pride in offering empowerment programs, valuable resources, and training opportunities, contributing to the holistic development of individuals in the community. Additionally, Casa Blanca Home of Neighborly Services conducts weekly food drives to address immediate needs and enhance the overall well-being of our residents and students. Through collaborative efforts with Vista Norte, the Casa Blanca Home of Neighborly Services has expanded their reach to serve students,

ensuring that they have access to the resources and support needed for their educational journey.

- **Chaffey College Dual Enrollment program:** Learn4Life and Chaffey College have partnered to offer Learn4Life students the chance to obtain college credit while enrolled in High School for dual enrollment. Classes are offered virtually so students from all over the Inland Empire can expand their learning.
- **Care Solace:** Care Solace's goal is to break the stigma surrounding mental health and offer every community educational prevention resources, provide prompt, compassionate support when necessary, and build resilience for long-term stability and health. Care Solace provides care coordination and collaboration to provide support to students, staff and family members in need.
- **ChildNet Youth:** Provides students with additional support in counseling, therapy, mentoring, foster families, and wraparound services.
- **Cops4Kids:** Cops4Kids & Communities is a 501(c)(3) organization that provides in-demand workforce training to vulnerable members of Riverside County and beyond. The goal is to offer life-changing opportunities to residents while addressing industry needs for skilled workers. Currently, the programs include courses in areas Certified Nurse Aide, Dog Grooming, Certified Security Guard training, Graphic Art design, and more. Cops4Kids & Communities is proud to partner with Learn4Life to support its mission, particularly in providing valuable resources and training options for students who may have experienced trauma. This collaborative effort helps create a supportive environment, offering students meaningful pathways to career success and recovery.
- **Department of Rehabilitation (DOR):** DOR provides educational and vocational rehabilitation services for students with disabilities to facilitate a smooth transition from secondary education to postsecondary employment related activities and competitive integrated employment. DOR provides job exploration, postsecondary counseling, skills for work, self-advocacy and work experiences.
- **DOT Exam Professionals:** DOT Exam Professionals addresses needs and deficiencies with medical examinations identified in the industry and provides on-site athletic physicals for Learn4Life students wanting to participate in school athletics.
- **H.O.P.E. Program:** provides parenting students with resources, adds a sense of community to the school and workshops tailored specifically to the needs of parenting students.
- **GRID Alternatives:** GRID Alternatives envisions a rapid, equitable transition to a world powered by renewable energy that benefits everyone. Our mission is to build community-powered solutions to advance economic and environmental justice through renewable energy.

- **JAG California (JAG CA):** JAG CA is a state-based non-profit organization dedicated to keeping young people, ages 16-24, in school who for a variety of reasons are at-risk for not graduating high school. The primary mission of the JAG CA model program is to prevent or recover dropouts and to provide an array of counseling, employability and technical skills development, professional association, job development, and job placement services that will result in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education and training program.
- **Operation New Hope:** As a WIOA partner, ONH envisions a community in which all youth, without regard to their living situation, have an equal opportunity to pursue their goals and dreams, and an equal likelihood of achieving them.
- **Paws to Share:** Paws-to-Share works with pet owners and their pets to make visits to schools and students in need of the opportunity to caress of a pet so they can "just feel good." Weekly visits from dogs provides an outlet for students to release stress and provides a coping mechanism for daily stress and past traumas.
- **LLAC and Positive & Adverse Childhood Experiences (PACES) Connection Network:** LLAC created the TREC accreditation model, in collaboration with LLAC's Diversity, Equity, and Inclusion (DEI) team, to ensure that all facets of Learn4Life schools are analyzed through a trauma informed lens. The TREC model is based on PACES science, and the accreditation framework was built with PACES Connection, a worldwide social network that accelerates the global movement toward recognizing the impact of adverse childhood experiences in shaping adult lives.
- **Positive Methods:** The mission of Positive Methods is to reach out to individuals needing mental health and counseling services. The goal at Positive Methods is to offer a safe, empathic, and compassionate environment to help individuals resolve the issues they are facing and find hope, healing, and solutions to heal, grow, and live a wholehearted and joyful life.
- **Riverside City College:** Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.
- **Riverside San Bernardino County Indian Health Clinic:** The clinic provides comprehensive and culturally centered medical, behavioral health and community wellness services for Native American families across the Inland Empire, supporting whole-person care and improving access to quality healthcare.
- **Riverside County Workforce Development (RIVCO):** A part of the America's Job Centers of California for Riverside County, RIVCO is a collaboration of state, county, and local community partner agencies who work together to provide job seekers with career

services and the tools to secure employment. RIVCO provides career counseling, basic career workshops, job search support, job placement, job fairs, computers, and printers.

- **Salon Success Academy:** Salon Success Academy is committed to the vocational needs of their students and the community. Courses are designed for the student who is seeking an education that is relevant to the practical needs and technical environment of modern industry. Our primary objective is to produce technically skilled, job-ready graduates who will be valuable to their employers, the community and themselves.
- **Trinity Health Academy:** Trinity Health Academy (THA) is a premier leader in nursing and allied health education, continuing education (CEU), and professional development. With a unique format and structure, THA provides quality instruction by qualified licensed and advanced degree practitioners with years of clinical service, authorship, and expertise in their respective fields and disciplines. Students who participate in THA are offered classes in how to become a Home Health Aide and a Certified Nursing Assistant.
- **Urban Deluge (Joanne Robinson):** Urban Deluge provides opportunities for learning and development through specialized expertise. Urban Deluge provides delivery of an introduction program for Emergency Medical Technicians, which culminates in a CPR Certification. Students receive instruction on several topics such as Need for Safety, legal and professional expectations, and documentation.
- **Work Readiness:** Over the years, Learn4Life has consistently increased the efficacy of its transition services by building the partnership network outlined above, in addition to building multiple CTE pathways under industry sectors aligned to actual job opportunities in Riverside County and California. The focus on career and college readiness, combined with our partner services, allows students to explore careers and post-secondary pathways. All students must take a mandatory Work Readiness course in order to graduate. The course, co-created by CTE teachers and WIOA partners, provides students with the career skills to explore, obtain, and keep a job. Additional information regarding our CTE and can be found in **Element A** of this charter petition.
- **RIA Student Support Services:** RIA understands that every student is unique and may face many barriers preventing them from achieving academic success. Our community outreach and counseling teams will identify local and statewide agencies that provide valuable services to our students to help overcome those barriers and give them access to the tools they need to be successful.

5. COUNTYWIDE NEED FOR THE TRAUMA-RESILIENT EDUCATIONAL COMMUNITIES (TREC) MODEL

Another reason RIA proposes a countywide charter is to implement its TREC model, a comprehensive framework that integrates professional development and best practices in Social Emotional Learning (SEL), restorative practices, and trauma-informed education. This approach addresses the whole child by combining academics, health and social services, youth and

community development, career exploration, and community engagement—all designed to improve student learning and foster healthier communities.

The TREC model matters because it equips students with resources that build college and career readiness, SEL skills, and resilience through trauma-informed practices. It also provides staff with professional development in PACEs Science and strategies to reduce re-traumatization, ensuring educators can respond effectively to trauma and promote well-being. Students benefit from resiliency programs that include workshops on self-care, mindfulness, and coping strategies to restore balance and strengthen mental health.

RIA's focus on TREC cannot be fully realized through separate district charters. To ensure equitable access and consistent implementation across Riverside County, RIA requires a countywide charter that leverages its nine existing learning centers. This structure enables uniform delivery of trauma-informed practices, integration of CTE with Workforce Development partners, and scalable resiliency programs that no other school in Riverside County currently offers.

Learn4Life data demonstrates the effectiveness of resiliency programs. Students who participate are 10 percent more likely to attend school and 20 percent more likely to earn credits toward graduation. Hispanic and African American students enrolled in these programs show 10 percent higher attendance and 25 to 30 percent higher credit attainment compared to their peers.

The solution to overcoming the impact of Positive and Adverse Childhood Experiences (PACEs) lies in creating, tracking, and continuously improving resiliency programs under the TREC framework. Staff will receive Level One and Level Two PACEs training, learn to identify trauma symptoms, and apply trauma-informed strategies to build resilience and prevent re-traumatization. Through these efforts, RIA will create a sustainable system that promotes student success, college and career readiness, and healthier communities.

6. COMMUNITY NEED, SUPPORT, AND INVOLVEMENT

A. Community Need

RIA students will become self-supported, lifelong contributors to a healthy 21st century community by earning a high school diploma. Research demonstrates the value of high school completion; high school graduates are more likely to be employed, make higher taxable income, aid in job generation, earn a national average of \$8,000 more annually compared to high school dropouts, less likely to engage in criminal behavior or require social services, have better health and longer life expectancy, are more likely to vote, and contribute to America's national security because students that leave high school without a diploma are not qualified to serve in the military. Additionally, the economy depends on skilled labor; business leaders report difficulty in finding enough qualified employees with the skills, training, and education to meet their companies' needs.¹⁵

¹⁵ The Alliance for Excellence in Education (<http://www.americaspromise.org/high-school-graduation-facts-ending-dropout-crisis>).

Research also shows that educational attainment strongly influences adult earnings and living conditions. Based on Riverside County census data found in **Figures 1.9** and **1.10** below, Riverside County has close to 300,000 adult residents who have not completed high school, and therefore are at greater risk of living in poverty.¹⁶ According to Shape Riverside County's 2025 demographics data, 48,972 families (8.35% of families) fall below poverty with 32,964 families (5.62% of families) having children in the household. The report further shows 94,537 (12.07%) households earn incomes less than \$25,000 a year.¹⁷

RIA strives to instill in its students and families value in education to address both situational and generational poverty. Through its WIOA partners, students aged 18-24 will have the opportunity to enroll with RIA to receive educational support towards earning a high school diploma and also be connected to employment opportunities, education, training, and support services needed to be successful in the job market. Furthermore, RIA's flexible schedule and non-traditional school hours will provide working students the personalized education they need to pursue both the responsibilities of job and school.

Figure 1.9. Riverside County Non-High School Graduates

Age (Population Count)	Educational Attainment	Estimated Number of Residents	Percentage of Residents
Population 18-24 years (236,964)	Less than high school graduate	22,200	9.37%
Population 25 years and over (1,701,374)	Less than 9 th grade	146,301	8.60%
	9 th to 12 th grade, no diploma	129,055	7.59%

Source: US Census Bureau. Educational Attainment. 2024: ACS 1-Year Estimates Subject Tables.

<https://data.census.gov/table?t=Educational+Attainment> <https://data.census.gov/table?t=Educational+Attainment>

Figure 1.10. Riverside County Poverty Rate of Adults 25 years and Older Determined by Educational Attainment Level

Education Attainment Level	Ages 25 and Older Below Poverty Level
Less than high school graduate	14.9%
High school graduate (includes equivalency)	10.8%
Some college or associate's degree	8.2%
Bachelor's degree or higher	4.9%

Source: US Census Bureau. Educational Attainment. 2024: ACS 1-Year Estimates Subject Tables.

<https://data.census.gov/table?t=Educational+Attainment> <https://data.census.gov/table?t=Educational+Attainment>

Figures 1.11 and **1.12** below outline RIA's student subgroups, which are above the Riverside County averages. Additionally, the average high school student enrolled with RIA is expected to be 17 years old, one or more semesters behind, and enter school with literacy and math skills well below grade level. For many dropouts and potential dropouts, RIA will be their only opportunity to change their direction and continue their education.

¹⁶ United States Census Bureau. <https://www.census.gov/data/>. 2024: ACS 1-Year Estimates Detailed Tables

¹⁷ Shape Riverside County 2025 Demographics, Households/Income Data for County: Riverside. <https://www.shaperivco.org/>.

Figure 1.11. Student Demographics: RIA and Riverside County

Subgroup	RIA*	Riverside County
Socioeconomically Disadvantaged	77.9%	74.3%
SPED	20.7%	15.0%
EL/RFEP	32.2%	29.2%
Homeless Youth	6.3%	3.30%
Adult Students (18+ years old)	42.6%	3.24% (Grades 9-12 enrollment only)

Source: CDE Dataquest 2024-25 County Enrollment Data by Subgroup <https://dq.cde.ca.gov/dataquest/>

*PowerBI (Internal Data 7/16/2025)

Figure 1.12. Student Demographics: RIA and Riverside County

Name	African American	American Indian or Alaska Native	Hispanic or Latino	White
RIA	8.0%	3.2%	55.2%	28.0%
Riverside County	5.6%	0.4%	67.1%	16.1%

Source: CDE Dataquest 2024-25 County Enrollment Data by Demographics <https://dq.cde.ca.gov/dataquest/>

*PowerBI (Internal Data 7/16/2025)

As **Figure 1.11** notes, many of RIA’s targeted students are socioeconomically disadvantaged and as a result often experience crisis in housing. For the 2024-25 Annual Enrollment Data, Riverside County reported 13,791 homeless youth currently enrolled in the County’s schools.¹⁸ With the rising costs of housing, rent, and scarcity of housing options, it is expected that homeless rates will only get worse. With a countywide benefit charter, RIA will be able to minimize interruptions to a student’s education caused by relocation through seamless access and smooth transition across multiple learning center locations throughout Riverside County offering a consistent academic program and access to local support services. This consistency is vital in keeping low-performing, socioeconomically disadvantaged, and/or transient students engaged with their education.

As noted above, RIA will have multiple partners across Riverside County providing various levels of supportive services ranging from workforce development, career technical offerings, counseling services, mentorship programs, transportation services, health services, paid internships, unique extracurricular services such as trauma-informed programs, sports and recreation, esports, robotics, and drone tournaments, and H.O.P.E. Program Services. We believe that every student wants to and can succeed, and we provide the opportunity for them to do so. More importantly, we know that every student can succeed when given individual support, tutoring, personalized instruction, flexibility, and wraparound services with our community partners. In addition, we know from experience that opportunity youth choose to attend schools like RIA because they enjoy learning in a safe environment where they are respected from the first moment they walk through the door, at any time throughout the calendar year.

¹⁸ CDE Dataquest 2024-25 County Enrollment Data by Subgroup <https://dq.cde.ca.gov/dataquest/>.

RIA anticipates to will expand community relationships after the RIA charter is approved and build strong partnerships with local high school counselors, community leaders, and civic organizations to reconnect disengaged youth. Our goal is to be a trusted long-term partner in the education and success of opportunity youth throughout Riverside County and local communities providing a societal benefit in re-engaging and graduating the students of RIA.

Figure 1.13 below shows the key components of the benefits of finishing high school. One benefit is the lifetime total of extra tax payments of \$139,100 per dropout prevented or recovered. Other benefits shown include a savings of \$40,500 in public health expenditures, reduced criminal activity saving the public \$26,600, and reduced expenditures on public welfare amounting to \$3,000 per student induced to graduate through programmatic efforts. The average social return generated by producing a high school graduate is shown as \$209,200.¹⁹

Figure 1.13. Average societal (USA) benefits or cost reductions per student attributable to graduating versus not-graduating from high school, by benefit or cost domain.²⁰

Community Benefits	Monetary Value
Domain Gain/saving Extra lifetime tax payment contribution	\$139,100
Decreased dependence on public health expenditures	\$40,500
Reduced criminal activity	\$26,600
Reduced dependence on welfare	\$3,000
Average total individual benefit from preventing or recovering school dropouts	\$209,200

Figure 1.14 demonstrates the average age, credit deficiency, SED and DASS population for each of the nine proposed RIA learning centers.

Figure 1.14. RIA Student Demographics by Learning Center

Center	Current Average Age	Students Who Were Credit Deficient One or More Semesters Upon Enrollment	Socio Economically Disadvantaged	DASS Population (Unduplicated)
Riverside Innovation Academy	17.1	84.2%	77.9%	85.40%
Casa Blanca Learning Center	17.1	86.6%	94.7%	90.1%
Chicago Learning Center	17.2	91.0%	86.5%	95.6%
Indio Learning Center	...	...	...	...
Lake Elsinore Learning Center	16.7	86.4%	74.3%	79.9%
Moreno Valley Learning Center	17.3	81.3%	84.9%	87.6%

¹⁹ Catterall, J.S. (2010). The Societal Benefits and Cost of School Dropout Recovery. Education Research International.

²⁰ H. Levin, C. Belfield, P. Muennig, and C. Rouse, The Costs and Benefits of and Excellent Education for All of America's Children, Teachers College, Columbia University, New York, NY, USA, 2007.

Center	Current Average Age	Students Who Were Credit Deficient One or More Semesters Upon Enrollment	Socio Economically Disadvantaged	DASS Population (Unduplicated)
Murrieta Learning Center	17.0	83.6%	56.0%	79.6%
Magnolia Learning Center	17.4	78.1%	82.4%	93.2%
San Jacinto Cops4Kids Learning Center	16.8	81.4%	86.7%	84.6%
Spruce Street Learning Center	17.8	79.1%	90.4%	83.2%

2024-25 CAASPP Comparison Data Between Riverside County Alternative Education Programs and RIA with Learning Centers in Riverside County

As described in **Figure 1.15** below, the Learn4Life model, as demonstrated by California Assessment of Student Performance and Progress (CAASPP) data from RIA's future learning centers, has made substantial progress increasing student academic achievement for students residing within Riverside County. The data highlights the success Learn4Life has achieved in serving this population of opportunity youth in existing charter schools. As detailed throughout this section, bringing the nine learning centers under the RIA countywide benefit charter aims to achieve comparable, if not greater, academic growth for 11th graders on CAASPP assessments through RIA's extensive network of school supports and community partnerships focused on student success.

Figure 1.15. Students Meeting/Exceeding Standards On 2024-25 SBAC ELA and Math

Schools	ELA	Math
Riverside Innovation Academy (DASS)*	32.05%	8.11%
Abraham Lincoln Continuation (DASS)	8.96%	1.49%
Alvord Continuation High (DASS)	19.70%	0.00%
Banning Independent Study (DASS)	24.19%	4.92%
New Horizon High (DASS)	21.05%	5.26%
Glen View High (DASS)	19.56%	5.49%
Orange Grove High (DASS)	7.22%	0.00%
Lee V. Pollard High (DASS)	10.37%	3.11%
Summit High Continuation (DASS)	19.44%	1.92%
Amistad High Continuation (DASS)	8.33%	1.53%
Nueva Vista Continuation High (DASS)	3.92%	1.31%
Ortega High (DASS)	7.73%	0.43%
Murrieta Options Academy (DASS)	...	...
Bayside Community Day (DASS)	13.12%	0.00%
March Mountain High (DASS)	16.78%	0.69%
Mt. San Jacinto High (DASS)	19.56%	10.17%
Scholar Plus Online Learning (DASS)	25.53%	2.13%

Schools	ELA	Math
Perris Lake High (Continuation) (DASS)	11.81%	0.69%
Gateway College and Career Academy (DASS)	30.00%	7.32%
Audeo Valley Charter (DASS)	33.66%	13.46%
Leadership Military Academy (DASS)	30.95%	2.44%
CBK Charter (DASS)	22.43%	0.93%
Riverside County Community (DASS)	5.59%	1.89%
Riverside County Juvenile Court (DASS)	3.39%	0.00%
Riverside County Special Education (DASS)	12.68%	9.73%
Opportunity Program (DASS)	23.53%	5.88%
Raincross High Continuation (DASS)	13.79%	3.45%
Mountain View High (DASS)	11.65%	1.96%
Rancho Vista High (DASS)	24.14%	1.79%
La Familia Continuation High (DASS)	5.31%	3.54%
Val Verde Student Success Academy (DASS)	...	...
<i>Casa Blanca Learning Center</i>	40.00%	15.00%
<i>Chicago Learning Center</i>	37.21%	2.33%
<i>Indio Learning Center</i>	...	...
<i>Lake Elsinore Learning Center</i>	30.77%	7.69%
<i>Moreno Valley Learning Center</i>	34.15%	4.88%
<i>Murrieta Learning Center</i>	23.25%	4.66%
<i>Magnolia Learning Center</i>	42.85%	35.72%
<i>San Jacinto Cops4Kids Learning Center</i>	35.29%	5.88
<i>Spruce Street Learning Center</i>	41.67%	25%

Source: CDE Data Quest CAASPP Test Results @ <https://caaspp-elpac.cde.ca.gov/caaspp/>.

B. Community Support

The Learn4life network and RIA have received tremendous support from community leaders and organizations as demonstrated by the following letters of support, which are included in **Exhibit C**.

- **Casa Blanca Home of Neighborly Service (CBHNS) – Averie Lozan, Chairperson.** The CBHNS nonprofit is dedicated to advancing education by delivering essential resources to students from low-income backgrounds, empowering them to break the cycle of poverty and forge brighter futures. Through strategic partnerships with Learn4Life and local community organizations, CBHNS ensures every student has the chance to unlock their full potential.
- **Cops4Kids & Communities (C4KC) – Jeff Penn, Executive Director.** C4KC is a 501(c)3 organization that provides in-demand workforce training to vulnerable members of Riverside County and beyond. In partnership with Learn4Life, C4KC provides educational experiences and physical activities for youth to emphasize respect, responsibility, self-discipline and leadership.

- **JAG California (JAG CA) – John Woodcock, JAG Specialist.** Jobs for America’s Graduates (JAG) is a nationally recognized nonprofit that serves students through more than 1,500 school and community programs nationwide. In the JAG California program at Learn4Life’s Chicago and San Jacinto learning centers, students gain essential resume-building skills, interview preparation, financial literacy, job search support, and barrier-removal strategies.
- **Jamie Ochoa, Drop-Out Prevention/Intervention Specialist.** Mr. Ochoa currently serves as the Dropout Prevention Specialist with Riverside Unified School District. Mr. Ochoa understands the critical need for initiatives that address dropout recovery and provide a second chance to students who may have faced challenges in their academic journey.
- **Neighborhood College Opportunity Youth Program (NYCOP) – Rebecca Acevedo, Executive Director.** NYCOP is an entity with thirteen years of experience working with the justice system impacted youth in Riverside County providing opportunities and resources designed for adjudicated and at-risk youth, including adults recently incarcerated.

C. Community Involvement and Input Plan

RIA is deeply committed to ensuring that its programs reflect the unique needs of the communities it will serve. To achieve this, RIA relies on ongoing input from families, students, local leaders, and educators. This feedback informs program design and ensures that each learning center remains responsive to community priorities.

A comprehensive outreach and engagement strategy is implemented across RIA’s eight existing learning centers—Lake Elsinore, Murrieta, Moreno Valley, Casa Blanca, Chicago, Spruce, San Jacinto, and Magnolia. Planning for the newly operating Indio site has also included targeted engagement with community members and educational partners. Community meetings, focus groups, and open houses are held regularly at each site and will continue throughout the 2026–27 and 2027–28 school years. These events provide opportunities for families and stakeholders to share feedback, ask questions, and learn about program offerings. Guided tours of the learning centers further help families understand RIA’s flexible, personalized learning program and available resources.

Outreach efforts are designed to remove barriers to participation. Announcements and flyers are posted at learning centers and community locations, shared electronically through the Learn4Life communication portal, and promoted via social media. School staff make personal phone calls and send text messages to invite families. Meetings are scheduled outside typical working hours, offered both virtually and in person, and supported with transportation assistance such as bus passes. Food and refreshments are provided, and childcare is offered when possible to increase accessibility.

In addition, RIA’s school counselors and registrars actively collaborate with local schools to enhance communication and referrals. Each year, school counselors host an open house for local school leaders and counselors, providing guided tours of RIA sites and an overview of the

curriculum, instructional techniques, school expectations, and available student resources and support.

RIA also prioritizes active participation in local civic and business organizations to strengthen community ties and expand opportunities for students. Staff members regularly attend meetings and events hosted by local Rotary Clubs and Chambers of Commerce throughout Riverside County. These partnerships foster collaboration with business leaders, create pathways for internships and job training, and ensure that learning centers remain responsive to workforce needs.

Community needs are evaluated through enrollment trend analysis, capacity reviews, and input gathered from partnerships and local initiatives. To strengthen these efforts, RIA will assign a dedicated Community Liaison responsible for building and maintaining relationships within each community. Special attention will be directed toward the Indio community to ensure that students who would benefit from RIA's unique program are informed and encouraged to enroll. Targeted outreach will include addressing the educational needs of migrant communities and working closely with educational partners to plan for future enrollments.

The RIA board and key staff will work cohesively to evaluate, identify, and engage partners whose values align with RIA's mission to support students and help them become responsible members of their communities. This commitment is reflected in the Learn4Life model, which emphasizes collaboration with community partners to address local needs. Through these partnerships, RIA continually engages in discussions on issues such as probation youth, homeless youth, teen parents, and high school dropouts, ensuring that programs remain relevant and impactful.

Through these efforts, RIA demonstrates its unwavering commitment to equity, accessibility, and student success. By fostering strong community relationships and removing barriers to engagement, RIA will ensure that every learning center reflects local priorities while maintaining a consistent focus on preparing students for lifelong achievement.

7. CONCLUSION

Currently, no school in Riverside County offers a comprehensive, flexible, and personalized learning program that integrates TREC with WIOA and JAG CA opportunities, college and career readiness, dual-enrollment programs, and wraparound community partner services. RIA will provide a program where these elements are embedded throughout a student's academic journey. Trauma-informed practices will help students build resilience while gaining career, college, and military readiness skills—all delivered through a network of geographically dispersed learning centers. This structure substantially increases the ability to retain and graduate a highly mobile student population.

The strength of this model—and its success—depends on RIA's ability to provide equal access to opportunities across Riverside County through a countywide benefit charter. RIA seeks to offer students a truly unique educational experience that prepares them to become resilient, lifelong learners who are college and career ready.

RIA cannot effectively serve its students through a series of district-approved charters due to the resources and partnerships required to support opportunity youth. Students seeking a personalized learning program with TREC, WIOA and JAG CA opportunities, college and career pathways, dual-enrollment options, and wraparound services are not concentrated in a single district; they are dispersed in small numbers across Riverside County.

To meet these needs, RIA must have the widest possible geographic reach and the flexibility to establish learning centers throughout Riverside County. These centers are located in cities and towns served by multiple school districts and positioned conveniently near students' homes, workplaces, and RIA's extensive network of community partners.

Centralizing oversight of RIA under RCOE ensures the highest level of accountability for all learning centers and provides local school districts confidence in RIA's operations within their boundaries. RCOE oversight also helps maintain positive relationships among districts by preventing conflicts that could arise from individual district approvals. When districts view RIA as an RCOE-operated program, collaboration is strengthened, enabling all parties to work together toward a shared goal: ensuring that no student in Riverside County drops out of high school. RIA's mission, in partnership with RCOE and local districts, is to help every student graduate and succeed.

As a countywide benefit charter school, RIA will offer instructional services not typically provided by RCOE and will serve students who cannot be adequately supported by charter schools limited to a single district. For these reasons, RIA has demonstrated clear justification for why this charter cannot be established through a petition to an individual district under Education Code Section 47605 and should be approved as a countywide benefit charter.

ELEMENT A: 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 47605.6(b)(5)(A)(i).

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

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

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

1. MISSION AND VISION

A. Mission and Vision Statement

The Mission of RIA is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners. RIA seeks to provide all families and students with a personalized learning program that meets the unique academic and social-emotional needs of each student and prepares him or her with a quality education that develops learner agency, critical thinking, and skills necessary for college and career.

RIA’s vision is that all students will graduate with the resilience, confidence, and 21st century skills needed to thrive in their careers, be engaged with their communities, and lead meaningful lives.

B. Alignment of Program to Mission

The mission of RIA is to re-engage students who have either dropped out or who are in danger of dropping out of school and develop learner agency in all students to ensure they become independent and self-directed learners who are career, college and/or military ready according to their own personal paths. Through its personalized learning methodology, RIA will engage students who are no longer enrolled in a traditional classroom program or who prefer personalized learning education.

RIA will equip students with two kinds of literacy necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. With a focus and prescription on the educational needs of each individual student, RIA will enable students to become literate, self-motivated, purposeful, goal-oriented, and resourceful lifelong learners. In a learner-centered environment anchored in the principle of educational equity for all, all cultures and special needs are honored, wherein barriers and hindrances to educational opportunity and success are removed and all students are held to high academic and behavioral standards.

Employing a personalized learning methodology that will provide students an independent study program, RIA's educators will collaboratively engage with students to help them understand their strengths, areas of growth, preferences, and unique needs as learners which helps students develop the necessary skills to support their own learning and ultimately be the driver of their own success.

Help students master basic skills:

Teachers will utilize a wide range of assessment results to individualize student work and determine which areas they need to target for skill improvement and tutoring services. Specifically, RIA will use NWEA MAP as a diagnostic assessment to provide staff with critical information around students' instructional readiness through their designated RIT score.²¹ Teachers and tutors can then access the NWEA Learning Continuum to drill down on specific skill deficiencies for each individual student and tailor necessary interventions according to need. Additionally, RIA teachers will administer both formative and summative course assessments through the online assessment platform, Renaissance DnA, which will provide real time data on student progress on the Common Core State Standards (CCSS). Our comprehensive assessment system will allow access to fast and reliable data, improving instructional capacity to support skill mastery and increasing effectiveness at bridging the achievement gap.

Skill mastery support examples: English Intensive, IXL, scaffolded curriculum aligned to NWEA RIT scores, and tutoring.

²¹ The NWEA MAP Growth test uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. (<https://www.nwea.org/blog/2016/six-commonly-used-map-growth-terms-worth-knowing/>).

Move students toward mastery of technology:

Students will recognize that through technology they have access to all information and knowledge in the world. Just like when driving, students must learn responsible use. They must not only be able to access, research, and evaluate, in a world that now encompasses Artificial Intelligence, they must learn the importance of using technology with integrity and to use it ethically, morally, and within the confines of the law.

1. Enrolling students will utilize computers to complete NWEA reading and math testing multiple times per year.
2. Students will be encouraged to complete assignments using a computer whenever possible. Individual credit assessments will be available online.
3. Chromebooks with embedded hotspots will be provided to every student.
4. Specific instruction from fundamental to advanced computer skills will be provided in:
 - Computer Fundamentals
 - Operating Systems/Windows
 - PowerPoint/Office
 - Excel
 - Microsoft Word
 - Google Classroom
 - Google Drive

Develop students' interest in lifelong learning:

1. Students will be provided remedial reading instruction.
2. Students will be taught content concepts associated with real-world applications whenever possible to give meaning and high interest to the student.
3. Students will be introduced to a broad spectrum of topics including World History, World Literature, Art History, Art, Science, Mathematics and Computer programs.

Students will become responsible, contributing members of society:

1. Students will be encouraged to become involved in leadership activities and participate as a volunteer with approved community service organizations.
2. All students will be educated on how to register to vote, the importance of voting, and how to become civically engaged in their community.
3. In addition to core academic curriculum, students will engage in a mandatory work readiness course designed to equip them with essential skills for their future careers. The curriculum will guide students through the development of crucial professional documents,

including resumes, cover letters, and thank you letters. Furthermore, students will undergo the valuable exercise of a mock job interview, with a recording serving as a constructive tool for self-assessment.

As part of the broader approach to career readiness, students will be given the opportunity to actively contribute to their communities through volunteering with approved service organizations. This practical engagement will not only enhance their understanding of community dynamics but also cultivates a sense of social responsibility.

The work readiness course will be a foundational element for all students, serving as an introduction to the various CTE pathways available to them. These wraparound services underscore RIA's commitment to holistic student development, ensuring that alongside academic excellence, students will be equipped with practical skills, a sense of civic duty, and a clear trajectory toward their chosen career paths.

4. All students in grades nine through twelve will engage in ongoing one-on-one college and career counseling and have the opportunity to attend workshops and field trips with local community colleges and universities.
5. High accountability in attendance and satisfactory completion of all assignments will help students develop student confidence, adding a sense of personal worth, and self-importance. This, in turn, will empower students to perform credibly by improving the quality of their work.

2. KEY COMPONENTS OF THE EDUCATIONAL PROGRAM

A. Personalized Learning

RIA will offer a personalized learning program for students in grades nine through twelve through a nonclassroom-based, independent study educational program.

RIA's personalized learning program is based on the intent of the Legislature that independent study is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) RIA understands that personalized learning is not an alternative curriculum and that its program must provide as comprehensive a program as the student would receive if enrolled in a traditional public school. RIA also recognizes that opportunity youth and traditionally underserved students often drop out of school prior to graduation because they feel unsupported or disconnected in the traditional school setting and enter the job market with few or no marketable skills. For many dropouts and potential dropouts, personalized learning can be an opportunity to change direction and continue their education.

Personalized learning is a 21st century "on the leading edge" approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each student. Research confirms that every individual assimilates information according to his/her own unique style, need, and interest.²² RIA will seamlessly integrate this approach with our design methodology,

²² McLeod, Saul. "Constructivism as a theory for teaching and learning." *Simply Psychology* (2019).

Understanding by Design (UbD), to champion the following principles: fostering expert learning for all, ensuring all learners comprehend the learning goals, providing intentional and flexible options along with resources accessible to every student, and empowering students to construct and internalize their own learning.

Students will engage in their education through one-on-one teacher and student interaction, instruction tailored to meet unique learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs. Teachers will be facilitators of learning and help students thrive by removing barriers to learning and empowering students with options and choices that provide students with the opportunities to take ownership of their academic trajectory while meeting high expectations and state standards. RIA's personalized learning program will recognize the importance of parental involvement and participation through every step of a student's education and learning process.

RIA will offer a core curriculum that meets all California state standards and frameworks, relevant employment training and labor market support needed to succeed in today's workforce, and college and career readiness opportunities through a variety of CTE courses and pathways. Enrolling students will have their transcripts evaluated and take assessment tests to determine their appropriate beginning level of instruction. RIA's personalized learning program ensures the order in which the instruction is offered to the student is tailored to the individual student in a manner that will best maximize learning. The curriculum will challenge students' higher-level cognition and set clear expectations that focus on fair and credible evaluations, recognition of accomplishments, and academic rigor.

B. Independent Study

RIA's personalized learning model is delivered to students through an independent study program dedicated to developing and providing personalized instruction and learning programs for each student. Utilizing learning centers as a meeting and instructional space for students, parents, and teachers, RIA aims to maximize student learning potential and success by actively engaging students in the learning process. RIA's independent study program will engage students by providing them with access to properly qualified teachers, tutors, personalized instructional support via one-on-one teaching, and small group instruction with an emphasis on supplemental support. In addition, the independent study program will allow RIA to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. RIA will offer this independent study program for students with the ultimate objective pupils to become critical thinkers who are determined and self-directed learners.

The independent study program at RIA is specifically designed to support students who are credit-deficient, academically behind, or have stopped attending school, regardless of their prior achievement levels. The comprehensive education program incorporates diverse teaching methods, a comprehensive interdisciplinary standards-aligned curriculum, on-going assessment of student progress, as well as a strong emphasis on the basics to build a solid foundation to develop independent learners who possess the critical thinking skills needed to apply learning to real world situations.

Parent involvement is a critical factor for student success in independent study. Administrative and teaching staff will maintain weekly two-way communication with parents and remain available for in-person meetings, whether scheduled or impromptu. RIA's independent study program emphasizes one-on-one teacher-student interaction, attention to individual learning styles, and student-driven participation in shaping the learning process. Students will have access to technology and varied learning environments, along with the ability to choose from different curriculum programs. In addition, teachers will receive ongoing professional development and training to ensure instructional quality. This approach creates a collaborative, personalized learning experience that supports both academic success and student engagement.

C. Remote Learning

The remote learning program will be an option for students who thrive with self-paced, individualized instruction delivered at home through technology. It will offer students a mastery-based curriculum aligned with state standards and infused with 21st century skills to prepare students for success in a digital world. Students will have access to essential technology, including a computer and internet, along with strong instructional support and guidance from properly qualified teachers and tutors who act as academic coaches.

Instruction combines interactive, asynchronous learning with synchronous support. Certificated teachers assign lessons, manage portfolios, evaluate work, address questions, and monitor progress and attendance. Students also participate in scheduled virtual meetings for direct support, intensive tutoring, and academic planning. Remote learning includes options for small group synchronous instruction across all programs, including English Language Development and special education.

Teachers holding California credentials will oversee each student's learning by reviewing work for quality and understanding, accessing online academic records, and maintaining regular communication with parents or guardians. Parents, students, and teachers will collaborate to review progress, address individual needs, and plan for future goals. Teachers will grade assignments, issue report cards, and remain available daily via phone or email for questions. Lesson content will be reinforced through traditional textbook work, organized and planned by teachers.

D. Trauma-Resilient Education Communities (TREC) Model

The TREC model will consist of professional development opportunities and best practices in the areas of social emotional learning (SEL), restorative practices, and trauma-informed education. RIA will integrate these services by focusing on academics, health and social services, youth and community development, career exploration and community engagement that leads to improved student learning and healthier communities. RIA will incorporate trauma-informed practices so that students have access to all the necessary resources to develop career and college readiness, SEL skills, and resiliency.

TREC will benefit all students, staff, and stakeholders by providing ongoing training and resiliency programs informed by trauma-informed practices, SEL, Diversity Equity and Inclusion (DEI), and

PACEs science. PACEs Connection is a worldwide social network that accelerates the global movement toward recognizing the impact of positive and adverse childhood experiences in shaping adult lives.

Staff learn about self-care and mindfulness for individual and collective well-being. RIA will offer students resiliency workshops to include self-care and mindfulness.

E. Student Enrollment

RIA's three-year enrollment projections are included in the budget narrative in **Exhibit U**. The estimated enrollment projections reflect an average enrollment throughout the school year of the regular student population enrolled during a learning period (an academic school month), with grade levels based on credits earned. Enrollment projections for school year 2027-28 were determined by analyzing current learning centers' student enrollment trends and capacity, and community needs identified through various partnerships and initiatives. School years 2028-2029 and 2029-2030 were conservatively estimated using a 5% growth rate. Current student enrollment trends project students enrolling at RIA learning centers as being on average 17 years old and credit deficient by approximately one or more semesters.

RIA will operate a year-round independent study program serving a highly mobile opportunity youth population, which will cause its enrollment to fluctuate at certain times of the year – typically with the lowest enrollment occurring during P-Annual or CBEDS reporting. And while RIA will enroll students year-round, traditionally a large enrollment influx occurs within the first and third quarters due to students/parents seeking educational options to avoid failing core courses and/or falling further behind in credits. At the end of each learning period, RIA will review enrollment trends of the current school year and incorporate adjustments as necessary as part of its multi-year projections.

In addition, we expect many of the surrounding districts to refer their most at-risk students to RIA in their quest to seek support for severely credit deficient students who are not on track to graduate and/or whose age makes alternative programs more feasible. As a result, RIA's age-to-grade level and grade level-to-core course completion data is inconsistent to that of traditional schools regarding predicted on-time graduation expectations.

The RIA learning centers' operating years are outlined below in **Figure A.1**. Student enrollment projections are detailed in RIA's budget (please refer to **Exhibit U**).

Figure A.1. RIA Learning Centers Operating School Year (Please see budget narrative in Exhibit U)

Learning Center	SY 2027-28	SY 2028-29	SY 2029-30	SY 2030-31
Chicago	Operating	Operating	Operating	Operating
Indio	Operating	Operating	Operating	Operating
Riverside SS	Operating	Operating	Operating	Operating
San Jacinto C4K	Operating	Operating	Operating	Operating
Spruce Street	Operating	Operating	Operating	Operating
Casa Blanca		Operating	Operating	Operating

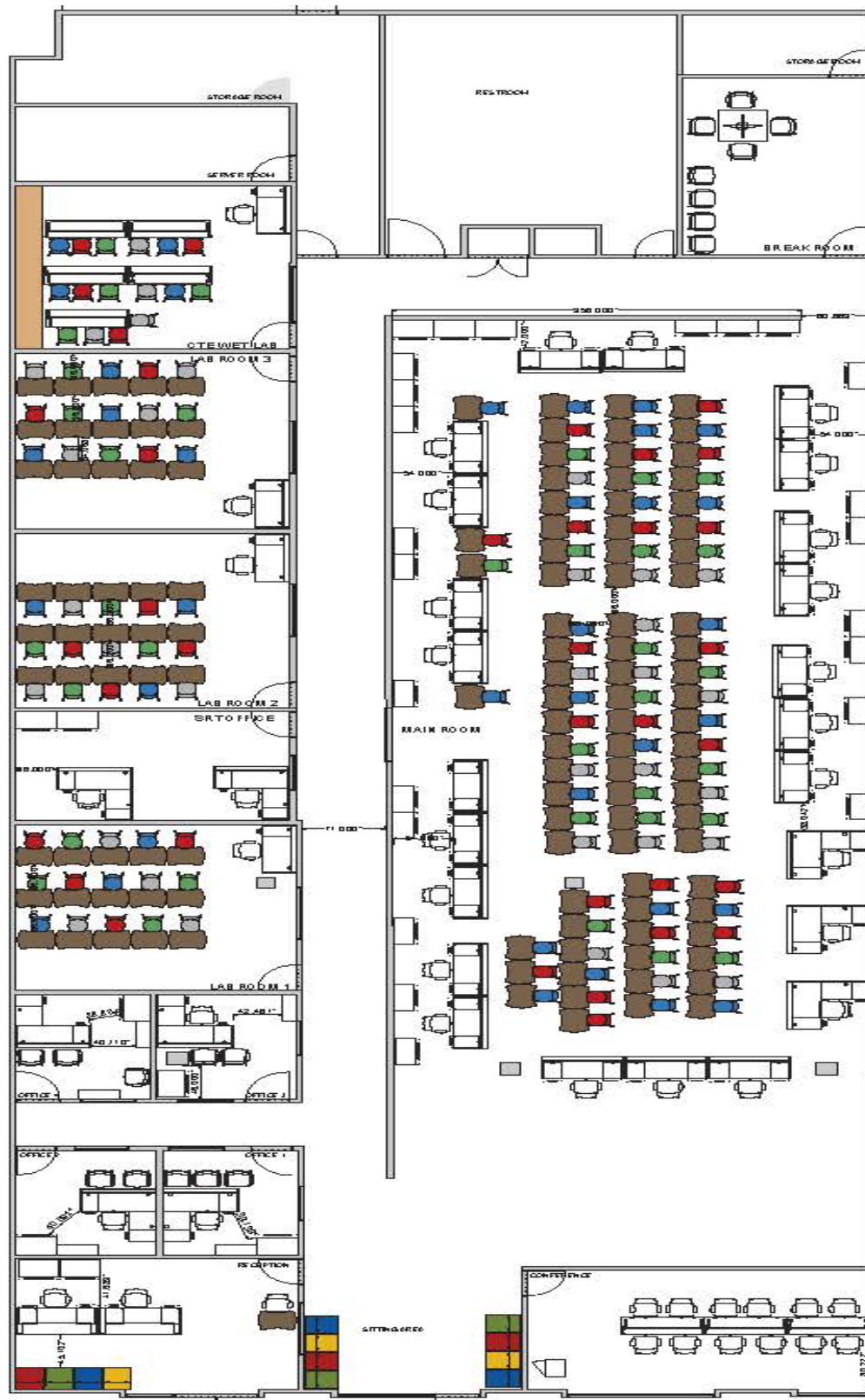
Lake Elsinore		Operating	Operating	Operating
Moreno Valley		Operating	Operating	Operating
Murrietta		Operating	Operating	Operating

F. Learning Centers

RIA’s learning centers will provide a safe, orderly and respectful environment to maintain a positive learning experience. Each location will provide a flexible, college-like school day schedule; year-round enrollment, admissions, and attendance; standards aligned curriculum tailored to individual student needs and pacing; supportive services; one-on-one and small group instruction; access to CTE and training; student case management by supervising teachers; specialized program supports for students with disabilities and, early college dual enrollment.

As required by Education Code Section 46148, RIA’s school day shall begin no earlier than 8:30 a.m. – meaning that RIA’s learning centers may still open at 8:00 a.m., but no student appointments will be scheduled earlier than 8:30 a.m. Since this is a longer than normal school schedule, teacher ‘shifts’ will be staggered with some teachers arriving later in the day and staying until school closes. Teachers will meet with students individually and in classroom settings. Most student meetings will take place Monday through Thursday, and Friday will be primarily spent meeting with students who need additional support. Friday will also be used for meetings in Professional Learning Communities (PLCs) to discuss student progress, hold community partner meetings, and to participate in professional development activities.

Figure A.2. Typical Learning Center Layout



Reception Desk: When a student enters the learning center, they will have a variety of objectives – meeting with a teacher or tutor, participating in small group instruction, or connecting with a counselor. Upon arrival, students will be greeted by a friendly face at the reception desk, a consistent feature across all RIA centers. RIA will use IdentiMetrics, a biometric identification management platform designed for K–12 education, to identify students on campus. This system uses finger-scanning technology to provide a fast, accurate, and secure way to verify identity and log attendance in the Student Information System. Additionally, front desk staff will use the Brivo security system to temporarily unlock the doors leading into the main learning center, maintaining a secure and controlled environment. If a student appears stressed or in need of support, the staff member will promptly engage the school counselor or other designated support staff to provide assistance. This proactive approach will help identify and address potential barriers to learning before the student enters the instructional space, ensuring they are emotionally and academically prepared to engage in their education.

Teacher Desks: Teacher desks will be placed around the perimeter of the learning center to provide students with easy access to their assigned teachers while maintaining a safe and organized learning environment. One-on-one instruction will be a core component of the learning process. RIA will implement a full inclusion instructional model in which special education teachers share the same space as general education teachers. This shared environment will allow both teachers and students to receive additional academic support as needed while respecting the privacy of students who may not want others to know they have an IEP. Students will meet with teachers to review content, engage in discussion, and ask questions. When taking a test, students will work at individual desks and, upon completion, will receive immediate feedback from their teacher. If the student passes the unit, the teacher will introduce and front-load the next unit. Students will have scheduled appointments twice per week, during which they can work independently in a quiet space with access to teachers and tutors – an opportunity not typically available in traditional schools. If additional support is needed beyond scheduled times, students will be encouraged to attend extra sessions to work with a tutor or use a quiet workspace to study and complete assignments.

Tutoring Tables: Tutoring tables will be placed within the main classroom space alongside teacher desks to allow teachers and tutors easy access to one another for addressing instructional needs and maintaining classroom discipline when necessary. Each tutoring table will accommodate no more than five students at a time to ensure engagement and personalized support. Students will be encouraged to work with a tutor as needed, either by scheduling an appointment or by visiting a tutoring table. Tutors will also be proactive in approaching students at their desks to determine if additional support is required.

Other Classrooms/Offices: Typically, each RIA learning center will include additional classrooms and office spaces designed to support small group instruction, workshops, and private meetings. All furniture will be modular and mobile, allowing for flexible configurations tailored to instructional needs. The unique layout of each center will create a welcoming, comfortable, and quiet environment conducive to learning.

Several key factors will contribute to the positive atmosphere within these centers, including a personalized enrollment experience, high levels of student engagement, a low student-to-teacher ratio, and the one-on-one instructional model.

Confidential Meeting Areas: Office space or secure areas will be available to accommodate confidential meetings such as IEP meetings or counseling appointments for students.

Learning Center Impact on Student Behavior

RIA understands that traditional disciplinary approaches often fail to address the root causes of student behavior. At RIA, many behaviors that surfaced in prior school settings will diminish because of its flexible, personalized model and voluntary enrollment. Students enter a non-judgmental environment where they co-create a PLP with staff, fostering ownership and reducing tension. The absence of rigid classroom structures and competitive comparisons creates a calm, professional atmosphere that encourages positive choices.

When students feel seen, respected, and heard, they are less likely to engage in disruptive or unproductive behaviors. Voice and choice empower them to take responsibility for their learning, while mutual respect builds trust. Teachers greet students by name, pronouncing each correctly to affirm identity. Lessons reflect diverse cultures and perspectives, making learning relevant and affirming. These practices communicate that every student matters—not for test scores, but for who they are.

Care is evident in small but powerful gestures: a teacher noticing when a student seems withdrawn, a principal asking about a family event, peers offering encouragement during group work. These moments create emotional safety and reduce the need for attention-seeking behaviors. Acceptance at RIA is constant, not conditional. Mistakes are treated as opportunities for growth, met with guidance rather than judgment. This approach transforms the school into a community where respect, care, and love form the foundation of every relationship.

Staff members practice preventative discipline by identifying and addressing needs before they escalate. In rare cases of serious behavior, center-level administrators and counselors apply restorative justice principles, helping students reflect, learn, and develop strategies for future success. Families are welcomed into the learning center and encouraged to collaborate with staff, reinforcing a culture of partnership. RIA believes that a strong, respectful culture directly influences attendance and academic progress—two key indicators of student success.

3. EDUCATIONAL PHILOSOPHY

A. Core Values

At RIA, we will build a nonjudgmental foundation of support for students who have found the traditional school setting challenging. RIA's education model is an innovative approach to public education. It not only recognizes but honors the unique circumstances, talents, and passions of each student. At RIA we will be dedicated to fostering aptitude in self-directed learning and

academic achievement. Our students will become directed, lifelong contributors to a healthy 21st century community.

B. Students Whom RIA is Attempting to Educate

RIA is attempting to educate the following students:

- Those who have stopped going to school.
- Those who have not graduated.
- Those who have adult responsibilities.
- Those who work better in an independent study learning environment.
- Those with unique learning needs.
- Those who have unavoidable scheduling conflicts that keep them from attending traditional school.
- Those who have been identified as academically low achievers.
- Those facing employment challenges.
- Those who are socio-economically disadvantaged.
- Those who seek a safe school setting or are victims of ongoing bullying.
- Those who are homeless or foster youth.

Upon enrolling at RIA, all students will be required to meet with teachers and counselors to explore career and college interests to ensure appropriate course placement and to determine the need for remediation and additional support. This process will also ensure that the curriculum presented to students are the most appropriate and beneficial toward student attainment of the content standards.

RIA is primarily designed to serve opportunity youth and traditionally underserved students—not only those who are academically low-achieving, but also those who have stopped attending school regardless of achievement levels. Students who enroll at RIA often fall at either end of the spectrum: some are significantly behind academically, while others are high achieving but unable to remain in a traditional school setting for various reasons. To meet these diverse needs, RIA will offer a flexible schedule adaptable to a wide range of circumstances, including pregnant or parenting students, students living independently, and those who must work to support themselves or their families.

RIA will comply with Education Code section 51746 to ensure that our students have the same access to the existing services and resources that they would have received in a traditional school within the county. These services will include learning centers staffed on a full-time basis by credentialed teachers, tutors, and school counselors.

Furthermore, one of RIA's goals will be to transition students back to traditional schools whenever possible. Student progress toward graduation, skill development, and standards mastery will be reviewed monthly to ensure that independent study remains the best educational option. For students for whom this is not the case, RIA will collaborate with the student, their parent or guardian, and the school district of residence to ensure they are fully informed about all available educational options. Weekly assignments will include approximately 20 to 25 hours of homework, including reading, writing, application of course objectives, vocabulary development, project completion, math assignments, and test preparation. Students will be encouraged to take advantage

of onsite tutors to help them through their coursework and enhance their learning experience. Students will also be able to access their teachers and tutors virtually when they are not on campus.

RIA's tutoring program will be just one of the supplemental supports offered to improve student learning. RIA will also offer a wide variety of curricular and instructional options to meet the needs of all students. The core curriculum is scaffolded to ensure students are obtaining the right balance of rigor and accessibility, while maintaining fidelity in hitting the Common Core State Standards. For students performing well below their achievement level, RIA will implement a robust intervention system around literacy and math skill development, in which students are able to fast-track skill gaps and quickly move towards grade level proficiency. Some of these interventions include English Intensive, IXL, small group instruction, and an extended Algebra course. Through scaffolded curriculum and targeted interventions, RIA will ensure that education is fully accessible to every student. Additionally, diagnostic and ongoing assessment will allow staff to make informed and prescriptive decisions around academic planning, leading to greater overall academic success. In addition, RIA will offer other electives for students needing academic interventions such as remedial math and literacy.

C. Counseling and Student Support

Counseling is especially important for opportunity youth since many of them experience increased personal difficulties leading to an elevated risk of dropping out of school. School counselors will play a critical role in ensuring our schools provide a safe, caring environment and that students attain the necessary mindsets and behaviors to advance their academic achievement. School counselors will work collaboratively with partners to ensure equity, access, and academic success of all students. As a result, RIA will make every effort to recognize early warning signs and offer support or make referrals to in-house or community resources.

Opportunity youth participating in independent study not only benefit from the rapport established by the one-to-one teacher-student relationship, but students also benefit from the positive connection created by the relationship with the school counselor.

School counselors will maximize student success by planning, implementing, evaluating, and continuously improving the school's comprehensive counseling program. They will use a multi-tiered, multi-domain system of supports to promote academic achievement, college and career readiness, and social-emotional development. Counselors will spend the majority of their time providing direct and indirect services to students or collaborating with others on their behalf.

They will lead, advocate, and collaborate to drive positive systemic change that ensures equity and access for all students. The school counseling program will be an integral component of the school's mission and will align with the American School Counselor Association (ASCA) National Model, schoolwide goals, improvement metrics, and evidence-based practices proven to promote student success. All counseling services will be delivered by state-credentialed staff authorized in grades 9–12 school counseling.

School counselors at RIA will adhere to the ASCA Ethical Standards for School Counseling and the ASCA School Counselor Professional Standards and Competencies to guide ongoing

professional growth and development. They will regularly review school and student data to inform outcomes through program SMART goals, tiered supports, closing-the-gap activities, targeted interventions, equity initiatives, and advocacy efforts.

Counselors will align their time with ASCA's recommendation that 80% or more be devoted to direct student services—such as instruction, appraisal, advisement, and counseling—and indirect student services, including collaboration, consultation, and referrals with families, teachers, administrators, school staff, and community partners.

RIA will maintain a student-to-school counselor ratio of 250-to-1, as recommended by ASCA, ensuring that every student receives personalized support and guidance.

School counselors will consult, collaborate, and team with key community partners to support student success (i.e., referral of students/families to school and community resources; sharing evidence-based support strategies with families and staff; serving as a student advocate; providing family education; teaming with other student services personnel; reaching out to other experts and community partners to obtain information on students' needs; teaming/partnering/serving on committees and advisory boards; and creating formalized partnerships with community based organizations).

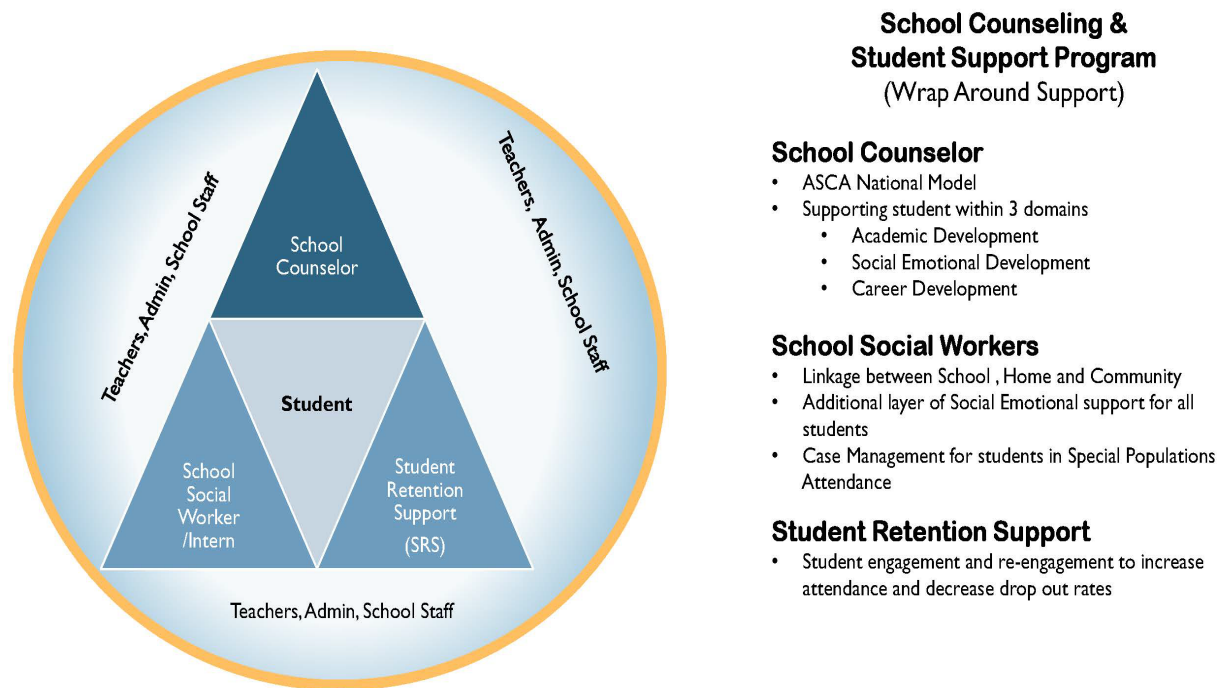
School counselors will actively pursue and participate in professional learning to stay current with evidence-based practices in the field, including maintaining membership in state and national professional organizations and attending local, state, and national workshops and conferences.

The school counseling team will be dedicated to supporting students' academic success. School counselors will demonstrate a commitment to the growth mindset of students. RIA's counselors will be trained in trauma-informed and restorative practices to break generational cycles of underachievement and place an emphasis on and meet regularly with distinct target groups in the school population including true seniors, foster youth, juvenile court school pupils, homeless youth, migratory or newly arrived immigrant pupils and children of active-duty members of the military.

RIA's Student Retention Support (SRS) staff will develop relationships with students to foster attendance and retention of students, assuring students stay on track to graduate. The SRS will interface with families and conduct home visits to promote the success of the students. The SRS will initiate prevention meetings (PMs) as a proactive measure, and for students who struggle with attendance, the SRS will quickly schedule attendance intervention meetings (AIMs) to promote attendance and remove barriers to attendance and student success. More intensive supports include Student Retention Meetings (SRMs), wherein restorative methods are implemented to support students. Student roster reviews will be held regularly with teachers and school counselors as an added monitoring for social-emotional and trauma support.

Below is a diagram describing the major functions of the school counseling and student support programs:

Figure A.3. School Counseling and Student Support



D. What Does it Mean to be an Educated Person in the 21st Century?

RIA identifies an educated person in the 21st century as one who is committed to lifelong learning and has the basic tools that this requires. If students are going to understand themselves and the larger community and advance in the 21st century marketplace, RIA is committed to assist them to:

- Cultivate clear and effective reading, writing, and oral communication skills.
- Develop character and the ability to respect the differences that arise in a multi-cultural community.
- Learn about the cultural, economic, geographical, political, and technological forces which have impacted their community, country, and the world.
- Acquire knowledge and skills in the sciences and the ability to conduct inquiries using the scientific method and problem-solving skills.
- Master foundational subjects like mathematics, science, and social studies.
- Find, select, evaluate, organize, and use information from various sources.
- Participate in the creation of art and develop an informed appreciation of the arts.

- Acquire knowledge of pertinent health issues and physical fitness.
- Develop self-motivation and confidence to successfully accomplish multiple responsibilities and challenges that are faced daily.
- Recognize the importance of personal responsibility and respect for others.
- Accept challenges and utilize opportunities.
- Learn how to become civically engaged themselves and demonstrate critical decision-making skills necessary to be a responsible citizen.

RIA believes that students must be ready to work with others from diverse backgrounds, adapt to changes, and lead others through transformational processes. An educated person needs to explore and appreciate her/his creative potential and be a strong supporter of the community using the power of the individual to improve everyone's quality of life.

E. How Learning Best Occurs

A primary focus for RIA will be to ensure that all students strengthen their academic skills, bridge achievement gaps, and make consistent progress toward their PLP. RIA believes that this level of learning begins by meeting students' basic needs and starting from where they are. To achieve this, RIA will actively engage vested community partners to address the whole child—academically, socially, and emotionally. Through positive relationship-building, intentional intervention models, trauma-informed practices, and multimodal learning platforms, RIA will establish the structures necessary to accelerate student growth and move the needle on learning outcomes. By integrating the aforementioned and forgoing strategies into the educational program, RIA believes it can allow all students to grow to their maximum potential and foster in them a lifetime love of learning:

1. **High Expectations to Produce High Achieving Students.** Studies have shown that students' achievement increases when parents and teachers have high expectations.²³ At RIA, there is a focus on students' goals, and student-initiated plans for growth are treated as completely achievable with proper planning, skill development, and support. RIA will offer a challenging curriculum based on California Content Standards.
2. **Personalized Learning within a Supportive Environment.** Students will be given the opportunity to drive their educational process, as well as encouraged to broaden their areas of interest. Studies show that optimal learning takes place in one-on-one supportive learning environments. Students can accelerate their pace if they are successful or adjust their pacing to ensure that more challenging subjects, concepts, and skills are successfully mastered. In essence, each student is allowed to learn at his/her own pace while held to high and appropriate expectations.

²³ Benner AD, Fernandez CC, Hou Y, Gonzalez CS. Parent and teacher educational expectations and adolescents' academic performance: Mechanisms of influence. *J Community Psychol.* 2021 Sep;49(7):2679-2703. doi: 10.1002/jcop.22644. Epub 2021 Jul 4. PMID: 34219230; PMCID: PMC9150486.

3. **Integration of Computer Technology into the Learning and Project Environment.** RIA considers technology a “power tool for learning.” RIA will incorporate technology into student assignments, teaching methods, and course options. A well-designed technological infrastructure helps create a model 21st century learning environment, encouraging students to learn efficiently in order to prepare to be a part of a technological-based workforce.
4. **Technology is Used in a Variety of Disciplines.** The creative process will be reinforced through students’ use of interactive electronic media to complete and submit project assignments. Multimedia helps facilitate learning that is tailored to individual learning styles, taking advantage of the differing “multiple intelligences” learning modalities of all students.
5. **Fair and Credible Evaluations.** RIA will use pre-assessment testing to evaluate all incoming students and regularly reassesses. Tests, exams and classroom assignments will be aligned to measure the student’s achievement of statewide standards.
6. **Recognition of Accomplishments.** Students will be motivated through consistent and meaningful recognition of their achievements. The following methods will be used:
 - Positive phone calls to parents or guardians
 - Positive postcards sent to parents or guardians
 - Certificates of achievement for students meeting academic and behavioral goals
 - Regular Awards Nights to celebrate student success
 - A bell-ringing ceremony for students who complete all credits toward graduation
 - Opportunities for students making adequate progress to participate in athletics, esports, and experiential learning trips, including interstate and international travel
 - Frequent praise and positive comments from teachers and school staff
7. **Self-Management of Learning.** The personalized learning program allows students to manage and maintain their own schedule. In collaboration with their teacher, students can manage their own learning by tracking their progress toward graduation and providing feedback regarding course placement. As a tool to track and support time management, students will be given a calendar planner upon enrollment and annually to use on a daily, weekly, and monthly basis.
8. **Parental/Guardian Involvement.** Taking into consideration the opportunity youth served by RIA, the school will be committed to making every effort to engage parents, guardians, and families in the learning and decision-making process of their student’s education. Parents, guardians, and families will receive newsletters and special event notifications and will be encouraged to meet with teachers and staff during parent-student-teacher conferences twice a year. In addition, the school will hold quarterly Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings. Parents will also be invited to participate in various Parent Education Nights where topics such as vaping, human trafficking, and cyber safety will be addressed. Finally, RIA administrators and staff will have an open-door policy whereby parents, guardians, and families are

invited to drop in any time to discuss their child's progress in the program or provide feedback for school improvement.

9. **Safe Learning Environment.** By providing students with a safe, bully-free learning environment, RIA's trauma-informed and restorative-trained staff will promote the essential student need for safety as a foundation for learning. Students will conduct themselves more like university students by taking responsibility for their own schedules. They will arrive for individual appointments on different days and at varying times, creating a flexible and personalized experience.

The adult-to-student ratio will remain low since all students and teachers will share the same open-classroom space. While small group instruction will occur, class sizes will not exceed 15 students. This structure will result in significantly fewer behavioral interruptions and conflicts. The presence of a security guard, combined with expectations for respectful dress and appropriate behavior, will create an atmosphere that is both safe and welcoming.

10. **Trauma-informed Practices.** RIA understands that hunger, homelessness, incarceration, abuse, illness, pregnancy, bullying, harassment, and violence have traumatized many students. Trauma interferes with a child's development of the social-emotional and behavioral skills needed to learn and thrive in school. Teachers know that traumatized children who thrive have people in their lives that encourage them and believe in their potential. For many students, RIA staff members will be their sole support, and therefore staff will ensure that positive, trauma-informed practices are available and consistent. RIA's model will provide teachers with the proper training and self-care practices to help them deliver trauma-informed curriculum, guidance, and care to help students succeed.

F. Pupils Will Become Self-motivated, Competent, and Lifelong Learners

A key element of RIA's programming will be to empower students who have faced numerous difficulties and challenges to become independent, motivated, and successful lifelong learners. Through RIA's embedded supports and trauma-informed practices, students will be able to navigate and heal from injustices in their lives and leverage their resilience to achieve success both within and beyond the school program. RIA will strive to awaken students to their potential, guide them in accomplishing their goals, and help them develop critical skills needed for the 21st century workforce.

To support these efforts and prepare students for future success, they will be exposed to the following through core curriculum, enrichment courses, and activities:

Study Skills

- Proficient study skills and habits including notetaking, library (including online) research skills, and studying strategies.
- Ability to reflect and evaluate one's own learning.
- Ability to plan, initiate, and complete a project, including goal-setting and self-assessment.

Cognitive Processing Abilities

- Ability to use complex and critical thinking skills.
- Ability to identify, access, integrate and use available resources and information.
- Ability to articulate their thought processes.

Technology

- Utilize skills from a variety of technological sources for the purpose of research, analysis, communication, organization, and self-expression.
- Utilize computers and commonly used software applications.
- Utilize Vocational Education Programs.

Visual and Performing Art Skills and Appreciation

- Develop skills to express ideas and emotions through participation in various forms of the visual and performing arts which may include the two- and three-dimensional arts and applied arts.

Health Science/Physical Fitness

- Knowledge of pertinent issues of health, safety, and development of behaviors that are a foundation of lifelong healthy living.
- Engage in physical activity to develop strength, agility, and coordination.
- Maintain a healthy diet that will contribute to wellness and disease prevention.

Social/Interpersonal Skills

- Ability to make responsible decisions, build self-esteem, and be a productive member of an increasingly diverse and technological society.
- Ability to communicate clearly through oral, written, visual and other forms of expression.
- Ability to engage in responsible, compassionate peer relationships.
- Ability to collaborate and work effectively with others in cooperative groups.

G. Increased Student Achievement

Increased student achievement will be accomplished by one or more of the following strategies:

- Diagnostic assessment at enrollment.
- Appropriate placement in subject areas that will offer the greatest possibility for success.
- Flexibility to work and complete assignments at his/her own pace and complete assignments at his/her own pace.
- Personalized instruction.
- Regularly scheduled appointments with a tutor.
- Increased teacher availability through more time with the teacher by additional appointments, and contact via Google Classroom, phone and e-mail.
- Individualized computer assisted instruction.
- Assignment to RIA SGI/Small Group Math and Literacy instructional courses.
- Assignment to remedial classes in reading and math if skills are below 7th grade levels.
- Individualized counseling with the parents.

- Counseling and remediation with administrators, school counselors, and attendance staff for students who choose to re-enroll or reinstate at RIA.

H. Basic Learning Environment

RIA will offer independent study through one-to-one and small group instructional methods. The rapport established between the trauma-informed supervising teacher and the student will encourage effective communication, free from the distractions of traditional classroom settings. Many students will find that the large multi-period classrooms do not meet their instructional needs and are more successful when working one-on-one with a teacher which allows for a more focused, intensive, and supportive learning environment. This model will allow for individualized attention and personalized teaching strategies, helping students engage more deeply and successfully in their education.

The school year will be divided into two semesters, including summer instruction. Each semester will be further segmented into learning periods, each lasting 15 to 20 days. During every learning period, students will be expected to submit assigned coursework and complete assessments or projects that demonstrate mastery of the standards covered. While the goal will be for students to earn 4 to 8 credits per learning period, the actual number of credits earned will vary based on individual academic ability and a range of internal and external motivators. Instructional minutes will align with the requirements outlined in Education Code section 47612.5(a)(1)(D). RIA will strive for all students to attend school as often as needed throughout the week to meet with teachers, seek tutoring support, attend required small group instruction, and work on coursework or projects. Each unit of assigned coursework will require approximately 20 to 25 hours of homework for an average student.

Students will typically take one core subject plus one elective at a time and will be expected to complete one to two credits per week. Students are expected to complete a summative assessment in the designated subject area, aiming for a minimum proficiency level of 60%. However, teachers will communicate the preferred standard, encouraging students to demonstrate mastery at 70% or higher. Failed credits will be re-assigned to students until a passing grade is achieved. Tutoring support will be encouraged and offered when a non-passing credit is earned. Typically, students will complete their work both at home and at the learning center.

All students will be introduced to their educational program at RIA with a required orientation designed to acquaint them with the school's processes and expectations. Each new student will receive a Parent-Student Handbook and complete an introductory assignment that introduce students to school rules, time management, and study skills along with a career interest survey for all students. During orientation, each new student will also be questioned about his or her interests, hobbies, and goals for which they have with their education.

Upon completing new student orientation, all students will be required to complete a work readiness course. This course will equip students with essential job interview skills and teach them how to create a resume, cover letter, and thank-you letter. Each new student will receive a Parent-Student Handbook and complete an introductory assignment that covers school rules, time management, and study skills. High school students will also complete a career interest survey.

During orientation, each new independent study student will be asked about their interests, hobbies, and educational goals. RIA will use this process to gain insight into the academic, social, and emotional needs of each student, which will inform the development of their PLP and guide any necessary interventions.

After enrollment, students will complete an online reading and math assessment through the NWEA, providing teachers with a baseline measure of student performance. The supervising teacher will use a combination of previous school transcripts and NWEA results to place each student in the appropriate core course, often pairing it with an elective. By focusing on one core course at a time, students will experience greater success and mastery in each subject.

4. CURRICULUM AND ALIGNMENT

RIA will use curriculum developed by an experienced team of curriculum writers employed by LLAC. The core curriculum is standards and frameworks aligned. Mathematics and English Language Arts curricula correspond with the Common Core State Standards; Science curricula reflects performance expectations set forth in the Next Generation Science Standards (NGSS) with alignment to the 2016 California Science Framework; Social Studies curriculum is based on the Literacy in History framework within the Common Core State Standards and informally utilizes concepts within the C3 framework; and English Language Development curriculum focuses on the 2012 California English Language Development (ELD) Standards.

The curriculum, across all subject areas, directly meets the needs of the diverse student population served, including those that are economically disadvantaged, English learners, and/or students with disabilities. The RIA curriculum is developed with input from subject area teachers utilizing the three UbD stages of development: 1) identify desired results, 2) determine acceptable evidence, and c) plan learning experiences and instruction. The curriculum promotes opportunities for students to access, build and internalize their learning by understanding the what, why, and how of learning. Curricula has been consistently piloted, reviewed, and revised by the curriculum teams, with feedback and input from subject-area teachers and students. Instructional materials and curriculum may be added or changed based on the needs and interests of students and as determined by RIA.

Metacognitive development is also supported by the curriculum, specifically in the areas of self-monitoring and self-management. Embedded in student curriculum are: 1) pacing guides that all teachers model to students on how to utilize and set dates and goals for lesson completion and/or additional intervention with tutors, 2) learning goals and choices in activities and performance tasks, 3) modeling of comprehension strategies, 4) variety of resources including checklists and rubrics, 5) student self-reflection opportunities and exercises, and 6) formative lessons and credit checkpoints that provide students opportunities to get feedback while they practice accessing, building and internalizing their learning in manageable chunks. Teachers and students will be trained in how to utilize lesson and credit checkpoints to find the specific standards on which students need additional intervention and support. The credit checkpoints, included for most courses directly before the quiz, have all questions labelled with their appropriate section numbers. The checkpoints provide students feedback about their level of content mastery before the final credit assessment, which reduces the likelihood of students failing a test for which they were not

prepared. This also provides students the ability to self-monitor their own mastery and growth on benchmark standards mapped out previously with their teacher.

Curriculum writers across English, Mathematics, Science, and Social Studies are trained on finding relevant connections to students' lives and including them into the curriculum. Curriculum writers also receive training focused on Designated and Integrated English Language Development, which includes Specially Designed Academic Instruction in English (SDAIE) methodology. SDAIE methodology blends the best practices of content area teaching and language acquisition strategies to make content more comprehensible in support of students learning English as a second language. All curriculum writers hold a valid CA English learner or Bilingual Authorization from the California Commission on Teacher Credentialing. Students are given opportunities throughout their coursework to share these connections orally and through writing with their teachers either via one-on-one, or in a small group environment with other students. In addition to culturally relevant connections, the curriculum integrates a multitude of supports and resources, such as graphics, interactive charts, and reference materials, to ensure that all new knowledge is structured and organized for students.

There are several instructional modalities that are used including independent study, small group instruction, the flipped classroom model, and online courses. Students may work primarily within one of these pathways or within a combination of them for a blended learning approach.

- **Independent Study:** Independent study is the most highly utilized modality. In this mode, students will work with supervising teachers to develop a PLP and content-area teachers to complete coursework culminating in a high school diploma. Students in this pathway may access the learning center, including tutors and other educational support staff, as frequently as needed.
- **Small Group Instruction (SGI):** SGI is a direct instruction model with small class sizes typically with 15 students or less. In SGI classes students will typically be on the same paced curriculum as in independent study and complete semester classes in 10 to 12 weeks with two to three sessions a week. The vision for SGI is to prepare RIA students to be 21st century learners in a collaborative learning environment where they will be able to synthesize ideas with classmates in a small classroom setting within the independent study model. Many students will greatly benefit from having the opportunity to combine independent study with small group instruction to propel their learning and course completion.
- **In-School Online Courses:** In order to support online courses that are available to students, RIA will be equipped with technology-mediated classrooms and RIA's comprehensive online course catalog, through partnerships with Edgenuity, Apex, and Edmentum, allows students to complete specialized coursework, such as Advanced Placement courses, world language, and CTE-aligned courses, at an individualized pace. When completing courses online, students will be supported by a supervising teacher who will manage the PLP and may access tutoring either in the learning center or through a virtual platform.

Mastery of Technology

RIA will be committed to equipping students with the skills and competencies needed to thrive in the information age, particularly as emerging technologies like Generative AI reshape the educational and workforce landscape. The school's instructional model will emphasize logical thinking, curiosity, global awareness, and self-directed, all within a technology-rich environment.

Teachers will be trained to integrate digital tools into their teaching, and students will receive hands-on training to use these tools effectively. RIA's commitment to innovation will ensure that students are not only academically prepared but also technologically fluent and career ready. By integrating educational technology and staying attuned to developments like Generative AI, RIA will foster a learning environment that supports both academic mastery and future workforce success.

5. IMPLEMENTATION

A. The Educational Program and Approach to Program Delivery

RIA's educational program will be built around a student-centered environment where all students are held to high academic and behavioral standards. Students will work in collaborative partnerships with teachers, administrators, and peers, fostering a strong sense of community and shared responsibility. RIA will deliver its program through a personalized, trauma-informed learning model focused on one-on-one instruction, ensuring that each student's unique needs are supported. To further support student success, RIA will emphasize increased parental involvement, frequent one-on-one interaction between teachers and students, recognition of diverse learning styles, and active student participation in shaping the learning process. The program will also provide access to technology, a variety of learning environments, ongoing professional development for teachers and parents, and multiple curricular options to meet individual needs. Through this comprehensive and flexible approach, RIA will help students develop the academic skills, personal responsibility, and self-confidence needed to thrive both in school and beyond.

B. Intake and Orientation

RIA may receive inquiries from prospective students at any time. Staff will receive phone calls, walk-ins, and referrals from local school counselors and staff. The front desk staff will prepare the parent and prospective student by informing them of enrollment requirements. RIA will hold regularly scheduled weekly orientation sessions for new students. RIA will welcome any student in need of the program to attend an orientation session and complies with all requirements of SB 75 (2019) in its enrollment procedures.

RIA is committed to ensuring equitable access to education for all students, including those experiencing homelessness, foster care, or other circumstances that place them in vulnerable populations. In alignment with California law, RIA will immediately enroll students from these special populations without delay, regardless of missing records, unpaid fees, or other administrative barriers. Our enrollment process will prioritize stability and continuity, allowing students to begin attending classes and accessing support services right away while we work

collaboratively with previous schools and agencies to secure necessary documentation. This approach reflects our dedication to removing barriers, honoring students' rights, and providing a safe, supportive learning environment from day one.

Orientation will typically be conducted in a group setting; however, individual appointments will be available to accommodate the needs of the student and family. A team of school staff will lead the orientation process to ensure students and families receive comprehensive support and information.

During orientation, students and parents will receive the Parent-Student Handbook, which will be reviewed in detail to ensure rules and expectations are clear (see **Exhibit D**). Videos that reflect the learning center's culture and expectations may be shown. Families will be given a tour of the center and introduced to staff. Teachers will also provide an individual presentation to welcome families and discuss available services and expectations.

An essential outcome of the orientation will be the creation of a schedule that accommodates the student's obligations as well as the learning center and teacher's availability. Orientation will conclude, and enrollment will be confirmed once the student completes and signs all enrollment forms and the Independent Study Agreement.

C. Post-Enrollment

During the student's first meeting with their supervising teacher, most of the time will be spent building a relationship and getting to know each other. Together, the student and teacher will confirm the weekly schedule, and any barriers to attendance—such as transportation—will be addressed. Weekly appointments will focus on goal setting, building essential skills, and reflecting on academic progress.

To support this process, the teacher will assign an introductory course focused on how to succeed in RIA's unique program. This course will help the teacher learn about the student's academic skill set, learning styles, college and career goals, and any social-emotional challenges that may require support.

Within the first three weeks after enrollment, new students will complete an online reading and math assessment through NWEA, providing a baseline measure of performance. This data will allow the teacher and academic counselor to place the student in appropriate courses and adjust instruction to meet individual needs.

Once the introductory course is completed, the supervising teacher will use a combination of previous school transcripts and NWEA results to assign an appropriate core course, often paired with an elective. By focusing on one core course at a time, students will experience greater success and mastery.

Core courses will be taught by subject matter experts in English, math, science, and social studies. The supervising teacher will work closely with these core course teachers to ensure students receive the instructional support needed to successfully complete the course. In addition, students

will have access to tutoring for an extra layer of support. This collaborative approach will ensure students have access to multiple teachers and tutors, creating a strong network of academic assistance to promote success.

Teachers will continuously monitor each student's academic achievement by maintaining detailed learning records, compiling work samples, reviewing data and interventions, and administering annual state-mandated tests and assessments.

D. Instructional Approaches

RIA's program will provide an alternative education program tailored to students who have faced challenges in traditional school settings. The foundation of RIA's instructional model will be a PLP, uniquely designed for each student to accelerate credit recovery and guide them toward graduation. PLPs will require coursework, interventions, and supplemental instruction, ensuring students meet academic and graduation requirements.

Instruction will be delivered through a blended learning model that combines face-to-face teaching with technology-based curriculum. Instructional strategies will be grounded in research-based practices, including direct instruction, targeted feedback, reciprocal teaching, and metacognitive skill development.

Formative and summative assessments will be embedded throughout the curriculum. Students must achieve a minimum overall score of 60% to advance, with mastery encouraged at 70% or higher. If students do not meet the passing threshold, teachers will provide reteaching and reassignment of concepts to ensure mastery.

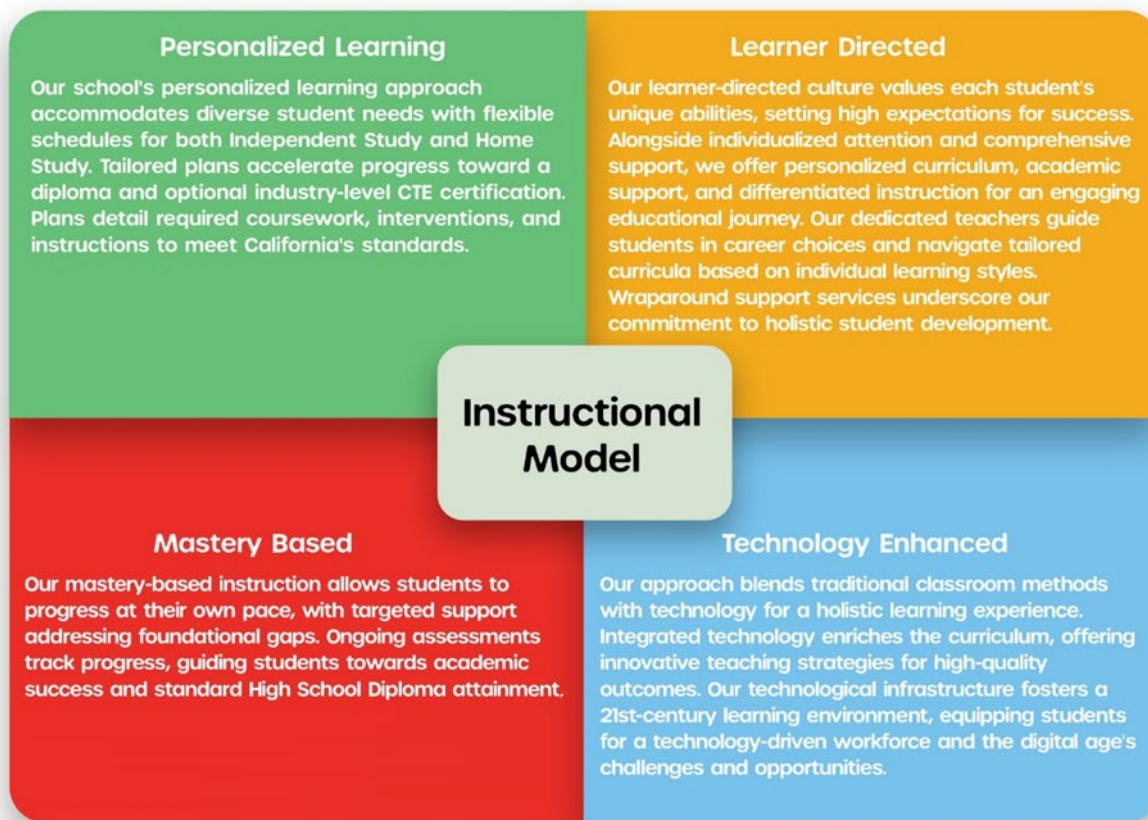
Recognizing that many students will enroll with significant learning gaps, RIA will use the NWEA MAP assessment as a diagnostic tool to inform course placement and intervention strategies. Follow-up assessments will track growth and guide instructional adjustments. Most students will engage in core curriculum with embedded supports, while those needing additional help will be provided with intensive interventions, including English Intensive courses, and IXL.

Support services will be extended beyond academics. Students will receive personalized attention in foundational skills, social-emotional development, and behavioral support. Tutors will be available during the school day without appointments, and students are encouraged to participate in enrichment activities. If a student struggles, staff will assess placement and promote engagement in tutoring. For ongoing challenges, Student Success Teams (SSTs) will convene to develop targeted strategies using the Beyond SST platform, which may lead to formal services under an IEP or Section 504.

RIA's culture will be built on mutual respect and high expectations. Students will be treated with dignity from day one, fostering a professional and inclusive learning environment. The school's flexible scheduling will accommodate real-life responsibilities such as work, parenting, and health needs. Through trauma-informed and restorative practices, students will be supported in overcoming barriers and developing the skills needed for college, career, and lifelong success.

RIA’s instructional model will support accountable, personalized learning that is student centered, teacher learner directed, and technology enhanced. See **Figure A.4**, below.

Figure A.4. Instructional Model



E. College and Career Readiness

College and Career Readiness (CCR) will encompass a comprehensive approach to prepare students for success in both postsecondary education and the workforce by developing a range of academic, personal, and professional skills that go beyond traditional academic subjects. The goal is to equip students with the tools and knowledge necessary for a seamless transition from high school to college or a career. Key components of College and Career Readiness include:

1. **Academic Proficiency:** students will be expected to attain proficiency in core subjects in English, mathematics, science, and social studies. This includes mastery of critical thinking, problem-solving, and analytical skills.
2. **Critical Thinking and Problem-Solving:** CCR emphasizes the cultivation of critical thinking skills and will enable students to analyze information critically and solve complex problems. It encourages the application of knowledge to real-world situations.

3. **Communication Skills:** Students will be expected to develop proficient written and verbal communication skills. This includes the ability to articulate thoughts and ideas clearly, an essential skill for both academic and professional success.
4. **Digital Literacy:** In an increasingly digital world, students will be prepared for the effective and ethical use of technology. This involves competence in using digital tools for research, communication, and collaboration.
5. **Research and Information Literacy:** CCR will encourage students to develop strong research skills, enabling them to locate, evaluate, and use information effectively for academic and professional purposes.
6. **Collaboration and Teamwork:** Students will be encouraged to work collaboratively in diverse groups.
7. **Career Exploration and Planning:** Students will be exposed to various career paths and industries. They will develop a career plan based on personal interests and goals.
8. **Postsecondary Education Readiness:** CCR will include preparation for success in postsecondary education. This involves understanding college admission processes, requirements, readiness for college-level coursework and completion of dual-enrollment course/s. Students will be encouraged to take courses in core, elective and CTE.
9. **Workforce Readiness:** Students will be prepared for the expectations and demands of the workplace, developing employability skills such as time management, professionalism, and initiative.
10. **Internships:** Internships are short-term work opportunities where students or recent graduates will gain practical experience in a specific field. During internships, individuals will work with professionals in a real-world setting, applying what they've learned in school. These experiences can be paid or unpaid and typically last a few weeks to a few months.
11. **Apprenticeships:** Apprenticeships are longer-term training programs that combine hands-on work experience with classroom learning. Apprentices will work under the guidance of an experienced mentor to develop specific skills related to a trade or profession. Unlike internships, apprenticeships often result in a recognized qualification or certification, and participants are usually paid for their work.

CCR programs and initiatives aim to provide students with a holistic and well-rounded education that prepares them for success in higher education, various career pathways, and the evolving demands of the global workforce. These efforts often involve collaboration between educators, parents, local colleges, partnerships, and the business community to ensure that students graduate with the skills and attributes needed for future success.

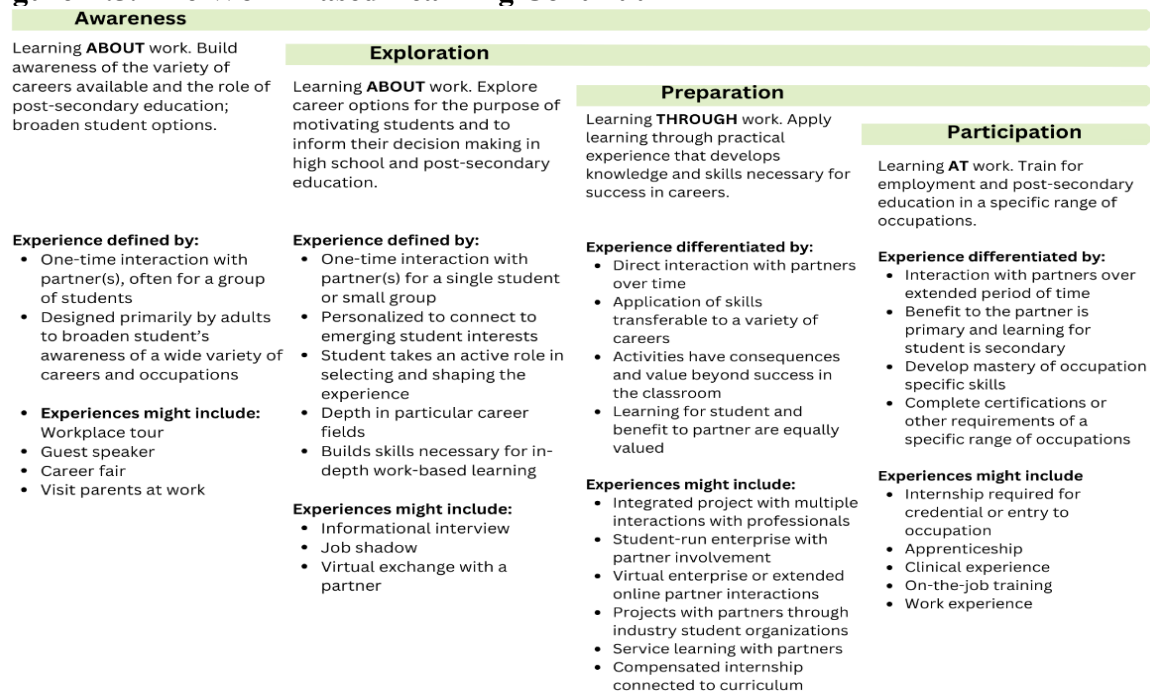
F. Career and Technical Education (CTE)

RIA will collaborate with community partners in building out CTE Pathways that align with labor demands in Riverside County. RIA will collaborate with its community partners to ensure curriculum reflects current labor market needs while also being aligned to CTE Model Curriculum Standards. Students enrolled in CTE programs are far less likely to drop out of high school. Indeed, over 75 percent of students taking a concentrator CTE course find employment or enroll in postsecondary education after graduating high school.²⁴ Integrating the student's academic learning with the concepts and skills of a chosen career is consistent with the mission of preparing all students to become responsible community participants and lifelong learners.

RIA's approach will be to engage every student in a continuum of work-based learning to focus on the individual first. RIA believes that the effectiveness of their efforts is rooted in the student's own level of self-awareness and his or her ability to create a personal vision and plan for postsecondary success. The student will pursue CTE within the context of an overall PLP that will include collaboration with the parent.

As shown in **Figure A.5.** below, the CTE program will follow a work-based learning continuum that will provide students with a strong foundational awareness and knowledge through the available CTE pathways in addition to gaining key skills and hands-on, real world experiences. RIA's approach to engaging every student in a work-based learning continuum will be to focus on the individual first. RIA believes that the effectiveness of their efforts will be rooted in the student's own level of self-awareness and his or her ability to create a personal vision and plan for postsecondary success.

Figure A.5. The Work-Based Learning Continuum



²⁴ <https://careertech.org>

RIA will initiate the student's program of career awareness and exploration on the first day of enrollment. During onboarding, all students will engage with staff to begin formal and informal career assessments that assist the student in understanding their interests, aptitudes, and abilities.

Teachers will support the interpretation of career assessment results and encourage the student to identify personal preferences and strengths. In the initial work readiness course, the student will learn transferable employability skills such as teamwork, punctuality, and professional communication and will include activities that complement the analysis of career assessment results. Level one students may choose from a variety of interesting and relevant contextualized learning opportunities to engage them in career preparation. Activities will include field trips to work sites, college visits, job shadowing, guest speakers, mock interviews, and more.

In order for a student to be successful in career preparation through CTE pathway concentrator courses, RIA knows that the program design must align with local and regional community needs. RIA's plan is to consider local job forecasts, employer involvement, and student interest in the development of level two CTE pathway programs.

G. Learner Outcomes

Following the first year of operation, RIA staff will participate in the Western Association of Schools and Colleges (WASC) accreditation process. While participating in the WASC self-study process, the teachers, students, staff, and parents will draft and refine the Schoolwide Learner Outcomes (SLOs). SLOs define what all students should know, understand, and be able to do by graduation. They are central to WASC's Focus on Learning framework.

Below are sample SLOs adopted by one of the existing Learn4Life schools:

Critical Thinkers

- Students will think critically about the work around them
- Students will utilize skills to be more prepared for career and college
- Students will develop metacognitive skills demonstrated through higher-order thinking

Determined

- Students will display being determined by achieving their educational and professional goals despite personal, academic, and environmental obstacles
- Students will use the available resources to reach long and short-term goals

Self-Directed Learners

- Students will take an active role in their education and decision-making
- Students will monitor and evaluate their progress as indicated by the timely completion of assigned coursework
- Students will take charge of their academic and career goals by seeking out resources and support

RIA's desire is to encourage students to develop a sense of responsibility through problem-solving and the decision-making process. Staff believe that by treating each student as an individual, they can create an atmosphere conducive to studying, working, and learning. RIA faculty and staff will help students work hard, keep focused, stay committed, and develop alternative strategies when they encounter obstacles. These skills reflect lifelong learning strategies that are at the core of RIA's educational program.

RIA will design programs with the aim of bringing about maximum individual, academic, and personal development for each student. Administrators and teachers will create an environment that fosters the following:

- Active, hands-on learning.
- Engagement in college and career planning and exploration.
- Involvement in community and opportunity to become civically engaged.
- Conceptual learning that leads to understanding along with acquisition of basic skills.
- Interactive teaching and cooperative learning.
- Inclusive culture of respect for each other, the learning process, and the individual challenges that students bring to the program.

H. Instructional Resources

Each student will have sufficient and quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, will be given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, and visual and performing arts for use in the classroom and to take home. If needed, students will be provided a WiFi-enabled Chromebook.

The textbook adoption process will involve examining publishers approved by the California Department of Education (CDE) and assessing them based on several criteria:

1. **Alignment of Content Standards:** Ensuring the content aligns seamlessly with established educational standards.
2. **Organization of Content and Instruction:** Evaluating the structure and instructional approach for optimal learning outcomes.
3. **Universal Access for All Students:** Assessing the materials to ensure accessibility for students at varying proficiency levels.
4. **Digital Content Accessibility:** Verifying accessibility features for both teachers and students, encompassing supplementary materials.
5. **Equitable Representation:** Ensuring materials represent our student demographics in a fair and inclusive manner.

The table below includes grades 9-12 standards-aligned textbooks and other instructional materials that will be used at RIA, which may change pursuant to state law or administrative action.

TEXTBOOKS			
Subject	Textbook Title	Publisher	Year
Algebra I	HMH Into Algebra	Houghton Mifflin/Harcourt	2020
Algebra II	HMH Into Algebra II	Houghton Mifflin/Harcourt	2020
Economics	Economics	Houghton Mifflin/Harcourt	2018
English/Language Arts	HMH Into Literature National Grades 9-12	Houghton Mifflin/Harcourt	2021
Geometry	HMH Into Geometry	Houghton Mifflin/Harcourt	2020
Earth Science	HMH Science Dimensions: Earth & Space Science	Houghton Mifflin/Harcourt	2018
Physics	HMH Science Dimensions: Physics	Houghton Mifflin/Harcourt	2020
Biology	HMH Science Dimensions: Biology	Houghton Mifflin/Harcourt	2018
Chemistry	HMH Science Dimensions: Chemistry	Houghton Mifflin/Harcourt	2020
United States Government	United States Government	Houghton Mifflin/Harcourt	2018
United States History	American History	Houghton Mifflin/Harcourt	2018
World History	World History	Houghton Mifflin/Harcourt	2018

I. Course Offerings

Course Catalog

RIA will provide a broad and diverse curriculum to fit the needs of its students to propel them in their academic careers and prepare them for their post-secondary and career goals. RIA's course catalog includes courses specific for different instructional delivery models to accommodate students' varied learning styles including independent study, small group instruction, online learning, and CTE. With access to over 100 courses, students will receive a PLP fit for their current abilities and which can also challenge them to improve their skills and content knowledge. RIA's sample course catalog is attached as **Exhibit E**.

Curriculum Maps

Understanding By Design (UbD) curriculum maps, which will include scopes and sequences, will inform school staff with detailed guidelines on the structure and content of what will be taught in the specified curriculum. The maps will include the Common Core State Standards and key learning skills that students will need to develop to attain mastery of the content. Each map will be structured by dividing the course into either 5 or 10 modules of content so teachers will be able to best plan and pace their instruction. Lessons are outlined within each module and include formative and summative assessments, transfer goals (goals that carry onto subsequent courses),

and key academic vocabulary and explicit learning objectives. A sampling of curriculum maps is attached in **Exhibit F**.

RIA will offer courses required to meet graduation requirements including English, history, math, science, visual/performing arts, physical education, computer literacy, work readiness, ethnic Studies, and a variety of electives with additional courses offered based on student interest and demand.

J. School Year, Number of School Days and Instructional Minutes

School days will be a minimum of 175 days; however, RIA may extend the number of school days. The number of instructional minutes will be commensurate with the number of instructional minutes required by Education Code section 47612.5(a)(1)(D).

RIA will strive for all students to attend school as often as needed throughout the week to meet with teachers, seek tutoring support, attend required SGIs/labs, and work on coursework/projects, etc. Every module of content coursework is designed to encompass approximately 20-25 hours of learning, catering to the needs of an average student.

K. Attendance Expectations and Requirements

It is the goal of RIA to achieve, on average, at least 90% student attendance. RIA students will be expected to attend regular progress meetings. Students will also be expected to:

- Interact positively in the education process.
- Interact appropriately with staff and peers.
- Complete the body of work that has been determined for them by their teacher each week.
- Present this body of work at regularly scheduled meetings.
- Keep a weekly/monthly work log that is turned in during the regularly scheduled meeting.

L. School Calendar

RIA will develop a standard school calendar that will detail when school will be in session, and which standard holidays or breaks will be observed throughout the school year. RIA will operate using a track system, which will allow students to enroll throughout the school year. In addition, unlike most traditional schools, RIA will remain open throughout the summer months. This model will be implemented to prevent learning loss during summer, maintain strong student engagement, and provide resources such as food assistance without interruption. RIA students will attend pre-determined weekly appointments to review academic progress and obtain assistance on coursework due within the learning period. Students will be expected to pursue independent research and complete assignments. Tutors will be available at the learning center to provide extra assistance whenever requested by either teachers or students.

RIA will provide its annual calendar to students, parents/guardians, and other stakeholders before the beginning of each school year. A sample 2025-2026 school calendar is attached in **Exhibit G**.

M. Grading Scale

After a student successfully completes a unit, the teacher will evaluate the assignment and administer a unit test or some other appropriate assessment. The test will be completed for a percentage grade. RIA will utilize the following grading scale:

Grade	Percentage
A	100% to 90%
B	89% to 80%
C	79% to 70%
D	69% to 60%
No Credit Achieved	59% and below

When a student completes a learning event packet and receives a passing grade of 60% grade or better, the student will receive one unit of credit towards high school graduation. However, teachers communicate the preferred standard, encouraging students to demonstrate mastery at 70% or higher.

N. Transfer of Courses/College Entrance Requirements

Credit Transfer Collaboration: RIA will collaborate with each school district where students may re-enroll to ensure a smooth transfer of academic credits. The goal will be to provide assurance that credits earned at RIA reflect equivalent subject mastery and are transferable. RIA will be committed to aligning its practices with those of the districts to support student success.

Graduation Planning: Graduation planning at RIA will begin early and will involve staff, parents or guardians (for students under 18), and the students themselves. Families will be encouraged to explore future educational or career goals and available pathways. Based on initial diagnostic assessments, students will be placed in courses aligned with their individual aspirations, which may include vocational training, A-G/college preparatory classes, and/or dual-enrollment opportunities. Staff will provide guidance to ensure students meet graduation requirements tailored to their goals.

Notification about Transferability: Information regarding credit transferability to other public high schools and college entrance eligibility will be provided at enrollment through the Parent-Student Handbook, available in both English and Spanish. This information will be reinforced during counseling sessions and through printed materials. School counselors will frequently meet with juniors and seniors to support postsecondary planning.

Financial Aid Guidance: During the spring of 11th grade, students will receive guidance on completing and submitting the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). Instructions and resources will be shared via email and Learn4Life (L4L) Connect, a school-to-home messaging platform. Additional support and application materials will be available in the school counselor's office.

Cal Grant Information: At the end of the fall semester, 11th grade students and their guardians will receive Cal Grant opt-out notices via email and L4L Connect. These notices will explain the Cal Grant GPA upload process and provide an opportunity to opt-out of automatic consideration for the Cal Grant program. Written notification to opt-out must be submitted by January 1st of the student's junior year.

O. Transition Out of RIA

RIA will be committed to collaborating with each school district in which students may be re-enrolling to ensure the smooth and equitable transfer of academic credit. The school will seek to establish mutual confidence that the credits earned at RIA will reflect equivalent subject mastery and align with district expectations. RIA will welcome the opportunity to align its practices with those of partnering districts to support seamless transitions and prioritize the best interests of each student.

P. Graduation

Credentialed school administrators in conjunction with credentialed teachers will make the necessary determination as to whether a student has earned a diploma based upon RIA's graduation requirements, listed below.

Students will be required to successfully complete 210 credits for graduation.²⁵ The following subjects and credits are requirements for graduation:

Subject	Credits Required
ENGLISH	40
WORLD HISTORY	10
U.S. HISTORY	10
ECONOMICS	5
CIVICS/AMERICAN GOVERNMENT	5
MATHEMATICS*	30
PHYSICAL SCIENCE	10
LIFE SCIENCE	10
PHYSICAL EDUCATION	20
VISUAL & PERFORMING ARTS/WORLD LANGUAGE/CTE	10
COMPUTER LITERACY	5
WORK READINESS	5
ELECTIVES**	50
TOTAL	210

**Math must include ten credits of Algebra I (as required by state law).*

***Students graduating in 2030 will be required to take a 5-credit course in Ethnic Studies*

²⁵ Applicable unless a student qualifies for a reduced credit graduation pathway as adopted by the school's board of directors.

A student shall complete a minimum of 10 credits while enrolled at RIA in order to be eligible to graduate. Even if a student has completed 210 credits and has met the core curriculum requirement, the student must still complete the 10-credit minimum requirement.

A Certificate of Completion program will be available for those students with disabilities for whom the IEP team determines this option is appropriate.

Q. Western Association of Schools and Colleges (WASC)

RIA shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation and will apply for and offer UC/A-G certified courses (see sample A-G approved course list in **Exhibit H**).

All Learn4Life schools have received and maintained WASC accreditation, and with the support of the school leadership team, RIA will begin the application process for WASC accreditation following the first year of operation. Upon receipt of WASC accreditation, RIA will apply for University of California/California State University A-G certification of courses to ensure those courses meet entrance requirements for those institutions. WASC accreditation shall also secure the successful transferability of courses to other public high schools.

R. National Collegiate Athletic Association (NCAA)

RIA shall apply for approval by the National Collegiate Athletic Association (NCAA), which will enable our students to take courses that count toward the academic requirements needed to become a college athlete.

S. Personalized Learning Laws and Regulations

RIA shall comply with all applicable laws related to independent study and personalized learning. As such, the provision of education through a personalized learning program shall be governed by the Personalized Learning Policy to be adopted by the RIA board after a public hearing and implemented in accordance with individual Independent Study Agreements and work and assignment agreements for each student. A copy of RIA's sample Personalized Learning Policy is included in **Exhibit I** and sample Independent Study Agreement is included in **Exhibit J**.

RIA shall adhere to all applicable sections of the Education Code for independent study (Section 51745 *et seq.*) and funding determination requirements of Education Code Sections 47612.5 and 47634.2, and Title 5, California Code of Regulations, Sections 11963-11963.7 (SB 740).

RIA shall also adhere to the California Code of Regulations requirements related to audit requirements for charter schools (Title 5, California Code of Regulations, Sections 19850-19854).

6. CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

RIA shall annually produce a Local Control Accountability Plan (LCAP) and LCAP update using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The PAC and ELAC shall assist the school in the development of the LCAP, along with consultation from other important community partners, such as teachers, students and parents. Data from the school's Dashboard and local data are used to identify student needs and school goals, actions and services. Funds are then principally directed towards meeting the needs of English learners, low income and foster youth within the LCAP. RIA reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The LCAP and any revisions to the LCAP shall be adopted by RIA's Board of Directors at a regular board meeting following a public hearing, with copies made available for public inspection at each school learning center, and notice provided to the public in accordance with the Brown Act. The adopted LCAP shall be prominently posted on RIA's website homepage. RIA shall submit the LCAP update to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in **Element B** of the charter for a description of RIA's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii). A draft LCAP is also included in **Exhibit N**.

7. PROFESSIONAL DEVELOPMENT

A. Professional Learning Program

RIA will prioritize high-quality teaching and leadership as key drivers of student achievement. RIA will demonstrate a commitment to providing comprehensive, differentiated training, and ongoing support for educators and instructional teams. Professional learning will be guided by annual needs assessments, student data, school-wide goals, and stakeholder input to ensure equitable, high-quality instruction for all students.

Each year, RIA will develop a year-long professional learning plan through collaborative input. The plan will be evidence-based, relevant, and designed to build both individual and collective efficacy, contributing to a positive school culture, and improved student outcomes.

New Educator Foundations Program

All new educators will complete several foundational courses tailored to the RIA model:

1. Portrait of Our Organization
2. Personalizing Student Learning
3. Serving Special Populations
4. Curriculum & Instruction
5. Trauma-Resilient Educational Communities

6. Data and Assessment
7. Compliance and Policy Training
8. Technology Systems Orientation (LMS, Google Workspace, Microsoft Teams)
9. Student Relations and Communication Norms
10. School Safety and Mandated Reporting

This pathway will include hands-on workshops, mentoring, and a professional learning community focused on school culture, trauma-informed practices, data-driven instruction, and personalized learning strategies. New staff will also be assigned a mentor to provide hands-on training during their first weeks, easing the transition into RIA's unique learning environment.

Ongoing Professional Development

Throughout the year, staff will engage in job-embedded, goal-aligned professional development. School leadership, the Professional Learning Coordinator, and LLAC's Learning & Development (L&D) team will identify two to three focus areas based on statewide priorities, LCAP goals, and stakeholder feedback. These will guide the Annual Professional Development Plan, which will include sequenced training aligned to staff needs and school goals.

Staff will participate in whole-school and department-level workshops and access Lifelong University—a professional development library and LMS offering hundreds of courses and job aids. Educators will engage in asynchronous learning tailored to their roles and professional goals.

External Learning Opportunities

RIA will support ongoing professional growth through external vendors and conferences. Staff will also be encouraged to pursue training through:

- County Offices of Education
- SELPA trainings for special education
- Online platforms (Fred Pryor, Franklin Covey, University of Massachusetts, Open Sesame)
- Charter-specific conferences (CCSA, CSDC, Aplus+, CCIS)
- Role-specific conferences (ASCA, CEC, CAFE, JAG CA, NASP, CITE)

Mandated Training Requirements

Annual Mandates: Federal and State mandates require that some or all employees complete training and/or professional development.

Sexual Health Education Mandated Training: School Staff (AB 2601)

The Sexual Health Education Mandated Training is required to train all education staff who provide sexual health/HIV prevention education on comprehensive Sexual Health Education mandated through AB 2601 under the California Healthy Youth Act (CHYA). The training is designed so staff members are prepared to educate students with medically accurate, comprehensive, and inclusive sexual health education conversations.

Mandated Child Abuse Reporting (AB 1432; SB 848)

The Mandated Reporter Training is assigned to all school employees, certain volunteers, and board members per the mandates of Assembly Bill 1432 and Senate Bill 848 (2025) regarding the reporting of any suspected incidents of abuse, neglect, or exploitation of students. This course covers signs that a child may be in an abusive situation and explains how to respond if a person suspects a child is being abused, neglected, or exploited. It also discusses appropriate ways to interact with students and what to do if a fellow staff member seems to be acting inappropriately. All specified persons are required to complete this training within the first six weeks of each school year, within the first six weeks of that person's employment, or within six weeks of commencing volunteer services, and on an annual basis. The training is provided by Target Solutions and a certificate is generated and kept on file for each completion.

Anti-Harassment Training for Supervisors / Managers (AB 1825 / SB 1343)

The Anti-Harassment Training for supervisors/managers is assigned per the mandates of Assembly Bill 1825 and SB 1343. The training provides a comprehensive overview of what sexual harassment is, how it can occur in the workplace, and how to maintain a harassment-free workplace. The topics that are covered in this course include behaviors that constitute sexual harassment, the different types of harassment including abusive conduct, what constitutes a hostile work environment, and how to handle complaints. All Supervisory employees are required to complete 2 hours of harassment training biennially and within 6 months of their hire date. The training is provided by Target Solutions and a certificate is generated and kept on file for each completion.

Anti-Harassment Training for All Employees (SB 1343)

The Anti-Harassment Training for employees is assigned to all non-supervisory employees per the mandate of Senate Bill 1343. The training course illustrates how to recognize inappropriate behavior such as sexual harassment, bullying, and gender discrimination as well as acceptable ways to address and report unwelcomed conduct. This training, combined with school policy, meets the training requirements for the state of California. All non-supervisory employees are required to complete 1 hour of harassment prevention training biennially and within 6 months of their assumption of a position or 100 hours of service, whichever comes first. The training is provided by Target Solutions and a certificate is generated and kept on file for each completion.

Title IX and Sexual Misconduct for K-12

Under current Title IX regulations (2025), all Title IX coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

School Safety: Bullying (AB 2291)

The School Safety anti-bullying training is assigned to all school employees per the mandate of Assembly Bill 2291. The training aims to ensure that school staff members understand bullying behavior and their obligations in preventing it. The course also covers behaviors that are often illegal when students target fellow students based on race, skin color, religion, ancestry, national origin, gender, gender identity and expression, sexual orientation, disability (whether mental, physical, or sensory) or by any other distinguishing characteristic. All school employees are

required to complete the training annually upon hire. The training is provided by Target Solutions and a certificate is generated and kept on file for each completion.

LGBTQ+ Cultural Competency Training (EC Section 218.3(a))

LGBTQ+ Cultural Competency Training is assigned to all teachers and other certificated employees serving pupils in grades seven to twelve to enhance cultural awareness and knowledge of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students. The goal for the training is to increase support for LGBTQ+ pupils and thereby improve overall school climate.

Human Trafficking Prevention (SB 1104)

The Human Trafficking Prevention training is assigned to school staff per the Senate Bill 1104. This mandate requires Charter School to identify the most appropriate methods of informing parents and guardians of students in grades 6 through 12, as applicable, of human trafficking prevention resources. Charter School staff will include Human Trafficking Prevention Training to their current Professional Development as required by law. Attendance sheets are kept on file by the Training Department.

Adult and Pediatric First Aid CPR/AED Training

The Adult and Pediatric First Aid/CPR/AED training is assigned to staff per the mandate of Education Code 49413. Employees volunteer to be a part of the safety team and then receive the training. This OSHA compliant training is provided to employees by the American Red Cross biennially and a certificate is kept on file for each employee.

Bloodborne Pathogens Training

The Bloodborne Pathogens (BBP) training is assigned to staff per the mandate of OSHA and Cal OSHA regulation Title 8 CCR 5193. Employees volunteer to be a part of the safety team and then receive the training. This OSHA compliant training is provided to employees by the American Red Cross annually and a certificate is kept on file for each employee.

Anaphylaxis and Epinephrine Auto-Injector Training

The Anaphylaxis and Epinephrine Auto-Injector (EpiPen) Training is assigned to staff per the mandate of California Education Code Section 49414. Employees volunteer to be a part of the safety team and then receive the training. This OSHA compliant training is provided to employees by the American Red Cross biennially and a certificate is kept on file for each employee.

Suicide Prevention Training

California Education Code Section 215 (AB 2246) mandates that the governing board of an LEA that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, include consideration of suicide awareness and prevention training for teachers, and ensure that a school employee acts only within the authorization and scope of the employee's credential or license.

Homeless Education Foundations

The Homeless Education Foundations training is an introductory course in which school staff are provided with information regarding homeless youth federal and state laws. This course is a required annual training for all California school staff.

Ongoing Learning Opportunities

RIA will offer continuous professional development focused on culture, mindsets, data analysis, technology, curriculum standards, instructional strategies, and support for special populations. The Annual Professional Development Plan provides workshops, mentoring, coaching, and Professional Learning Communities.

Training will be personalized to meet both schoolwide and individual staff needs, ensuring educators are well-equipped to provide equitable access to quality instruction in a safe and thriving learning environment.

A sample list of available Professional Development Opportunities is attached in **Exhibit K**.

B. Implementation Roles

Implementation of the professional development plan at RIA will be led by site administrators, department chairs, and other facilitators.

- **Site Administrators as Trainers**

The principal and other administrators will be responsible for promoting and fostering a school culture that values and supports professional learning. This will be demonstrated through the establishment of a school calendar that includes regular professional development opportunities, dedicated time for teacher observation, mentoring and coaching, and the support of PLCs. In addition, administrators will model the importance of continuous learning by participating in professional development themselves.

- **Department Chairs and Lead Teachers**

Department chairs and Lead Teachers will play a key role in supporting the professional growth of their teams by providing targeted, ongoing professional development. They will lead subject-specific training sessions, facilitate PLCs and model best practices in instruction and assessment. They may analyze student performance data alongside teachers to identify instructional needs and design responsive professional learning opportunities. They will also offer coaching, mentorship, and real-time feedback, supporting teachers in implementing research-based strategies aligned with school goals.

- **Other Facilitators**

Professional development may also be delivered by external partners such as LLAC, RCOE, the El Dorado County Charter SELPA, other internal staff, and/or approved partners.

C. Evaluation and Continuous Improvement

RIA will engage both leadership and staff in an ongoing review of effectiveness, culminating in an annual collaborative review to establish relevant professional learning goals for the following school year. Teachers will have access to real-time student growth and achievement data via instructional dashboards, promoting a transparent and collaborative teaching environment. Staff and leadership will be expected to demonstrate professional growth, active engagement with students, peers, and community partners, and a strong commitment to the mission and values of RIA. Teachers will be encouraged to collect artifacts and examples of their professional accomplishments throughout the year and participate fully in individual and team evaluations.

D. Performance Management Framework

A structured performance management framework will ensure regular development conversations and goal setting. Managers will conduct ongoing check-ins and provide regular, timely feedback to employees throughout the year. Goals will be collaboratively set and adjusted as needed, ensuring that professional growth remains flexible, responsive, and aligned to school priorities.

8. PLAN FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

RIA will provide a well-designed personalized learning environment for opportunity youth. Based on solid research, RIA will use personalized learning, focusing on student assets (including their backgrounds and prior experiences), varied teaching strategies, and meaningful learning one-on-one setting.²⁶ Also of critical importance to each student's success will be the school's emphasis on high expectations for all students.

RIA is aware that some students enrolling require remedial coursework in core academic areas to move them into grade-level work. RIA will use several methods to accomplish this task, including the use of NWEA MAP assessment. Every student who enrolls in RIA will be administered a diagnostic assessment in reading and math. One test will identify those with low reading skills while the other will identify those with low math skills. Once identified as a low-performing student, they will be eligible to participate in a remedial reading and/or math intervention program. Students will be reassessed with NWEA MAP every 6 months. If growth is not apparent or is marginal, then further remediation will be prescribed before the student continues in that subject area.

Students will also participate in tutoring and enrichment activities during the school day. For students who are struggling and who may not be taking advantage of the tutoring program, RIA personnel will work with the student to understand the importance of tutoring and the advantage of participating in the program.

Supplemental instruction utilizing selected curriculum will be provided for those students performing well below their achievement level. For those low performing students, RIA will utilize selected curriculum including English Intensive, System 44, Basic Math Skills, and IXL as well

²⁶ McLeod, S. A. (2017, Oct 24). *Kolb - learning styles*. Retrieved from <https://www.simplypsychology.org/learning-kolb.html>.

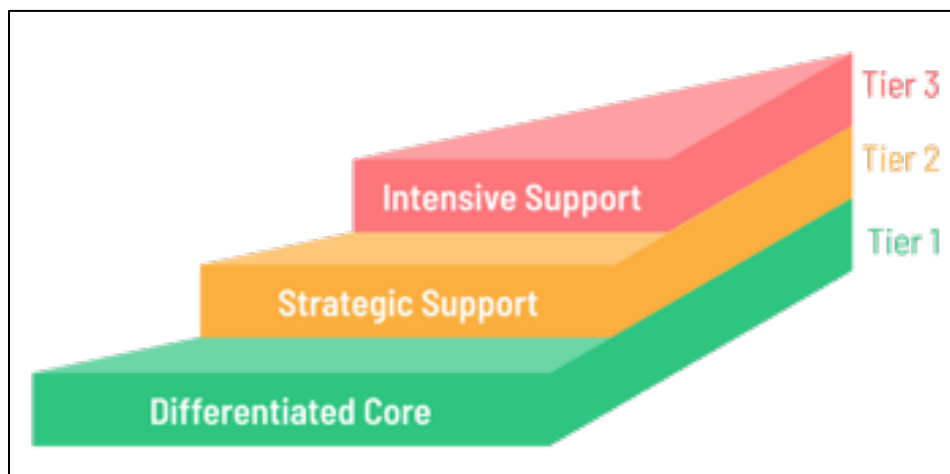
as specifically designed Tier 2 curriculum in all content areas. This will make the curriculum catalogue accessible to all students. RIA’s assessment system will be an ongoing program using weekly subject testing and one-on-one dialogue. This will allow RIA to diagnose each student’s ability level and begin instruction with the appropriate lesson.

A. Multi-Tiered Systems of Support (MTSS)

A cornerstone of RIA’s intervention process will be the California Multi-Tiered Systems of Support (MTSS) framework, a comprehensive framework that promotes academic, behavioral, and social-emotional success for all students through a whole-child approach. Grounded in inclusive practices and equity, MTSS will integrate high-quality instruction, data-driven decision making, and targeted interventions within a tiered support system.

At RIA, all students will receive universal supports (Tier 1) including individualized guidance from both academic advisors and properly qualified teachers. These relationships will be supplemented by regular check-ins, synchronous instruction opportunities, workshops, and staff will be trained in executive functioning and trauma-informed practices, creating a nurturing yet high-expectation environment. Those needing additional support to access curriculum or engage with the school will be provided targeted (Tier 2) or intensive individualized interventions (Tier 3). The framework will emphasize ongoing progress monitoring and collaboration among educators, families, and community partners to ensure every student can thrive in a supportive and responsive learning environment. An MTSS committee—including the SRS team, community liaison, school administrator, lead teacher, and school counselor —will meet regularly to review student data and coordinate additional supports. Tier 2 and Tier 3 interventions will be provided, when necessary, while Tier 1 supports will continue throughout the intervention process. See **Figure A.6** below. For more information on MTSS, refer to section G in the “Implementation” section of this charter.

Figure A.6. Multi-Tiered System of Supports Visual Representation



B. Student Retention Support

Student Retention Specialists (SRS) will provide highly flexible and personalized Tier 2 and/or Tier 3 interventions. Drawing on attendance, engagement metrics, and staff referrals, they will offer support any day a student is active in the program. Whether helping a student re-establish routines, resolve technology issues, obtain transportation support, or navigate life responsibilities like caregiving or part-time work, the SRS team will ensure that each student receives practical and timely support. Providers will also coach students on communication and self-advocacy, encouraging them to reach out for help, advocate for accommodations, and maintain consistent engagement. Students will be monitored for several learning periods after an intervention takes place.

C. Student Success Teams

When students demonstrate continuing difficulties, RIA may utilize Student Success Teams (SSTs) to determine if specific interventions are necessary. At times, formal services may be determined, as per the directive of an IEP or a Section 504 plan. Often the SST will serve as a remedy for student success. In some instances, SST meetings will eventually lead to evaluation of suspected disabilities. The diagram below describes the SST process as well as the Multitiered System of Support (MTSS) levels of support.

PRE-REFERRAL AND REFERRAL PROCESS

Initial Identification

- Parent, school staff or adult student observe early challenges in academic, social-emotional, or behavioral struggles.
- Teacher reviews teaching strategies and makes teaching/environmental adjustments, academic and/or behavioral supports.
- Teacher records observations and evaluates work products.
- Teacher tracks student attendance including regular appointments and additional time with tutors and instructional staff.
- Teacher communicates with parent to keep parent informed of student's strengths and challenges.
- Teacher refers student to Student Success Team for additional supports if adjustments have little or no effect.

Student Success Team

- SST reviews documentation and in conjunction with teacher chooses researched intervention strategies.
- When a parent or adult student requests evaluation, an assessment plan will be constructed and offered for approval.
- Teacher implements researched intervention program for an agreed upon period, based on the team's recommendation.
- Teacher will observe and record results of intervention programs.
- A review meeting will occur at the end of the intervention period to determine the next steps.

Results of Intervention

<u>If Intervention Fails:</u> <ul style="list-style-type: none">• SST reviews data collected to date.• SST considers options/alternatives.• SST decides whether: 1) more data are needed; 2) a different intervention should be used; 3) allow more time for the intervention 4) collected data indicate the possible presence of a disability and the referral process should be initiated.	<u>If Intervention Succeeds:</u> <ul style="list-style-type: none">• Teacher continues interventions that work for the student.• Teacher continues to record observations and evaluate work products as a follow up.
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Referral Process

- Teacher gathers observational data, results from curriculum-based assessments, and examples of student's work.
- Student Success Team (including the parent) reviews, available records, family and health history, past school experiences, results of interventions, and previous assessments and evaluations.
- If SST determines evaluation is warranted, an assessment plan is developed and presented for parental permission.
- If evaluation is not warranted, team looks for other ways to meet student's needs.

Evaluation Process

- After obtaining parental consent for evaluation, schedule and conduct assessments, administer formal tests such as determined by the evaluation team.
- Review assessment information with parent and/or adult student to determine eligibility.

Eligibility criteria for special education:

- Student has a disability according to the established criteria;
- Student's condition adversely affects academic performance; and
- Student needs special education (specially designed instruction and related services).

Information from evaluation can be used to consider

- Nature and extent of special education and related services student needs to participate and progress in general education curriculum or curriculum.
- Least restrictive environment (LRE) for the student.
- Whether a Section 504 Plan is more appropriate.

In short, RIA's approach to supporting academically low-achieving students will be comprehensive, relational, and deeply responsive. Through intentional design and unwavering support, RIA will create a pathway for students to re-engage, accelerate academically, and will develop the confidence and skills necessary for lifelong success.

9. PLAN FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

While most students who enroll at RIA will be performing at or below grade level, RIA will have some students who will be considered academically high achieving students. These students will

often be identified by their teachers through performance on coursework, a variety of assessments, and/or through NWEA MAP assessment results as having the ability to perform above grade level. Our academically high achieving students will be encouraged to enroll in available Advanced Placement (AP) and Honors courses, higher level core math and science courses such as Precalculus, Calculus, Chemistry, and Physics, and take advantage of completing required elective credits through dual enrollment opportunities while at the same time earning college credits. Because many of these students will often express to their teachers an interest in attending college, we will encourage them to complete a fourth year of math, and third year of science as recommended by the University of California/California State University for admissions.

Furthermore, academically high achieving students will often accelerate through their coursework at a pace suitable to them, engage in coursework projects that will often include higher level open-ended prompts and student driven activities, and will be encouraged to take advantage of other local and community-based opportunities to develop their academic resumes. Students will also work closely with their teachers to track their academic progress. PLPs will be updated and reviewed by teachers and students at least monthly to provide accurate and current academic progress and can be revised and adapted to better support student needs. In combination with data-informed course placement and PLPs, students will also have access to academic support whenever needed either from their properly qualified teachers, on-site tutors, or virtual tutoring, which can be utilized outside of school hours. Lastly, students will have opportunities to take the PSAT, SAT, and AP tests, and RIA counselors will provide college bound students and their parents workshops on the FAFSA, navigating the college admissions process, and finding and applying for various available grants and scholarship opportunities.

10. PLAN FOR MULTILINGUAL LEARNERS

RIA shall meet all applicable legal requirements for Multilingual learners (MLs) including long-term English learners or English learners at risk of becoming long-term English learners. This includes annual notification to parents, student identification, placement, instructional program options, integrated and designated English Language Development (ELD) instruction, and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. RIA will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. RIA will implement the California English Learner Roadmap, approved by the State Board of Education, as part of the fabric in serving ML students. A copy of RIA's sample Multilingual Learner Master Plan is included in **Exhibit L**.

A. Student Identification and Assessment

Each student enrolled shall be formally identified as either a native English Only (EO) speaker, an English Learner (EL), an Initial Fluent English Proficient (I-FEP), or as a Reclassified Fluent English Proficient (R-FEP) student. State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English Language Proficiency level must be assessed within 30 calendar days of initial enrollment. A student that is new to the state or country will be assessed to determine initial English proficiency with the state required assessment, English Language Proficiency Assessments for California

(ELPAC). The student's overall score will identify them as I-FEP or EL. RIA shall notify all parents of its responsibility for ELPAC testing within 30 days of testing. The ELPAC will be used to fulfill applicable requirements under the Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act, for annual English proficiency testing.

B. Instructional Program Options

RIA will provide various program options for MLs to help them develop English Language Proficiency and achieve academic success. The school understands that students can achieve this goal through well-designed, rigorous, standards-based programs that will allow students to access the full curriculum while also learning English.

RIA shall offer the English Language Mainstream (ELM) program that supports students' continued linguistic and academic progress toward meeting content and proficiency level ELD standards. Structured English Immersion (SEI) will focus on students acquiring English language skills and accessing core content so that MLs can succeed in the English Language Mainstream program. The Newcomer program with primary language support will provide MLs with an intensive English acquisition program while they learn about their new school environment, culture, and country.

At RIA, MLs shall take designated ELD courses that correspond to their English proficiency levels and support designated instruction (see table, below). The California ELD standards are addressed throughout RIA's ELD courses as follows: integrate reading, writing, speaking, listening, and language as communicated in the key themes of meaning making, language development, effective expression, content knowledge, and foundational skills. Multilingual learners at all stages will participate in intellectually challenging literacy and disciplinary literacy assignments while progressing through the continuum of English language development. These courses encourage students to use language in meaningful and relevant ways and focus on using the 2012 ELD standards in tandem with state approved standards in English language arts, mathematics, science, social science, and the arts. Students shall continue to receive English language development services until they meet the reclassification criteria and are re-designated as fluent English proficient.

Students with disabilities will receive equal access to ELD instruction and support as their peers without IEPs. When a student qualifies for special education services, the IEP team will determine language and developmentally appropriate goals and objectives based on the student's needs. The student's IEP will include goals addressing ELD, as well as accommodations and modifications to support access to content areas.

Grades 9-12 English Language Development Course Placement Guide

Newcomers	Students who are learning a new language develop metacognitive awareness of what language is and how it is used. They utilize this awareness in their language learning strategies and draw upon the knowledge of their native language in the process.		
Initial ELPAC Level	Lexile Range	ELA/ELD and Intervention Courses	Details
Grades 9-12			
Novice	BR-400L	Rosetta Stone English 1 - 2	An online program supports students to develop fundamental English language skills.
Novice	BR-400L	ELL Foundations Newcomer (Edmentum)	An online program that facilitates the introduction of basic vocabulary and sentence structure.
Novice	BR-400L	ELD Newcomer	Provides essential vocabulary and language instruction for Newcomers.
Novice	BR-565L	The Code	The Code is for students needing phonics support in their first language and English.
These courses focus extensively on developing and utilizing fundamental literacy skills. Such skills involve understanding print concepts, phonological awareness, phonics, word recognition, and fluency.			

Emerging	Students who enter the emerging level require more receptive and expressive English skills. As they advance through this level, they can complete a broader range of communication tasks using learned words and phrases with greater ease.		
ELPAC Level	Lexile Range	ELA/ELD and Intervention Courses	Details
Grades 9-12			
Level 1 or Novice	BR-0L	Rosetta Stone English 2- 3	An online program that facilitates the development of fundamental English language skills.
Level 1 or Novice	BR-0L	ELL Foundations Level 1 (Edmentum)	An online course that helps students learn academic vocabulary, reading comprehension, and analysis.
Level 1 or Novice	BR400L- 565L	The Code	The Code is for students needing phonics support in their first language and English.

Expanding (Low)	Students who enter the expanding level can use English to learn and communicate about various topics and academic subjects. They start to modify phrases and sentences they have learned in English to better suit their immediate communication and learning needs.		
ELPAC Level	Lexile Range	ELA/ELD and Intervention Courses	Details
Grades 9-12			
Level 2 or Intermediate	BR-650L	ELD II A/B (Edge Fundamentals)	ELD course incorporates reading, writing, listening, and speaking in various literary context which guides instruction to move students to advance towards English fluency.
Level 2 or Intermediate	450L-750L	ELD III A/B (Edge A)	An ELD course that provides explicit, rigorous, focused, and guided instruction in reading, writing, speaking, and listening.

Expanding (High)	Students are working toward engaging in English more effectively in more complex, cognitively demanding situations. After exiting the expanding level, students will be able to learn and communicate about various topics and academic content areas.		
ELPAC Level	Lexile Range	ELA/ELD and Intervention Courses	Details
Grades 9-12			
Level 3 or Intermediate	600L-850L	ELD IV A/B (Edge B)	An ELD course focuses on teaching language acquisition and preparing students for success in English and content courses at their grade level.
Level 3 or Intermediate	585L-1100L	English 9-12 Intensive A/B	Structured reading comprehension instruction and support provided for students reading at 4th–8th grade levels.

Bridging	Students at the bridging level are continuing to improve their communication skills in various social and academic settings by adapting to different tasks, purposes, and audiences. They are working towards enhancing their English language abilities in a wider range of contexts.		
ELPAC Level	Lexile Range	ELA/ELD and Intervention Courses	Details
Grades 9-12			

Bridging	Students at the bridging level are continuing to improve their communication skills in various social and academic settings by adapting to different tasks, purposes, and audiences. They are working towards enhancing their English language abilities in a wider range of contexts.		
Level 4	750L-900L	Conventional English A/B (Edge C)	This ELD course enhances and strengthens students' academic language skills and prepares them for more challenging college-level courses.
Level 4	585L-1100L	English 9-12 Intensive A/B	Structured reading comprehension instruction and support provided for students reading at 4th–8th grade levels.
Level 4	810L- 1240L	Writing Intensive A/B	Focus and support for structured writing.
Students at the bridging level are prepared for the reclassification process. The criteria for reclassification include achieving an overall PL 4 score on the ELPAC (PL 3 or higher for the Alternate ELPAC), a Lexile Range of 850L or higher, or a recent CAASPP ELA score of “standard nearly met” or higher, as well as earning a grade of “C” or higher in an ELA/ELD course.			

C. English Language Development Instruction

Focusing on the goals throughout the 2014 CA ELA/ELD Framework, teachers will embrace the values for educating students learning English as a second language. These principles are valuing language and culture as assets, ensuring equity in intellectual richness, building content knowledge and language in tandem, attending to specific language learning needs, integrating domains of communication, providing appropriate scaffolding, evaluating progress appropriately, and sharing the responsibility of MLs.

Designated ELD instruction will follow a scope and sequence of language skills to ensure that students learn English within a reasonable amount of time. Teachers will use the 2012 California ELD standards that build into instruction to develop students' English language skills and abilities needed for content learning in English. It will be designed to teach students at their English proficiency levels so that instruction is differentiated to meet students' needs. Designated ELD instruction will highlight the development of oral language skills and abilities using academic language.

Integrated ELD instruction will provide students with access to the content in all core courses through the organized and planned use of Specifically Designed Academic Instruction in English (SDAIE) techniques. It will also develop students' linguistic development in core courses by teaching academic language. Teachers who instruct MLs will use the California ELD standards in tandem with their focal California content standards to support their students' linguistic and academic progress.

RIA's ELD program will be infused with many designated and integrated ELD instructional strategies focused on students reading, writing, listening, and speaking development. The methods will include, but are not limited to, the following: differentiation for all students, activating and linking prior knowledge, key academic language and content vocabulary development, speech appropriate for students' ELP, using mnemonics, predicting and inferring, summarizing and synthesizing, verbal and non-verbal cues, instructional scaffolding, procedural scaffolding, verbal scaffolding, paraphrasing, graphic organizers, sentence stems, models and visuals, questioning techniques, wait time for student responses, student grouping, use of manipulatives, native language support, and informal and formal assessments.

D. Long-Term English Learners

There are many factors contributing to a student becoming a Long-Term English Learner (LTEL). These factors could result from brief ELD support, high mobility, frequent absenteeism, partial access to the content curriculum, unidentified learning disabilities and/or socio-emotional issues. At RIA, the staff will create a success plan for every student including LTELs. This plan shall review a student's academic skills, courses completed, social emotional issues and level of English proficiency. Once the LTEL's plan is in place, a student will be enrolled in English Intensive, English Language Development IV, Conventional English or ESL Reading Smart curriculum depending on where they need targeted support as identified in their individual assessments. The student will receive one-on-one support with the teacher and tutoring on a weekly basis. RIA shall provide English Language Proficiency Assessments for California (ELPAC) test preparation for the student. The LTEL will also receive free tutoring and counseling to support the student with acquiring the English language.

E. EL Intervention

When ELs are not making adequate progress toward mastery of the California ELD standards, the teacher shall make modifications to the course instruction to meet the student's learning needs. The student will also be provided with extended learning opportunities and interventions such as:

- Tutoring
- Supplemental instruction
- Linguistic Accommodations
- Counseling
- Small Group Instruction (SGI)
- Technology Integration
- Sheltered Instruction (SIOP Model)

F. Reclassification/Redesignation

Multilingual learners shall be reclassified/re-designated as fluent English proficient when they are able to comprehend, speak, read and write well enough to receive instruction in the mainstream program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the mainstream course of study (Education Code Section 52164.6).

RIA's adopted reclassification criteria will follow guidance from the CDE as demonstrated in the chart below.

Adopted Reclassification Criteria	Data/Documents Reviewed				
1. Assessment of English Language Proficiency on the English Language Proficiency Assessment for California (ELPAC) or Summative Alternate ELPAC test for students with the most significant cognitive disabilities. (EC § 313(d)(1); 5 CCR § 11303(a)	<ul style="list-style-type: none"> • Student performance on the Summative ELPAC is an overall score of PL 4 • Student performance on the Summative Alternate ELPAC is an overall score of PL 3 				
2. Teacher evaluation that includes, but is not limited to, the pupil's academic performance. (EC § 313(d)(2); 5 CCR § 11303(b)	Student grade records must display a "C" or higher grade in either their English or English Language Development course.				
3. Parent opinion and consultation. (EC § 313(d) (3); 5 CCR § 11303(c).	Acknowledgement by the parent or guardian that their student has demonstrated English language proficiency and meets the criteria for reclassification.				
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age. (EC § 313(d)(4); 5 CCR § 11303(d)	<div> <p>Student performance on the NWEA MAP assessment in Reading</p> <table border="1"> <thead> <tr> <th>Grade Level</th><th>Lexile Range</th></tr> </thead> <tbody> <tr> <td>9-12</td><td>850L or higher</td></tr> </tbody> </table> <p>Or</p> <p>Student performance Nearly Met or Higher on CAASPP ELA with a score of Standard</p> </div>	Grade Level	Lexile Range	9-12	850L or higher
Grade Level	Lexile Range				
9-12	850L or higher				

The Special Education team will follow the reclassification process for general education students for students with IEPs who are being instructed to use the general education curriculum with accommodations and/or modifications. The IEP team may determine an alternative reclassification process if a student being considered for reclassification fails to meet the reclassification criteria within the expected time frame due to the student's disability. An alternative reclassification process will be used for students with moderate to severe disabilities. This process will be designed for students whose IEP teams have determined that they are unable to participate in the ELPAC.

RIA will take the responsibility of monitoring the progress of reclassified students very seriously. This monitoring will continue for a minimum of four years, per state and federal, after a student's reclassification. Annually, RIA will compile a list of reclassified students who require this monitoring and review of their performance on achievement and performance measures. If a student begins to fall behind on measures of achievement related to grade-level standards, RIA will develop an intervention plan for the student.

G. Monitoring and Evaluating the Core Program

To evaluate program effectiveness, RIA will regularly examine program results including reports of student academic achievement, student progress toward proficiency in English and the progress

of students who have been reclassified/re-designated as fluent English proficient. The program will be modified as needed to help ensure language and academic success for each EL. RIA will annually report these findings to the Board and also provide the Board with regular reports from any school wide ELAC meetings.

Under the leadership of the RIA principals, the ML team will work with educational partners to provide data and tools to support the success of students. The team meets regularly to discuss topics relating to the implementation of programs for MLs. During these meetings the team shall:

- Review strategies, ideas, and suggestions for Multilingual learner programs.
- Evaluate practices, resources, and personnel to ensure effective implementation of the instructional programs for MLs.
- Review data on the performance of MLs.
- Ensure clear communication within the school to improve instructional programs for students achieving English fluency.

RIA shall consistently monitor the implementation of ML programs to ensure they are effective and based on research. The purpose is to confirm that the programs continue to be effective for students. The monitoring process will be designed to:

- Assess the effectiveness of programs, services, and procedures in supporting students' linguistic and academic success including their readiness for college and careers.
- Encourage the participation of all educational partners in the planning, implementation, and evaluation of activities.
- Ensure that program evaluation is crucial aspect of school improvement.
- Serve as a foundation for reviewing and modifying the Plan for MLs.

H. Properly Qualified Teachers and Professional Learning

At RIA, MLs shall have access to a high-quality education, and their needs shall be met by teachers who have specialized knowledge and skills related to English language development, specially designed content instruction delivered in English.

Teachers who provide ELD instruction or access to core curriculum instruction for English learners at RIA will meet one of the following specifications:

1. The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing authorizing services for English learners.
2. Whenever the student's primary language is a vehicle of instruction, the teacher has a bilingual, cross-cultural, language, and academic development (BCLAD), or comparable authorization.

Professional learning for educators at RIA shall support the development of teachers' expertise with English learners and shall focus on using students' linguistic and cultural assets. RIA shall also provide teachers with research and evidence-based instruction for ELs designed to maximize the development of students' English as well as make best use of their core curricular knowledge

and skills through differentiated instruction. Training efforts related to MLs will focus on the following areas:

- ELD standards
- Differentiation and use of support materials
- Assessments including Language Proficiency Assessments
- Designated ELD instruction
- Integrated ELD instruction
- Specially Designed Academic Instruction in English (SDAIE)
- Parent Engagement

I. English Learner Advisory Committee (ELAC)

The English Learner Advisory Committee (ELAC) shall be a school-level committee comprised of parents, staff, and community members designated to advise RIA's leadership on English learner programs and services. The ELAC shall provide valuable input and advice on school decisions and use of funding sources devoted to English learners. Agendas shall be posted on the school website 72 hours in advance of meetings.

1. ELAC members will be given materials in their home language.
2. The ELAC makes recommendations to the principal and staff on programs and services for MLs using academic performance measures.
3. The ELAC will assist the school in the development or review of:
 - a. Local Control and Accountability Plan (LCAP).
 - b. School's needs assessment.
 - c. School's annual language census.
 - d. Communication strategies regarding the importance of regular school attendance.
 - e. Approaches to meet the social and academic needs of MLs.
 - f. Strategies to improve communication with the parents and community.
4. The ELAC maintains recorded meeting minutes and agendas.
5. The Principal and the ML team will annually review the implementation of ELAC to ensure that all requirements are met by the school.
6. The school will encourage parents of MLs to consider participation in the ELAC.

11. PLAN FOR SERVING STUDENTS WITH DISABILITIES

A. Overview

RIA will apply for membership with the El Dorado County Charter Special Education Local Plan Area (SELPA), a statewide charter-only SELPA, and will be categorized as a local education agency (LEA) of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). Eleven Learn4Life charters are already members in good standing with the El Dorado County Charter SELPA (**Exhibit M**). RIA will notify the SELPA Director of the school's intent to participate in the SELPA prior to February 1 of the preceding school year in which it will operate and affirms its responsibility for any legal fees relating to the SELPA application and assurances process.

RIA will provide special education instruction and related services for students with disabilities in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. RIA will follow SELPA policies and procedures and will utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

For any student with special education and/or related services on their IEP for which RIA may not have appropriately credentialed staff or continuum of programs and services, RIA will seek to hire additional properly credentialed staff to provide those services or will outsource to another LEA or will contract with a CDE certified Non Public Agency (NPA) to ensure that the services listed on the IEP are met.

All students shall have access to RIA, and no student shall be denied admission to RIA due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services. Students at RIA will not be identified until after the enrollment process is complete in accordance with Education Code Section 47605.6(e)(4)(B).

The specific manner in which special education and related services are provided and funded will be set forth in a Memorandum of Understanding (MOU), delineating the respective responsibilities of RIA and the El Dorado County Charter SELPA. The MOU will include provisions related to staffing, notification and coordination of special education services, identification, and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. RIA will be subject to the allocation plan of the El Dorado County Charter SELPA (see **Exhibit X**).

B. Section 504 of the Rehabilitation Act

RIA will be solely responsible for its compliance with Section 504 and the Americans with Disabilities Act (ADA). The facilities to be utilized by RIA shall be accessible for all students with disabilities.

RIA recognizes its legal responsibility to ensure that no 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 RIA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

RIA will provide a free appropriate public education (FAPE) to students enrolled at the school and who are classified as disabled under Section 504 of the Federal Rehabilitation Act of 1973. Such students will receive general or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

The principal or designee will ensure school compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be

resolved in accordance with the processes specified in the “Procedural Safeguards” section of the accompanying administrative regulation. The principal or designee assembles a team and develops a 504 Plan detailing the provision of supports.

Parents/guardians or adult students will receive a copy of the 504 Plan. A copy of the 504 Plan will be maintained in the student’s file and the contents related to ensuring FAPE are shared with instructional staff. 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.

In addition, qualified students with disabilities will be provided an equal opportunity to participate in programs and activities that are integral components of RIA’s basic education program, including, but not limited to, extracurricular events, and/or other nonacademic activities.

C. Individuals with Disabilities in Education Act (IDEA)

RIA shall function as an independent local educational agency for purposes of providing special education instruction and related services under the IDEA pursuant to Education Code Section 47641(a) and shall receive state and federal revenues directly. RIA will apply for membership of the El Dorado County Charter SELPA and as such, will abide by all applicable policies and practices of the SELPA including seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The specific manner in which special education and related services will be provided and funded will be set forth in an MOU with the SELPA, delineating the respective responsibilities of RIA and the SELPA. A copy of the MOU shall be presented to the District upon request.

Staffing

Special education instruction and related services shall be provided internally by appropriately credentialed staff. All required itinerant special education services not provided by appropriately credentialed internal staff will be provided by California certified Non-Public Agencies (NPA). Charter School staff will participate in SELPA and annual faculty in-service training relating to special education.

RIA will be responsible for the hiring, training, and employment of learning center staff necessary to provide special education services to its students, including, without limitation, education specialists and paraprofessionals or for contracting, through private agencies or independent contractors or vendors certified with the State of California as an NPA, for related services such as speech or occupational therapy delivered by itinerant staff.

Notification and Coordination

RIA will follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. RIA will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

RIA will follow federal and 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.

Continuum of Services

RIA's education program shall meet the needs of each student with a disability by being prepared to offer a continuum of special education services in the least restrictive environment (LRE) to students who meet the criteria for these services within a broad range of qualifying disabilities. While identical replication of a program cannot always be accomplished, RIA will make all efforts to replicate the IEP of an already identified student with a disability who transfers to RIA. In these circumstances, we will create an appropriate and comparable program by identifying support mechanisms and accommodations for each student with special needs.

The majority of RIA students who require special education services shall be successful with resource support for specialized academic instruction (SAI) but shall have options available at each setting in the continuum of services. RIA will offer small group instruction opportunities and increases SAI as needed. RIA will employ tutors and paraprofessionals to support teaching staff and students. RIA will be mindful of our ability to adjust a program by increasing or decreasing support to meet student needs. When a student's needs are more involved, through the IEP team process, RIA will consider and identify the most appropriate supports and placement including options such as, but not limited to, home/hospital, non-public schools (NPS), or residential treatment centers (RTC). As required by AB 1172 (2019), RIA will conduct monitoring visits of NPSs and RTCs both prior to placement and periodically while a student is placed.

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. RIA will determine what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with applicable law. RIA shall obtain parent/guardian consent to assess students.

IEP Meetings

RIA shall arrange and provide the necessary notice for Individualized Education Program (IEP) meetings. IEP team membership complies with state and federal law. RIA will be responsible for having the following individuals in attendance at the IEP meetings: the school administrator and/or RIA designated representative with appropriate administrative authority as required by the IDEA; the parent(s); the student's special education teacher; a general education teacher; the student, if appropriate; and related service providers where appropriate. Parents/guardians or adult students shall be provided a copy of the IEP and notice of parental rights. The IEP will be reviewed annually and/or triennially following state and federal timelines.

IEP Development

RIA understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. Parent or adult student consent must be obtained in order to provide and implement the IEP in areas such as, but not limited to, services, placement, and assessment.

IEP Implementation

RIA shall be responsible for providing all services, accommodations, and modifications as described in the IEPs of students receiving special education services. As part of this responsibility, RIA will provide parents or adult students with timely reports of student's progress as provided in the student's IEP at least as frequently as report cards shall be provided for RIA's students without IEPs. RIA will also provide all curriculum, classroom materials, classroom modifications, and assistive technology needed to support students with disabilities.

Interim and Initial Placements of New Charter School Students

RIA shall comply with Education Code Section 56325 with regard to students transferring into RIA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in RIA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, RIA 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 RIA 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 RIA from a district operated program under the same SELPA of RIA within the same academic year, RIA shall continue, without delay, to provide services comparable to those described in the existing approved IEP. However, the parent/adult student and RIA may agree to develop, adopt, and implement a new IEP that is consistent with federal and state law in some circumstances.

For students transferring to RIA with an IEP from outside of California during the same academic year, RIA 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, or adult student, until RIA shall conduct 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 by RIA, and shall develop a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

RIA shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to students with disabilities who are enrolled in RIA and require such services as determined by the IEP team. NPAs/NPSs are selected from the CDE certified list. As required by AB 1172 (2019), RIA will conduct monitoring visits of NPSs and RTCs both prior to placement and periodically while a student is placed.

Non-discrimination

It is understood and agreed that all children will have access to RIA, and no student shall be denied admission nor counseled out of RIA due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services or 504 Plan services.

Records, Notifications, CALPADS Reporting

Upon enrolling at RIA and being identified as a student with a disability, special education records shall be requested from the previous district. The CALPADS Coordinator will submit a student enrollment record (SENR) indicating enrollment at RIA and the special education compliance staff will submit a CALPADS transaction designating the student's SPED eligibility and student services record (SSRV) using information from SEIS. A CALPADS pending process of identification transaction will be submitted for students undergoing initial evaluation for special education services.

RIA shall comply with Education Code Section 47605.6(e)(3) and will send a notification letter to the district of residence within 30 days when a special education student leaves the charter before completing a diploma. The letter will contain the student's last known address. When requested by the district of residence, a copy of the student's cumulative record will be provided.

Due Process Hearings

RIA may initiate a due process hearing or request for mediation with respect to an enrolled student if it determines such action is legally necessary or advisable. In the event that the parents/guardians or adult student file for a due process hearing, or request mediation, RIA shall defend the case.

SELPA Representation

RIA shall represent itself at all SELPA meetings.

Funding

RIA will be subject to the allocation plan of the SELPA and receive special education funds directly from the El Dorado County Charter SELPA (see **Exhibit X**).

RIA will be responsible for any excess funds that are not covered by monies received from federal and state agencies for special education and related services.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

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

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

Pursuant to Education Code sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), RIA has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).

A copy of RIA’s draft Local Control and Accountability Plan (LCAP) is attached as **Exhibit N**. RIA will monitor students on a variety of local metrics including, but not limited to, attendance rate, credit completion rate, and retention rate.

RIA shall apply for DASS certification, as the school will serve high school students who are typically at least one year behind, students who are no longer engaged in school, and adult students who are not able to enroll in a district program. Many of the state metrics that apply to traditional classroom-based schools do not apply to a dropout recovery program. RIA will report all required state metrics, even though there are state metrics that are not aligned to RIA’s recovery program. The following chart details RIA’s draft LCAP goals for all pupils in measuring numerically significant pupil subgroups per Education Code Section 52052(a), including English learners, socioeconomically disadvantaged pupils, pupils with disabilities, foster youth, and homeless youth. The chart describes the annual actions RIA will take to achieve each of the goals. The goals, actions, and outcomes, as listed below, will be reviewed and revised as needed on an annual basis as part of the LCAP process and as dictated by the state adopted LCAP template. The LCAP document provides additional student group outcomes for key metrics listed in the Metrics and Outcomes section for each goal. The chart below provides only an overview for the All-student group.

LCAL GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #1: Increase Academic Progress	State Priority	Expected Outcomes
<ul style="list-style-type: none"> Teachers are properly qualified Teachers are appropriately assigned Reading Lexile Math Quantile Average number of credits completed English Learner reclassification rate Progress on ELPI DASS Graduation rate increases 	<ul style="list-style-type: none"> Priority 1 – required Priority 1 – required Priority 4 – local Priority 4 – local Priority 4 – local Priority 4 – required Priority 4 – required Priority 5 – required 	<ul style="list-style-type: none"> 100% properly qualified 100% of teachers are appropriately assigned Grow Lexile NWEA scores to 1000 Grow Quantile NWEA scores to 900 Increase the average of credits completed to 4.0 EL reclassification rate above 8.6% (former CA Average) Increase EL & LTEL student progress, moderate growth 85% or above on CA Dashboard DASS Grad Rate
Specific Annual Actions to Achieve Goals		
<p>Priority 1: Basic Services (Conditions of Learning)</p> <ul style="list-style-type: none"> RIA will actively recruit and hire teachers who are properly qualified and support teachers in completing the credentialing process. RIA will conduct credential reviews as part of the teacher hiring process. RIA will annually review teaching assignments to ensure compliance. <p>Priority 4: Pupil Achievement (Student Outcomes)</p> <ul style="list-style-type: none"> RIA will provide tutoring and one-on-one support to students in completing their coursework to increase their credit completion rate. CCSS-aligned ELA and mathematics instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs and LTELs. Students will increase their scores on the NWEA over time. RIA will implement individualized plans, outlining the classes students will take to graduate from high school. RIA will identify ELs and LTELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation. <p>Priority 5: Pupil Engagement (Engagement)</p>		

LCAL GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #1: Increase Academic Progress	State Priority	Expected Outcomes
<ul style="list-style-type: none"> • RIA will provide a safe, nurturing, and engaging learning environment for all students and families. Academic and socio-emotional support will be provided to address student needs. • RIA will offer credit recovery classes and provide support to ensure a timely high school graduation. • RIA will provide incentives toward graduation that engage students' interests. 		

LCAL GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #2: Increase Academic Progress for college and career readiness	State Priority	Expected Outcomes
<ul style="list-style-type: none"> • Standards-aligned materials • Implement state academic standards and EL access. • Statewide Assessments: <ul style="list-style-type: none"> ○ English Language Arts ○ Mathematics ○ Science • Number of students in career-ready courses and professional skills • Percentage of students completing CTE courses and graduates completing pathway • Complete A-G courses – CSU and A-G and CTE pathway 	<ul style="list-style-type: none"> • Priority 1 – required • Priority 2 – required • Priority 4 – required • Priority 4 – required • Priority 4 – required • Priority 8 – local • Priority 4 – required • Priority 4 – required 	<ul style="list-style-type: none"> • 100% of pupils have access to materials • Increase, to full implementation and sustainability, 5.0. • Score 25% or higher meeting standards • Score 8% or higher meeting standards • Score 18% or higher meeting standards • Enrollment count for JAG at 700 and professional skills at 700 • 49% CTE completion rate, 1.5% finishing CTE pathway • Increase rate to 2.0% and 0.4% with pathway

LCAL GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #2: Increase Academic Progress for college and career readiness	State Priority	Expected Outcomes
<ul style="list-style-type: none"> Advanced Placement Rate (Not a match for a DASS school) Early Assessment Program (Not a match for a DASS school) Access to a broad range of courses for all Special Ed, EL, LI, and FY CA Dashboard English CA Dashboard Mathematics 	<ul style="list-style-type: none"> Priority 4 – required Priority 4 – required Priority 7 – required Priority 4 – required Priority 4 – required 	<ul style="list-style-type: none"> If a student passes, we will report it If a student passes, we will report it 100% of students will have access to courses Orange or better on the CA Dashboard Orange or better on the CA Dashboard
Specific Annual Actions to Achieve Goals		
<p>Priority 1: Basic Services (Conditions of Learning)</p> <ul style="list-style-type: none"> RIA will provide CCSS-aligned ELA and mathematics instruction using integrated ELD and SDAIE instructional strategies to ensure access to all students, including English learners. RIA has a process for improving standards-based materials so that all students have relevant and engaging curricula, including materials for English learners. <p>Priority 2: State Standards Implementation (Conditions of Learning)</p> <ul style="list-style-type: none"> RIA will provide CCSS-aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs. RIA will annually review our implementation of standards-aligned instructional materials, using the CDE reflection tool. RIA will annually plan to ensure an adequate budget for instructional materials. <p>Priority 4: Pupil Achievement (Student Outcomes)</p> <ul style="list-style-type: none"> RIA will implement state assessments as required for the CAASPP in Math, ELA, and Science. Relevant coursework will support student performance. RIA will offer courses that meet A-G UC/CSU admission requirements. RIA will synthesize local school data, Dashboard results, and other state and federal accountability information into reports and regularly review progress toward targets. RIA will implement individual learning plans, outlining the classes students will take to graduate from school. Tutors will be provided for students, including all sub-group students. 		

LCAL GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #2: Increase Academic Progress for college and career readiness	State Priority	Expected Outcomes
<ul style="list-style-type: none"> • RIA will provide additional support and interventions to all students, including ELs and LTELs. • Students interested in taking Advanced Placement will be supported, and those who can take the Early Assessment Program will be encouraged as well. • RIA will provide CTE courses so that all students, including foster youth, English learners, low-income, and exceptional needs students, have coursework that promotes their workforce capacity. <p>Priority 7: Course Access (Student Outcomes)</p> <ul style="list-style-type: none"> • RIA will review school information system data to ensure that each student has access to a broad course of study, as outlined in EC 51220, including foster youth, English learners, low-income, and exceptional needs students. • RIA will review school information system data to ensure that all students, including foster youth, English learners, low-income, and exceptional needs students, have access to programs and services. • RIA will provide access to interventions for unduplicated pupils and pupils with exceptional needs. <p>Priority 8: Other Pupil Outcomes (Student Outcomes)</p> <ul style="list-style-type: none"> • Students are given Work Readiness courses and CTE courses to improve their capacity for employment. 		

LCAL GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #3: Increase Student Retention	State Priority	Expected Outcomes
<ul style="list-style-type: none"> • School Success Rate (local graduation, retention, and rematriculation). • School Facilities rating • Retention rate • Attendance rate • Non-completer rate(dropout) • Suspension rate 	<ul style="list-style-type: none"> • Priority 5 – local • Priority 1 – required • Priority 5 – local • Priority 5 – local • Priority 5 – local • Priority 5 – required 	<ul style="list-style-type: none"> • Success rate is 80% or above • Exemplary rating for facilities on FIT Tool • Retention rate is 80% or above • Attendance rate over 90% • Non-completers less than 10% • Low suspension rate, Blue, 0%

LCAL GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #3: Increase Student Retention	State Priority	Expected Outcomes
<ul style="list-style-type: none"> • Expulsion rate • Chronic Absenteeism (Not a match for a DASS high school) 	<ul style="list-style-type: none"> • Priority 5 – required • Priority 5 – required 	<ul style="list-style-type: none"> • Low expulsion rate, Blue, 0% • Will report if on Dashboard
Specific Annual Actions to Achieve Goals		
<p>Priority 1: Basic Services (Conditions of Learning)</p> <ul style="list-style-type: none"> • RIA will conduct annual facility inspections to screen for safety hazards using FIT. • Daily general cleaning by custodial staff will maintain cleanliness. <p>Priority 5: Student Engagement (Engagement)</p> <ul style="list-style-type: none"> • RIA will provide a safe, nurturing, and engaging learning environment for all students and families. • Socio-emotional and academic support will be provided to address student needs. • The school has student retention specialists who work to improve student engagement. • RIA will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. • RIA will implement incentives to promote good attendance and retention. • RIA will hire staff who will assist with student retention and attendance with home visits and regular communication. This will improve the non-completer/drop-out rate. (The non-completer rate is an internal school tracking metric that is more actionable than annual data from CALPADS. We intend to use it in place of the one-year dropout rate.) • RIA will offer credit recovery coursework and provide support to ensure timely high school graduation. <p>Priority 6: School Climate (Engagement)</p> <ul style="list-style-type: none"> • RIA will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion. • Teachers will establish positive relationships and help create an atmosphere of trust, respect, and high expectations. • RIA staff will acknowledge and encourage positive student behavior. 		

LCAL GOALS and METRICS	STATE PRIORITY	EXPECTED OUTCOMES
Goal #4: Increase Educational Partner Engagement	State Priority	Expected Outcomes
<ul style="list-style-type: none"> • Parent feels encouraged to participate • Parent conferences, events, and activities are attended • Parent Advisory/ELPAC • Students feel safe • Students feel connected • Teachers feel safe • Teachers feel connected 	<ul style="list-style-type: none"> • Priority 3 – required • Priority 3 – local • Priority 3 – local • Priority 6 – required • Priority 6 – required • Priority 6 – required • Priority 6 – required 	<ul style="list-style-type: none"> • Increase to 90% favorable on annual school survey • Parent engagement will be above enrollment • Participation at 150 • +90% surveyed feel safe • +90% students connected • +90% favorable on survey • +90% favorable on survey
Specific Annual Actions to Achieve Goals		
<p>Priority 3: Parent Engagement (Engagement)</p> <ul style="list-style-type: none"> • RIA engages parents in meaningful decision-making through the LCAP process, and it is measured in the school family survey. • RIA will have an English Learner Advisory Committee (ELAC) and hold quarterly ELAC meetings. • RIA will host parent activities/events, including Student/Parent Orientation, Open House, Awards, and Graduation. • RIA will provide parents with transportation to participate in activities. • RIA will communicate and engage with the parents of academically low-achieving students, as well as English Learners, low-income, foster youth, and special education. <p>Priority 6: School Climate (Engagement)</p> <ul style="list-style-type: none"> • Teachers will foster positive relationships and help create an atmosphere of trust, respect, and high expectations. • RIA staff will acknowledge student accomplishments. • RIA will annually administer school experience surveys to students, parents, and staff. 		

As part of RIA's process for continual improvement, staff will analyze the Dashboard results and local data to determine appropriate courses of action in alignment with the requirements of the LCAP and School Improvement programs, as articulated by the California Department of Education and the State Board of Education. At regular points in the year, RIA will report on school performance and progress through the Mid-Year LCAP Monitoring Report, Dashboard results, the School Accountability Report Card, Local Indicators Report, and LCAP Annual Data Report

Through PAC/ELAC meetings, parent meetings, student meetings, and staff meetings, RIA will monitor and share results of school performance for all students, including English learners, low-income, foster youth, homeless, and students with disabilities. RIA will also report the Dashboard results as soon as they are released.

About mid-year, following the release of the Dashboard, leadership will analyze and collaborate around the data to strategize for upcoming professional development needs and how to address potential achievement gaps and serve students better. School leadership will use the LCAP to report on school goals and progress in meeting the eight state priorities with state and local metrics. During the spring, RIA will share school data through PAC/ELAC meetings with parents, staff, students, and Board meetings, ensuring transparency in reporting the school's performance and providing a means for consultation with the LCAP.

ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA

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

RIA shall meet all state standards and conducts all pupil 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. RIA shall use multiple measures to accurately determine student achievement, including attendance records, the degree of participation of the student, the student's attitude about school, academic performance, state standards and assessments, student and parental feedback.

A. Dashboard Alternative School Status (DASS)

In 2013, California's accountability system significantly changed with the adoption of the Local Control Funding Formula (LCFF). Included in LCFF is the Dashboard, which contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. In recognition of alternative schools that serve high-risk student groups underserved students, in May 2017 the State Board of Education approved the DASS program. DASS holds alternative schools and alternative schools of choice accountable for alternative accountability indicators that were incorporated in the Dashboard beginning with the fall 2018 release.

As described above, and as allowed under state law, RIA will apply for DASS certification. As required by the DASS program, RIA will maintain an unduplicated count of at least 70% of the school's total enrollment composed of the required high-risk student groups.

B. Assessments and Data Overview

RIA will have a comprehensive plan to monitor and utilize student data to drive schoolwide and instructional decisions. As required by the state of California, all students who are eligible and are in the appropriate grade levels will participate in the corresponding CAASPP and state mandated assessments. Students will test at each assessment interval with the aim of hitting the 95% participation rate and continuing to improve on the school Dashboard results. This data, when analyzed over consecutive years, will provide RIA with key growth/deficiency data to help guide school-wide instructional/curricular improvements. In addition to CAASPP and other state mandated assessments, RIA will implement supplemental and diagnostic assessments to track student growth and establish a more comprehensive picture of individualized student needs. Students attending RIA will participate in NWEA MAP testing, benchmark assessments, and credit-based mastery assessments.

NWEA MAP assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student instructional readiness through the utilization of the RIT scale, as well as alignment to both the Lexile and Quantile frameworks. RIA

will utilize these scores for academic planning and appropriate placement in intervention and other tiered curricular options for students. RIA will ensure students are assessed and reassessed at selected intervals throughout the year to optimize our use of NWEA MAP data and track individual skill growth. While taking into consideration the targeted credit deficient and recovered student dropout population, RIA believes NWEA MAP assessments will be a critical tool to strategically promote student success and supports our efforts to positively move the needle on academic growth and shorten the achievement gap.

In tandem with NWEA, RIA plans to gradually implement formative benchmark assessments in ELA and math, as well as introduce digital summative credit tests taken on the Renaissance DnA assessment platform. The benchmark assessments will provide staff with rich data around student achievement and growth of Common Core State Standards. The results from these benchmark assessments will help the education division analyzing the current curriculum to inform how it is addressing essential standards, as well as support the training team in identifying instructional coaching needs. As for the mastery checks within Renaissance DnA, these credit-based assessments will be the catalyst for enriching the established schoolwide Professional Learning Communities and monitoring course progress with on-demand data. Teachers will be able to access data around student proficiency within each course credit and utilize it to craft/adapt instructional practices around student specific needs to drive successful student results.

All instructional data and student outcomes will be uploaded to teacher dashboards for increased visibility, accessibility and use. Many of these reports will be available in real time through Renaissance DnA, supporting teachers in their daily instructional practice. Additionally, providing teachers access to real time data will enable more opportunities to share outcomes to students during their regular appointments, as well as parents/guardians during parent/teacher conferences. At the macro level, RIA will track and monitor student and schoolwide progress in alignment to local and state priorities. This data will be shared out monthly with administration and staff, quarterly at PAC/ELAC meetings, during parent meetings, and to authorizers during authorizer visits and annual programmatic audits.

The selected assessment menu and model that RIA will implement will support knowledgeable and purposeful programing across the school. Teachers and administrators will have the data they need to make informed and quick decisions to pivot their practices if need be. At the leadership level, the selected assessment model will provide the school with a comprehensive overview of how RIA will be closing the achievement gap and improving skill acquisition in various ways, articulating the true value that RIA will be bringing to the opportunity youth student population.

ELEMENT D: FACILITIES

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

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h).

As RIA will be a nonclassroom-based charter school, RIA understands and agrees it must serve any interested student throughout Riverside County and adjacent counties in accordance with Education Code Sections 47605.6 and 51747.3 to facilitate its independent study program and offer services to students including, but not limited to, testing, tutoring, small group sessions, and teacher-student meetings.

The following are RIA's planned locations within the County:

LEARNING CENTERS	ADDRESS
Casa Blanca	7680 Casa Blanca Street, Riverside, CA 92504
Chicago	4135 Chicago Ave., Ste 140, Riverside, CA 92507
Indio	44-100 Jefferson Street, Suite D104, Indio, CA 92201
Lake Elsinore	16667 Lakeshore Drive, Lake Elsinore, CA 92530
Moreno Valley	24021 Alessandro Blvd., Suite 101B, Moreno Valley, CA 92553
Murrieta	39665 Avenida Acacias, Suite A, Murrieta, CA 92563
Magnolia	6422 Magnolia Avenue, Unit 6422, Riverside, CA 92506
San Jacinto C4K	1112 S. State Street, Riverside, CA 92507
Spruce Street	1695 Spruce Street, Riverside, CA 92507

RIA's learning centers shall be ADA compliant and accessible for students with disabilities. Please see **Element A, Section 2.F – Learning Centers** for additional details regarding RIA's learning centers, including a sample layout and description of how it meets the educational needs of students and staff. RIA shall ensure its facilities are either compliant with the California Building Standards Code or the Field Act in accordance with Education Code section 47610. RIA's facility leases are included in **Exhibit BB**.

RIA's learning centers will provide a safe, orderly and respectful environment to maintain a positive learning experience. Each location will provide a flexible, college-like school day schedule; year-round enrollment, admissions, and attendance; standards aligned curriculum tailored to individual student needs and pacing; supportive services; one-on-one and small group

instruction; access to CTE and training; student case management by supervising teachers; specialized program supports for students with disabilities and, early college dual enrollment.

ELEMENT E: GOVERNANCE STRUCTURE

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

Governing Law: If the charter school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. Education Code Section 47605.6(h).

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

A. Non-Profit Public Benefit Corporation

RIA shall be a directly funded independent charter school and operated by Western Educational Corporation, a non-profit public benefit corporation, pursuant to California law. The corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. RIA shall operate within the terms and conditions specified in this charter, its governing documents, and applicable law.

RIA shall operate autonomously from the County, with the exception of the supervisory oversight as required by statute and any contracted services as may be negotiated between RIA and the County. Pursuant to Education Code Section 47604(d), the County, in performing its oversight of RIA as required by law, shall not be liable for the debts and obligations of RIA or for claims arising from the performance of acts, errors, or omissions by RIA, as long as the County has complied with all oversight responsibilities required by law.

Attached, as **Exhibit O**, please find the Western Educational Corporation Bylaws, Conflict of Interest Code, Articles of Incorporation and IRS Tax Exemption Letter.

An organizational chart is included in **Element E: Employee Qualifications**, below, and job descriptions are included in **Exhibit AA**.

1. Board of Directors

RIA shall be governed by a Board of Directors (“Board”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. In accordance with SB 126 (2019), RIA and its Board shall comply with the Ralph M. Brown Act, the California Public Records Act,

Government Code Section 1090 (except as allowed under Education Code section 47604.1(d)), and the Political Reform Act of 1974.

The Board shall have no fewer than three (3) and no more than five (5) directors. All directors shall be designated by the existing Board for terms of one (1) year and until a successor director has been designated. Directors may be designated for any number of consecutive terms. Each director, including a director designated to fill a vacancy, shall hold office until the expiration of the term for which they are designated and until a successor has been designated by the Board or until a vacancy event occurs as specified in the bylaws.

The Board is comprised of diverse leaders with a broad range of expertise. RIA's board members are responsible to the students and the community at large for providing a high-quality choice in education for opportunity youth. Each board member contributes a depth of experience in areas such as education, business, finance, operations, military, nonprofit organizations, and community development. Each board member is especially passionate about improving the lives of our youth and helping establish confident, educated, skillful and civic-minded citizens of their community. The Board is currently comprised of five members as follows:

NAME	BOARD POSITION
Michael Adams	Board President
Claudette Beck	Board Secretary
Susan Alderson	Board Member
Frank Lukacs	Board Member
Dr. David Rathgeber	Board Member

Each of the Board members' relevant qualifications are noted in the "**RIA Team**" section at the beginning of this charter petition.

In accordance with Education Code Section 47604(b), the County may appoint a representative to sit on the Board. If the County chooses to do so, the RIA Board may designate an additional director to ensure that the Board is maintained with an odd number of directors.

2. Board Meetings and Duties

The Board will meet regularly, at such times as determined by the Board, and in accordance with the Brown Act and SB 126 (2019; Education Code Section 47604.1). As such, the Board shall post meeting agendas in accordance with the Brown Act and, in accordance with SB 126, hold its meetings in a location as required by SB 126, establish a two-way teleconference location at the RIA learning center operated under this charter, and post audio recordings of each meeting on the school's website.

The Board is fully responsible for the operation oversight and fiscal affairs of RIA including, but not limited to, the following:

- a. Approve all major educational and operational policies.

- b. Approve all major contractual agreements, including LLAC service agreements.
- c. Approve and monitor RIA's annual budget and budget revisions.
- d. Act as a fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of RIA in accordance with applicable laws and the receipt of grants and donations consistent with the mission of RIA.
- e. Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- f. Establish operational committees, as needed.
- g. Regularly measure progress of both student and staff performance.
- h. Involve parents and the community in school related programs.
- i. Execute all applicable responsibilities provided for in the California Corporations Code.
- j. Engage in ongoing strategic planning.
- k. Approve the school calendar and schedule of Board meetings.
- l. Participate in the dispute resolution procedure and complaint procedures when necessary.
- m. Approve charter renewals and material revisions as necessary and to the County for consideration.
- n. Approve the annual independent fiscal audit.
- o. Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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 RIA any of those duties with the exception of budget approval or revision, approval of the fiscal audit, 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 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.

Board Trainings

The Board attends annual training on their responsibilities with topics to include, at minimum, the Brown Act and conflicts of interest including the Political Reform Act, Government Code Section 1090, common law conflicts of interest, and ethics.

Conflict of Interest

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act and Corporations Code conflicts of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is included in **Exhibit O**.

3. School Leadership

The Board will be supported by a qualified leadership team who implements the provisions of this charter petition, the policies adopted by the Board, and day-to-day operations of RIA. For more information on the leadership team, please see the “**RIA Team**” section at the beginning of this charter petition and **Element F: Employee Qualifications**, below. Resumes of RIA Leadership are also included in **Exhibit A**.

B. Parent and Community Participation

RIA will address the compelling needs of its students with the support and collaboration of parent and community stakeholders. All RIA information efforts will encourage parents and community members to become involved with the school.

RIA will maintain an ELAC, described herein under **Element A: Educational Program**, and **Element B: Measurable Pupil Outcomes**. Also, a Parent Advisory Committee (PAC) will be created to inform all parents and community members of the progress being made by the school. Announcements of the scheduled quarterly meetings, typically held in conjunction with ELAC meetings, and other events will be posted in different areas and through different media to encourage the community to become involved in RIA and to be part of a successful educational program in their vicinity.

Through the PAC, the teaching and administrative staff will inform parents and the community of the implementation of programs at the school. Parents and community members who attend the PAC meetings will have the opportunity to learn about and be active participants in the school. Attendees will be informed about the departments within the school and how they perform their functions. Attendees will receive training and information regarding the LCAP, LCFF, and the Common Core curriculum. Attendees will be involved in the discussions at these meetings and asked for input about programs, activities, and events being planned and how they can be improved.

PAC Structure

- PAC members (all stakeholders) will be recruited during student/parent orientation, open house, back to school night, parent information meetings, school newsletter, and parent-teacher meetings.
- Parents will be given a PAC survey to determine what topics parents want covered, what days and times parents can meet, and what are parents' concerns and needs.
- The PAC members will determine what issues and concerns will be addressed such as curriculum improvements, student support services, and support workshops.

At RIA, an open-door policy will exist whereby parents and community members are encouraged to visit the school during all opening hours. Normally a staff member will be assigned to the visitor who then walks them through the learning center and points out the different projects taking place throughout the school. Teachers will contact parents regularly to share how their child is progressing. This contact will be required from all supervising teachers by the principal and will encourage a continuous, open, and friendly relationship between the parents and the school. These two activities alone will provide a friendly atmosphere where the environment is conducive to parent and community involvement.

Additional activities promoting communication between the school, parents, and the community will include open houses, back to school nights scheduled close to the beginning of the school year for parents and family members to visit with their child's teachers and school staff, award ceremonies, parent education nights, graduations, parent/teacher conferences, home visits, and field trips. Student Success Teams will also be scheduled when staff become aware of a specific concern with a student. The principal and school liaison will reach out to local nonprofits with support service models to develop a system of referrals. RIA outlines these community partnerships through MOUs. These partnerships will provide parents, community members, and students with information to attend community events and access to supportive services. An attendance sheet, project rubric, and notes will be maintained for events, activities and meetings, and be reviewed regularly by school leaders to determine the level of participation of parents and the community and any areas of improvement.

ELEMENT F: EMPLOYEE QUALIFICATIONS

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

RIA believes that outstanding people with a shared purpose and passion to serve others are key to its success. RIA prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, national origin, race or ethnicity, color, religion, sex, sexual orientation, immigration status, or association with an individual who has any of the aforementioned characteristics, or any other basis protected by federal, state or local law.

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, coworkers and the community.

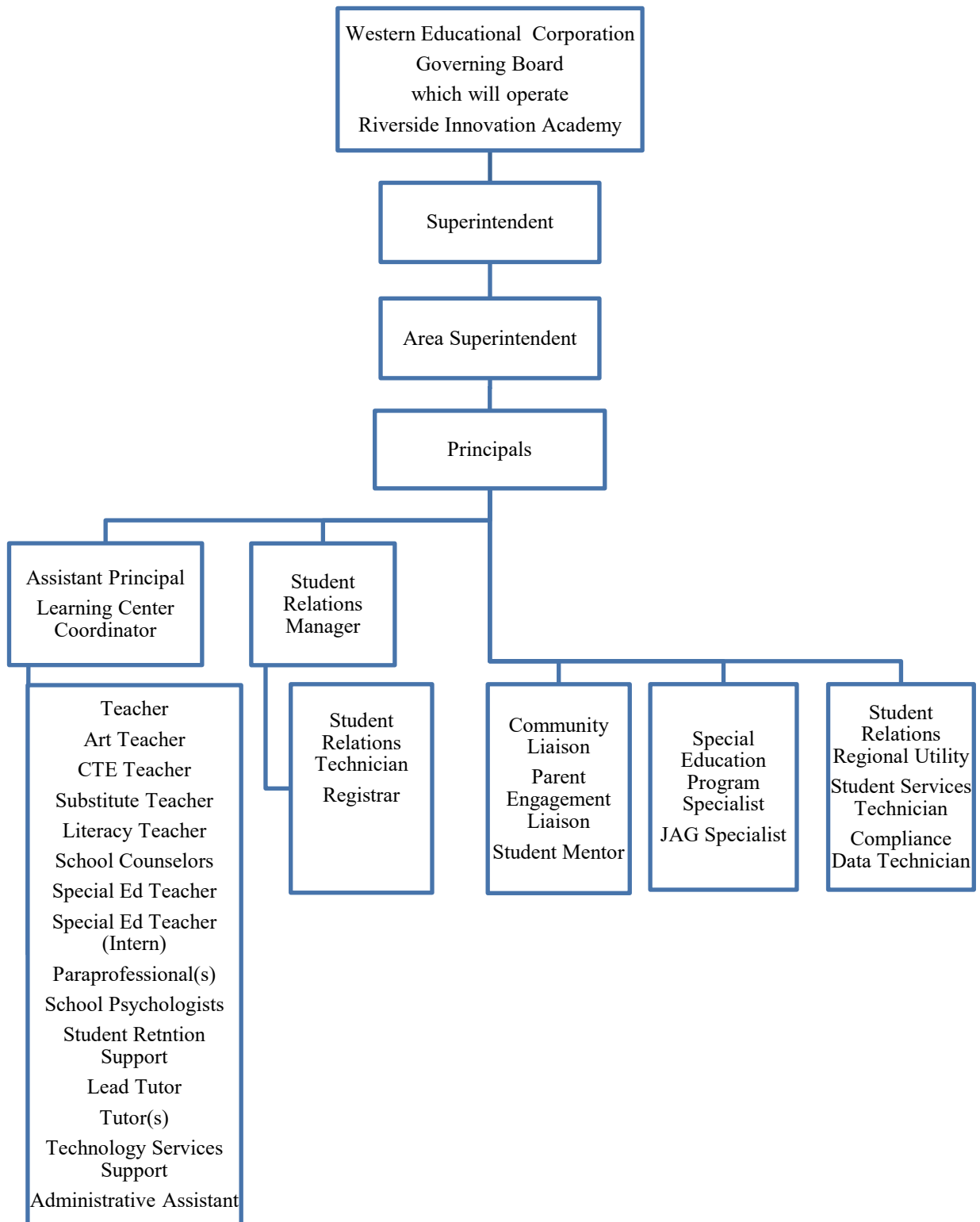
Attitudes are the most important facet of each employee's presentation of RIA to the public. Employees must be courteous, tactful, and pleasant at all times, treating the most unpleasant people as well as treating the most pleasant ones.

In accordance with Education Code Section 47605.6(l), RIA requires that all teachers hold appropriate California teaching certificates, permits, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at RIA and shall be subject to periodic inspection by the County. RIA may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. RIA shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. All teachers employed by RIA shall have valid California Teaching Credentials that are published on the Commission on Teacher Credentialing website.

RIA shall comply with all applicable state and federal laws regarding background checks, clearance of personnel, and maintenance and disclosure of employee records.

For a copy of RIA's sample employee handbook, please see **Exhibit P**.

Riverside Innovation Academy Organizational Chart



A. Teacher Recruitment

To recruit the best talent, RIA will utilize its administrative services vendor, LLAC, which has a dedicated team of recruiters and uses an Applicant Tracking System to post positions, accept applications, and track talent pools within the system. LLAC regularly reviews recruitment processes, practices, and data, supporting effective recruitment strategies. LLAC utilizes multiple recruiting resources, including online career boards such as LinkedIn, Indeed, and EdJoin, and internal and external networks for referrals. Partnerships are established with local community vendors such as workforce development centers and colleges and universities. Participation in career fairs during the school year will also support teacher recruitment efforts. RIA will carry out its recruitment and selection procedures in accordance with applicable federal and state laws and provides equal employment opportunities to all applicants without regard to any protected status, as detailed in RIA's notice of nondiscrimination.

RIA will also sponsor employees in obtaining teaching certificates and CTE credentials as part of an internal career development path for paraprofessionals and tutors. RIA will engage universities in internships for teachers and school counselors. Additionally, RIA engage with the County Office of Education (COE) Teacher Induction Program (TIP). RIA will provide Induction Coaches for newly hired teachers to seamlessly immerse them in the teaching profession and meet the requirements for clearing their credentials.

B. Employee Job Descriptions

RIA employee job descriptions, responsibilities, and qualifications are included under **Exhibit AA**, as aligned with the school's initial budget.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237; (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3; and (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G).

In order to provide safety for all students and staff, RIA shall adopt and implement full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into RIA's student and staff handbooks and School Safety Plan and reviewed on an ongoing basis by RIA staff and the Board. These health and safety policies and procedures shall be made available to the County anytime upon request.

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

Procedures for Background Checks

Employees and contractors of RIA shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. RIA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Human Resources Department shall monitor compliance with this policy. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse Reporters

All employees, certain volunteers, and board members are designated as mandated child abuse reporters and shall follow all applicable reporting laws. RIA shall provide mandated reporter training to all required persons upon hire or appointment and annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

All employees and volunteers who have contact with students shall be assessed and examined for tuberculosis prior to commencing employment and working with students, and for employees at least once every four years thereafter, as required by Education Code Section 49406.

Immunizations

RIA shall adhere to all laws related to legally required immunizations for entering students as is required at public non-charter schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

- Administration of Medication: RIA shall adhere to Education Code Section 49423 regarding administration of medication in school.
- Epinephrine Delivery Systems: RIA shall adhere to Education Code Section 49414 regarding epinephrine delivery systems and training for staff members.
- School Nurse: RIA shall have a school nurse or contracts for school nursing services as needed to assist in service areas and/or professional development. The school nurse or a school employee shall be designated in the nursing plan to administer health services or medications.
- Student Health Plans (SHP): Identified students with serious health issues or medical needs, such as epilepsy or serious food allergies, for example, shall have an SHP. Either the nurse or trained staff members are responsible for following the nursing plans in administering health needs. RIA shall ensure proper training occurs with any non-nursing staff designated in the SHP.

Vision, Hearing, and Scoliosis

Students shall be provided referrals for vision, hearing and scoliosis screenings. RIA shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the school.

School Safety Plan

RIA shall maintain a school safety plan in accordance with Education Code section 47606.3. The Safety Plan shall be reviewed and updated annually by March 1 by RIA and shall include, but not be limited to, the safety topics listed below:

- Child abuse or neglect reporting procedures consistent with Penal Code Section 11164, *et seq.*, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses.
- Disaster procedures, routine and emergency, including adaptations for pupils with disabilities, and an earthquake emergency procedures and training system.
- Procedures for allowing a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters and cooperate with such agencies during disasters or other emergencies affecting the public health and welfare.
- Suspension and expulsion policies (also see Element J of this charter).
- Procedures to notify teachers of dangerous pupils pursuant to Education Code Section 49079.

- A discrimination and harassment policy consistent with the prohibition against discrimination contained Education Code Section 200 *et seq.*
- A schoolwide dress code, if any, pursuant to Education Code Section 35183 that prohibits pupils from wearing gang-related apparel.
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- A safe and orderly environment conducive to learning at the school.
- Rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.
- Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement, as defined, on the school site.
- A protocol in the event a pupil in grades 7-12 is suffering or is reasonably believed to be suffering from an opioid overdose.
- COVID-19 infection prevention, reporting, testing and mitigation procedures. RIA has developed and shall post a COVID-19 Testing Plan on the RIA website as required by Education Code Section 32096(e)(1).
- An instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Education Code Section 41422 or subdivision (a) of Section 46392, as required by Education Code Section 32282(a)(3).

The sample School Safety Plan is included in **Exhibit Q**.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Student Nutrition

RIA believes well-nourished students promote a positive learning environment, and that hungry students will not be in the optimal state of mind to learn if they are lacking a basic need of food. Therefore, RIA shall have free nutritional food and drinks readily available to students during school hours. RIA shall provide a nutritionally adequate nutritious meal as required by Education Code Section 49501.5(f), as applicable.

Bullying and Cyberbullying Prevention

RIA shall maintain procedures for the prevention of bullying and cyberbullying, as required by Education Code Section 234.4. RIA shall also annually provide to all employees who have regular interaction with students the CDE online training module on the prevention of bullying and cyberbullying, as required by Education Code Section 32283.5.

Human Trafficking Prevention

RIA shall maintain a policy that identifies the most appropriate methods to inform parents and guardians regarding human trafficking prevention resources for students, as required by Education Code Section 49381.

Student Mental Health Services

RIA shall notify students and parents or guardians no less than twice during the school year on how to access student mental health services on campus or in the community, as required by Education Code Section 49428(a). Such information shall, at a minimum, be included in the Parent-Student Handbook and will be posted on the school's website. RIA shall also display a poster that identifies approaches and shares resources addressing student mental health in accordance with Education Code Section 49428.5.

Protections for Students Relating to Immigration and Citizenship Status

RIA shall maintain policies on protections for students relating to immigration and citizenship status that are consistent with the California Attorney General's guidance and model policies, *"Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes,"* December 2025, pursuant to Education Code Section 234.7.

California Healthy Youth Act

RIA shall comply with the California Healthy Youth Act (Education Code Section 51930 *et seq.*), which requires charter schools to provide comprehensive sexual health education and HIV prevention education to students at least once in high school.

Pregnant and Parenting Students

In accordance with Education Code sections 221.51, 222.5, and 46015, RIA shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations at school learning centers to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. RIA shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students annually via its Parent-Student Handbook.

Athletics

- **Sudden Cardiac Arrest Prevention and Automated External Defibrillators:** RIA shall annually give a Sudden Cardiac Arrest (SCA) acknowledgement form to each athlete and require each athlete and the athlete's parent or guardian to sign such form before participating in an athletic activity, as required by Education Code Section 33479.3. In accordance with Education Code sections 35179.4 and 35179.6, RIA shall ensure there is a written emergency action plan in place that describes the location and procedures to be followed in the event of SCA and other medical emergencies related to the athletic program's activities or events, which shall be posted as required. RIA shall acquire at least one Automated External Defibrillator (AED) for each school that participates in an athletic program and ensure that its AED is maintained and regularly tested accordingly.
- **Concussions and Head Injuries:** RIA shall annually give a concussion and head injury information sheet to each athlete and require each athlete and the athlete's parent or guardian to sign acknowledging receipt before the athlete initiates practice or competition, as required by Education Code Section 49475. RIA shall also comply with Education Code sections 49475 and 35179.5 regarding concussion injury protocols and limitations on the number and length of practices.
- **Opioid Factsheet:** RIA shall annually give an Opioid Factsheet for Patients to each athlete and require each athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian to sign acknowledging receipt before the athlete initiates practice or competition, as required by Education Code Section 49476.

Water Bottles

As required by Education Code Sections 38042-38043, RIA shall encourage all students, teachers, and staff to bring and carry water bottles at school through promotional and educational activities and signage. RIA shall inform teachers, staff, parents, and students of their right to carry water bottles at school, including providing information in student and employee handbooks and making the information accessible on the RIA website.

Firearm Safety

by July 1, RIA shall distribute a notice to parents/guardians of each student addressing California's child gun access prevention laws and laws relating to the safe storage of firearms. The notice shall be informed by the most updated model language developed by the CDE and follow all other requirements set forth in Education Code Section 48986.

Blood borne Pathogens

RIA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. RIA shall maintain a written Exposure Control Plan designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever

exposed to blood or other body fluids through injury or accident, students and staff shall follow the latest medical protocol for disinfecting procedures.

Suicide Prevention

- **Policy**: RIA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215, as applicable to the grade levels served by the school. The RIA Board shall review, at minimum every fifth year, its policy on student suicide prevention and update its policy if necessary in accordance with Education Code Section 215.
- **Student ID Cards**: RIA shall include on student identification cards the telephone number for the Suicide and Crisis Lifeline, 988; the National Domestic Violence Hotline, 1-800-799-7233; and The Trevor Project's LGBTQ+ suicide hotline, 1-866-488-7386, and text line, text START to 678-678, pursuant to Education Code Section 215.5.

Feminine Hygiene Products

RIA shall ensure that at least 50% of its restrooms are stocked with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Drug Free/Alcohol Free/Smoke Free Environment

RIA shall maintain a drug, alcohol, and smoke-free environment.

Facility Safety

RIA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. RIA shall test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. RIA shall conduct fire drills as required by Education Code Section 32001.

Title IX and Anti-Discrimination, Harassment and Bullying Policies and Procedures

RIA is committed to providing a safe working and learning environment where all individuals are afforded equal access and opportunities. RIA shall prohibit discrimination, harassment, intimidation, and bullying, which are defined in school policy as the intentional conduct, including verbal, physical, written communication or cyber bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality, (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or

association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

RIA shall not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

RIA shall comply with adopted policies and procedures when investigating and responding to complaints alleging unlawful harassment, discrimination, or bullying including its Harassment, Intimidation, Discrimination and Bullying Policy, Title IX Policy, and Uniform Complaint Procedures Policy. In accordance with state law, the policies shall be provided to students during orientation and in the Parent-Student Handbook, posted on the school's website and as otherwise required by state law, and RIA will place posters notifying students of its sexual harassment policy in each restroom.

RIA's sample Title IX Policy Prohibiting Discrimination on the Basis of Sex and sample Harassment, Intimidation, Discrimination and Bullying Policy are included in **Exhibit R**.

ELEMENT H: STUDENT DEMOGRAPHIC BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605.6(b)(5)(H).

RIA will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to attempt to achieve a balance among students, including racial and ethnic students, special education students, and all English learner students, that is reflective of the general population residing within the territorial jurisdiction of the County, school districts, and communities in which RIA is located:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all racial and ethnic groups represented in the County and the communities in which RIA's learning centers are located, including Spanish language materials.
- 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 County and the communities in which RIA's learning centers are located.
- Use various channels of distribution to enable public relations efforts to reach a wide audience, including community presentations, flyers, the RIA website, and/or sending out press releases to the local media.
- Outreach meetings designed to inform and educate RIA's targeted communities about the services it provides.
- Development of service provider and referral MOUs that allow RIA to work with community-based organizations and service providers throughout Riverside County region to co-serve youth in need of wraparound services.
- Outreach and community events, including the following:
 - **AJCC BET Meetings:** RIA staff will attend meetings at the AJCC in Indio and Hemet. These meetings bring together local workforce partners through the America's

Job Center of California network to coordinate services, share updates and broaden access to education, training and employment opportunities.

- **Chamber of Commerce Engagement:** RIA will actively participate in weekly Chamber of Commerce meetings throughout the county to raise awareness about the school and connect with youth who will be disengaged from traditional education. These meetings will help build relationships with local businesses and community partners, creating opportunities for student employment, community service, and business mentorship.
- **Christ Commission Church (CCC):** RIA will partner with CCC to provide daily meals for students, their families, and the community.
- **Casa Blanca Home of Neighborly Services:** RIA will partner with the Casa Blanca Home of Neighborly Services to host community events and share space for programs offered at RIA.
- **Community Resource Night:** RIA will invite community members to learn about the program and explore resources that will be available through various agencies within the community.
- **Cops4Kids & Communities (C4KC):** RIA will partner with Cops4Kids, a workforce training program for vulnerable youth in San Jacinto. C4KC provides skills training like dog grooming and security guard certification, along with creer readiness support like interview preparation.
- **Counselor Luncheons:** RIA counselors will invite counselors from local school districts to visit learning centers, tour the school, and learn about the programs and services that will be offered. These luncheons will serve as a time for education, collaboration, and camaraderie to build stronger relationships and improve communication for the benefit of students who may be served by both the district and RIA.
- **Food Distribution Events:** RIA will work with local food banks to host food distribution events. All families in the community will be invited to participate in these free events.
- **Faith in Motion Collaborative:** RIA will partner with Faith in Motion Collaborative, a network of 100+ faith-based partners supporting families and children in crisis in Riverside County.
- **Inland Empire and Desert Regional Consortium (IEDRC):** RIA will participate in the IEDRC, a consortium connects educators, industry partners and community leaders to strengthen career education. It focuses on aligning programs with workforce needs and expanding pathways that prepare students for high-demand careers.
- **League of Cities Monthly Luncheons:** The community liaison will attend monthly luncheons with the League of Cities, which will bring together city leaders from

- throughout Riverside to discuss pressing issues in the county. Guests will primarily include city council members, and RIA will use these meetings to spread awareness about its program and develop supportive relationships with key leaders.
- **Operation SafeHouse:** RIA will partner with Operation SafeHouse, an emergency shelter that provides intervention services to runaway, homeless, and at-risk youth.
 - **Project 57:** RIA will partner with Project 57 Inland Empire to provide educational and occupational mentoring and mental health services to inner-city youth and their families.
 - **RCOE Family Engagement Network:** RIA will participate in the RCOE Family Engagement Network, which brings together schools, families and community partners to strengthen student success. It offers a collaborative space to share best practices, elevate family voice and build welcoming school communities across Riverside County.
 - **Riverside Chamber Business Education Partnership:** RIA will participate in the Riverside Chamber Business Education Partnership, a council unites educators, business leaders and nonprofits committed to strengthening education across Riverside. Their work supports quality learning from K–12 through vocational pathways while helping develop employment pipelines for students entering the workforce.
 - **Riverside Community Health Foundation:** RIA will partner with Riverside Community Health Foundation which provides health education, wellness programs, and clinical services for underserved populations.
 - **Riverside San Bernardino County Indian Health Clinic:** RIA will partner with the Riverside County Indian Health Clinic to provide culturally sensitive health services.
 - **Riverside County Workforce Development Center (RCWDC):** RIA will partner with the RCWDC to offer students workforce development programming like job readiness, internships, and career pathways.
 - **Trunk-or-Treat:** RIA sites will host a free community event where staff will decorate their trunks and distribute candy. Students and their families will be invited, and students will be encouraged to bring friends. The event will also be open to the broader community.
 - **Viega Park Advisory Committee:** RIA will partner with Viega Park Advisory Committee, a group focused on providing youth with activities and opportunities throughout Riverside and Villages Park. We collaborate on community events that uphold traditions and create new spaces for families to connect.
 - **Vision y Compromiso:** RIA will partner with Vision y Compromiso, a program committed to promoting the health and well-being of Latino/a families by supporting Promotores, community health workers, and other leaders who will provide mental health, technology support, and various community services.

RIA will maintain an accurate accounting of the demographic balance of students enrolled in the school. RIA will keep documentation on the efforts made achieve a racial and ethnic balance.

Student Demographic Comparisons

As shown in the anticipated demographics in **Figure H.1 and Figure H.2** below, RIA’s student population is expected to closely mirror the general population residing within the territorial jurisdiction of the County, school districts, and communities in which RIA’s students reside.

Figure H.1. 2024-25 Student Racial and Ethnic Demographics for RIA, School Districts of Residence, Adjacent School Districts, and Similar DASS Schools

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
Alvord Unified	16,466	4.00%	0.20%	3.60%	1.40%	81.30%	0.30%	7.20%	1.90%
Beaumont Unified	19,503	5.70%	0.50%	2.50%	2.30%	54.80%	0.40%	27.70%	4.90%
Banning Unified	4,237	6.60%	1.70%	3.50%	0.70%	74.90%	0.10%	9.20%	3.20%
Corona-Norco Unified	49,487	5.30%	0.30%	14.10%	2.90%	52.80%	0.40%	20.10%	2.50%
Coachella Valley Unified	16,052	0.20%	0.30%	0.10%	0.00%	97.80%	0.00%	1.00%	0.10%
Desert Sands Unified	25,615	1.30%	0.30%	2.20%	0.70%	76.40%	0.10%	14.60%	2.10%
Jurupa Unified	17,815	2.10%	0.20%	2.00%	0.70%	85.90%	0.20%	6.80%	0.80%
Lake Elsinore Unified	21,045	4.40%	0.20%	1.80%	1.60%	67.50%	0.30%	19.60%	4.40%
Menifee Union	13,989	5.70%	0.20%	2.30%	3.90%	51.50%	0.40%	23.50%	6.50%
Murrieta Valley Unified	21,712	5.20%	0.20%	4.10%	3.60%	43.30%	0.50%	32.80%	8.50%
Moreno Valley Unified	30,926	11.70%	0.20%	2.00%	1.10%	75.20%	0.60%	5.30%	2.40%
Nuvview Union School District	2,224	1.10%	0.10%	0.40%	0.50%	85.50%	0.40%	9.30%	2.70%
Palm Springs Unified	20,008	3.80%	0.40%	0.80%	1.70%	82.20%	0.10%	8.20%	2.70%
Perris Union High	11,832	6.20%	0.20%	1.60%	2.90%	70.40%	0.30%	12.90%	4.60%
Riverside County Office of Education	13,942	7.90%	0.40%	1.10%	1.00%	59.50%	0.30%	23.90%	5.40%
Riverside Unified	38,678	5.70%	0.30%	4.10%	1.10%	69.30%	0.30%	15.50%	2.10%
San Jacinto Unified	11,938	7.50%	1.40%	0.80%	0.70%	77.50%	0.50%	8.60%	2.60%
Hemet Unified	22,891	7.70%	0.60%	0.90%	1.00%	69.20%	0.30%	16.10%	4.20%

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
Temecula Valley Unified	27,980	3.60%	0.60%	6.60%	4.60%	38.40%	0.30%	36.00%	9.90%
Val Verde Unified School District	19,080	10.60%	0.20%	1.40%	1.10%	80.40%	0.20%	3.30%	2.10%
Abraham Lincoln Continuation (DASS)	148	2.70%	0.00%	2.70%	0.00%	83.80%	0.00%	4.70%	0.70%
Alvord Continuation High (DASS)	130	1.50%	0.00%	2.30%	0.00%	87.70%	1.50%	5.40%	1.50%
Banning Independent Study (DASS)	84	10.70%	2.40%	1.20%	0.00%	69.00%	1.20%	11.90%	3.60%
New Horizon High (DASS)	68	11.80%	10.30%	0.00%	0.00%	72.10%	0.00%	4.40%	1.50%
Glen View High (DASS)	130	6.20%	1.50%	0.80%	0.80%	70.00%	0.00%	19.20%	1.50%
Orange Grove High (DASS)	162	1.90%	0.00%	0.60%	0.60%	79.60%	0.00%	16.00%	0.60%
Lee V. Pollard High (DASS)	413	4.80%	0.00%	1.70%	0.50%	78.00%	0.00%	13.60%	0.50%
Summit High Continuation (DASS)	195	3.60%	0.50%	2.10%	0.00%	79.50%	0.00%	11.30%	1.50%
Amistad High Continuation (DASS)	192	0.50%	0.00%	0.50%	0.00%	95.30%	0.00%	2.60%	0.00%
Nueva Vista Continuation High (DASS)	217	1.40%	0.50%	0.50%	0.00%	94.00%	0.00%	2.80%	0.00%
Ortega High (DASS)	463	5.00%	0.40%	1.30%	0.00%	72.60%	0.60%	16.40%	3.70%
Murrieta Options Academy (DASS)	12	8.30%	0.00%	0.00%	0.00%	66.70%	0.00%	8.30%	8.30%
Bayside Community Day (DASS)	121	19.00%	0.80%	0.00%	0.00%	75.20%	1.70%	1.70%	1.70%
March Mountain High (DASS)	255	14.90%	0.00%	1.20%	0.80%	76.10%	1.60%	2.00%	2.40%
Mt. San Jacinto High (DASS)	325	4.30%	0.30%	0.00%	0.30%	87.40%	0.60%	4.90%	2.20%
Scholar Plus Online Learning (DASS)	19	10.50%	0.00%	0.00%	10.50%	57.90%	0.00%	21.10%	0.00%

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
Perris Lake High (Continuation) (DASS)	228	4.40%	0.40%	0.00%	0.90%	81.10%	0.00%	10.50%	2.60%
Gateway College and Career Academy (DASS)	394	6.10%	0.00%	1.50%	0.80%	76.40%	0.80%	11.40%	2.80%
Audeo Valley Charter (DASS)	238	13.00%	0.80%	1.70%	1.30%	64.70%	0.80%	13.40%	3.80%
Leadership Military Academy (DASS)	119	23.50%	0.80%	0.00%	0.80%	66.40%	0.80%	2.50%	2.50%
CBK Charter (DASS)	612	6.70%	0.70%	0.70%	0.20%	76.30%	0.30%	10.90%	3.80%
Riverside County Community (DASS)	181	9.90%	1.10%	0.60%	0.60%	74.60%	0.60%	7.20%	3.90%
Riverside County Juvenile Court (DASS)	104	21.20%	0.00%	0.00%	0.00%	69.20%	0.00%	8.70%	1.00%
Riverside County Special Education (DASS)	584	4.50%	0.50%	1.90%	1.40%	77.10%	0.20%	12.30%	1.70%
Opportunity Program (DASS)	33	15.20%	0.00%	0.00%	0.00%	72.70%	0.00%	12.10%	0.00%
Raincross High Continuation (DASS)	136	4.40%	1.50%	0.70%	0.70%	71.30%	0.70%	16.90%	2.20%
Mountain View High (DASS)	16	6.30%	0.00%	0.00%	0.00%	68.80%	0.00%	25.00%	0.00%
Rancho Vista High (DASS)	176	7.40%	4.50%	2.80%	3.40%	57.40%	0.00%	18.80%	5.70%
La Familia Continuation High (DASS)	254	0.00%	0.00%	0.00%	0.00%	99.60%	0.00%	0.00%	0.00%
Val Verde Student Success Academy (DASS)	27	25.90%	0.00%	0.00%	0.00%	63.00%	0.00%	7.40%	3.70%
Riverside Innovation (DASS)*	1774	8.0%	3.2%	0.9%	1.3%	55.2%	0.8%	28.0%	5.9%
<i>Casa Blanca Learning Center</i>	<i>208</i>	<i>3.8%</i>	<i>1.9%</i>	<i>0.5%</i>	<i>...</i>	<i>77.9%</i>	<i>0.5%</i>	<i>9.6%</i>	<i>0.8%</i>
<i>Chicago Learning Center</i>	<i>215</i>	<i>9.3%</i>	<i>1.9%</i>	<i>1.4%</i>	<i>...</i>	<i>63.7%</i>	<i>...</i>	<i>17.7%</i>	<i>3.7%</i>

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
<i>Indio Learning Center</i>	...	...	...	...	...	...	...	...	...
<i>Lake Elsinore Learning Center</i>	226	9.3%	0.4%	1.8%	...	46.9%	...	38.1%	5.6%
<i>Moreno Valley Learning Center</i>	225	11.1%	1.3%	0.4%	...	68.4%	0.4%	15.1%	2.6%
<i>Murrieta Learning Center</i>	459	5.4%	4.1%	0.9%	1.3%	37.2%	0.2%	46.2%	7.3%
<i>Riverside Saloon Success Learning Center</i>	91	5.5%	2.2%	1.1%	...	64.9%	...	23.1%	2.7%
<i>San Jacinto Cops 4 Kids Learning Center</i>	225	12.4%	9.3%	0.4%	...	46.6%	0.4%	28.0%	6.2%
<i>Spruce Street Learning Center</i>	125	8.0%	1.6%	...	...	68.8%	...	...	1.3%
Riverside County	419,992	5.60%	0.40%	3.80%	1.80%	67.10%	0.30%	16.10%	3.60%
Statewide	5,806,221	4.90%	0.40%	10.10%	2.20%	56.10%	0.40%	20.00%	4.80%

Source: CDE Dataquest--2024-25 Enrollment by Subgroup for Charter and Non-Charter Schools (Riverside County Report)

* School Pathways SIS 2025-26 (Internal Data 10/1/2025)

Figure H.2. Additional Student Group Demographics

Center / District / General Population	Enrollment	Socio-Economically Disadvantaged	EL/RFEP	Students with Disabilities	Foster Youth	Homeless Youth
Alvord Unified	16,466	86.00%	41.70%	14.70%	0.50%	9.90%
Beaumont Unified	19,503	59.10%	11.20%	14.30%	0.50%	2.10%
Banning Unified	4,237	92.00%	27.00%	17.00%	0.90%	7.00%
Corona-Norco Unified	49,487	71.30%	26.40%	14.00%	0.50%	0.90%
Coachella Valley Unified	16,052	93.20%	69.90%	13.60%	0.70%	4.20%

Center / District / General Population	Enrollment	Socio-Economically Disadvantaged	EL/RFEP	Students with Disabilities	Foster Youth	Homeless Youth
Desert Sands Unified	25,615	77.70%	33.60%	12.80%	0.60%	2.00%
Jurupa Unified	17,815	79.20%	44.70%	13.50%	0.80%	0.60%
Lake Elsinore Unified	21,045	76.00%	25.70%	15.60%	0.90%	6.50%
Menifee Union	13,989	58.50%	10.50%	15.00%	0.60%	2.10%
Murrieta Valley Unified	21,712	53.90%	12.20%	19.20%	0.40%	0.80%
Moreno Valley Unified	30,926	87.60%	33.40%	15.70%	1.00%	1.60%
Nuvview Union School District	2,224	85.00%	40.50%	12.20%	0.70%	9.90%
Palm Springs Unified	20,008	94.80%	45.30%	13.00%	1.00%	12.70%
Perris Union High	11,832	75.70%	38.80%	15.60%	0.70%	2.50%
Riverside County Office of Education	13,942	63.00%	17.40%	19.10%	0.80%	3.10%
Riverside Unified	38,678	74.50%	28.40%	14.10%	0.50%	4.60%
San Jacinto Unified	11,938	85.90%	31.50%	15.50%	0.90%	2.00%
Hemet Unified	22,891	86.30%	24.60%	17.00%	1.20%	2.30%
Temecula Valley Unified	27,980	35.20%	11.30%	15.70%	0.30%	0.50%
Val Verde Unified School District	19,080	87.70%	37.80%	13.90%	1.10%	4.00%
Abraham Lincoln Continuation (DASS)	148	95.30%	58.20%	5.40%	0.00%	9.50%
Alvord Continuation High (DASS)	130	94.60%	44.60%	15.40%	0.00%	10.00%
Banning Independent Study (DASS)	84	94.00%	20.20%	28.60%	0.00%	7.10%
New Horizon High (DASS)	68	88.20%	32.30%	22.10%	0.00%	13.20%
Glen View High (DASS)	130	76.20%	27.70%	9.20%	1.50%	2.30%
Orange Grove High (DASS)	162	93.20%	58.00%	34.00%	3.10%	3.70%
Lee V. Pollard High (DASS)	413	91.50%	44.30%	17.70%	1.50%	1.70%

Center / District / General Population	Enrollment	Socio-Economically Disadvantaged	EL/RFEP	Students with Disabilities	Foster Youth	Homeless Youth
Summit High Continuation (DASS)	195	88.70%	42.10%	10.80%	0.00%	4.10%
Amistad High Continuation (DASS)	192	95.30%	57.30%	10.40%	0.50%	4.20%
Nueva Vista Continuation High (DASS)	217	89.40%	70.50%	12.40%	0.50%	1.80%
Ortega High (DASS)	463	90.50%	43.60%	27.00%	0.90%	3.20%
Murrieta Options Academy (DASS)	12	66.70%	33.30%	25.00%	0.00%	0.00%
Bayside Community Day (DASS)	121	93.40%	46.30%	0.00%	1.70%	3.30%
March Mountain High (DASS)	255	86.30%	44.30%	24.70%	0.40%	1.60%
Mt. San Jacinto High (DASS)	325	96.30%	56.30%	7.10%	1.20%	11.10%
Scholar Plus Online Learning (DASS)	19	42.10%	31.60%	15.80%	5.30%	0.00%
Perris Lake High (Continuation) (DASS)	228	77.60%	49.10%	11.80%	0.90%	5.30%
Gateway College and Career Academy (DASS)	394	64.00%	43.10%	11.90%	2.00%	3.80%
Audeo Valley Charter (DASS)	238	76.90%	29.40%	21.80%	0.40%	6.30%
Leadership Military Academy (DASS)	119	88.20%	40.30%	21.80%	0.80%	2.50%
CBK Charter (DASS)	612	0.781	33.90%	0.157	0.02	0.059
Riverside County Community (DASS)	181	85.60%	35.40%	26.50%	3.90%	7.20%
Riverside County Juvenile Court (DASS)	104	100.00%	35.60%	38.50%	12.50%	0.00%
Riverside County Special Education (DASS)	584	55.30%	33.70%	100.00%	2.10%	1.50%

Center / District / General Population	Enrollment	Socio-Economically Disadvantaged	EL/RFEP	Students with Disabilities	Foster Youth	Homeless Youth
Opportunity Program (DASS)	33	90.90%	39.40%	33.30%	0.00%	6.10%
Raincross High Continuation (DASS)	136	86.00%	37.50%	24.30%	1.50%	8.80%
Mountain View High (DASS)	1123	96.30%	72.80%	17.50%	0.70%	13.40%
Rancho Vista High (DASS)	176	63.10%	29.50%	22.20%	1.70%	2.30%
La Familia Continuation High (DASS)	254	98.40%	83.50%	9.10%	1.60%	4.70%
Val Verde Student Success Academy (DASS)	27	96.30%	18.50%	0.00%	11.10%	3.70%
RIA (DASS)*	1774	77.9%	32.2%	20.7%	1.2%	6.3%
<i>Casa Blanca Learning Center</i>	<i>208</i>	<i>94.7%</i>	<i>63.5%</i>	<i>15.4%</i>	<i>2.4%</i>	<i>18.3%</i>
<i>Chicago Learning Center</i>	<i>215</i>	<i>86.5%</i>	<i>40.5%</i>	<i>18.6%</i>	<i>1.4%</i>	<i>7.0%</i>
<i>Indio Learning Center</i>	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
<i>Lake Elsinore Learning Center</i>	<i>226</i>	<i>74.3%</i>	<i>27.0%</i>	<i>20.4%</i>	<i>0.9%</i>	<i>4.4%</i>
<i>Moreno Valley Learning Center</i>	<i>225</i>	<i>84.9%</i>	<i>44.0%</i>	<i>19.1%</i>	<i>1.8%</i>	<i>3.6%</i>
<i>Murrieta Learning Center</i>	<i>459</i>	<i>56.0%</i>	<i>16.6%</i>	<i>21.8%</i>	<i>0.9%</i>	<i>2.4%</i>
<i>Riverside Saloon Success Learning Center</i>	<i>91</i>	<i>82.4%</i>	<i>29.7%</i>	<i>22.0%</i>	<i>0.0%</i>	<i>12.1%</i>
<i>San Jacinto Cops 4 Kids Learning Center</i>	<i>225</i>	<i>86.7%</i>	<i>23.1%</i>	<i>25.3%</i>	<i>0.4%</i>	<i>3.1%</i>
<i>Spruce Street Learning Center</i>	<i>125</i>	<i>90.4%</i>	<i>30.4%</i>	<i>23.2%</i>	<i>2.4%</i>	<i>9.6%</i>
Riverside County	419,992	74.30%	29.20%	15.00%	0.70%	3.30%
Statewide	5,806,221	63.60%	33.10%	14.20%	0.50%	4.00%

Source: CDE Dataquest--2024-25 Enrollment by Subgroup for Charter and Non-Charter Schools (Riverside County Report)

* PowerBI 2025-26 (Internal Data 10/1/2025)

ELEMENT I: INDEPENDENT FINANCIAL AUDIT

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

RIA will facilitate an annual independent audit of the school's financial affairs as required by Education Code sections 47605.6(b)(5)(I) and 47605.6(m). RIA will select an independent auditor and the auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

The audit will verify the accuracy of RIA's financial statements, attendance and enrollment accounting practices and reviews RIA's internal controls. The audit will be conducted in accordance with generally accepted accounting principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Office of Education, the State Controller and the CDE by December 15th each year. The Chief Financial Officer, Superintendent and Area Superintendent, along with an audit committee, if any, will review any audit exceptions or deficiencies and report to RIA's Board with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to 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 RIA is public record to be provided to the public upon request.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(J).*

1. TRAUMA-SENSITIVE AND RESTORATIVE PRACTICES POLICY; OTHER MEANS OF CORRECTION

The Charter School is dedicated to being a student-centered organization and accordingly recognizes a standardized, effective behavior management system is key to ensuring students feel supported and have the opportunity to be successful in school. The Charter School has embraced a trauma-sensitive approach when considering student behavioral issues by examining what happened in a particular incident rather than faulting the student's character. To support this perspective, the Charter School practices setting clear parameters around expectations for both students and educators thereby limiting or reducing unwanted behaviors while also using restorative practices to maintain the relationships of respect when an incident does occur. Recognizing that a high percentage of our Charter School's students have experienced adverse childhood experiences, these systems help us create a safe learning environment in which students feel valued, respected, and are able to work at their own pace to get back on track in their academic and personal lives.

The Charter School also implements other means of correction in its discipline policy per Education Code Section 48900.5. As such, suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the student's record. However, a student, including an individual with exceptional needs as defined in Education Code Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in this Policy upon a first offense if the administrator or designee determines that the student violated subdivision (a), (b), (c), (d), or (e) of Education Code Section 48900 or that the student's presence causes a danger to persons. Other means of correction include, but are not limited to, those listed in Education Code Section 48900.5(b).

2. SUSPENSION AND EXPULSION POLICY

This Suspension and Expulsion Policy ("Policy") has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. For new students, this requirement can be fulfilled by providing parents and students with the approved Parent Student Handbook for Charter School at the time of enrollment. For continuing students, they will be provided with a copy of the Charter School's rules related to discipline, suspension and expulsion at the beginning of the school year.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

The Charter School will adhere to state laws prohibiting the use of seclusion and behavioral restraint techniques, except as allowed by law, in accordance with Education Code sections 49005 *et seq.*

If it is determined independent study is not in the best interest of the student, no student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster student's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the involuntary removal hearing procedures specified below for suspensions, before the effective date of the

action. If the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the involuntary removal hearing procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to the procedures described below.

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat,

even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.
- 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) A pupil who voluntarily discloses their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure. (Education Code section 48901.1(b).)
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or designee.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an

immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or designee.

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

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice and other documents and related information.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework

Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

If a homework assignment that is requested pursuant to the above, and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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.

If the student is a foster child, as defined in Education Code Section 48853.5, the written notice shall be forwarded to the student's educational rights holder, attorney, and county social worker at least ten (10) calendar days before the date of the hearing.

If the student is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, the written notice shall be forwarded to the Charter School Liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code at least ten (10) calendar days before the date of the hearing.

If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall be forwarded to the student's tribal social worker and, if applicable, county social worker at least ten (10) calendar days before the date of the hearing.

Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. However, if the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance. The decision of the Board of Directors is final.

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

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive an expulsion notice and other documents and related information. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The 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; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission Procedures

The following procedures shall be followed when a student enrolls or attempts to enroll at the Charter School, and the student is under a current expulsion order, has completed a term of expulsion with another school/school district, or has completed a term of expulsion from the Charter School.

Consistent with the procedures below, the Principal or designee will review the expulsion documents, meet with the student and parent or guardian, and make a recommendation to the Area Superintendent regarding whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil poses a danger to Charter School safety. The Principal or designee shall make a recommendation to the Area Superintendent for admission/readmission as follows:

Obtaining Expulsion Records

If the student was expelled from the Charter School, it will have the expulsion order on file. If the student has been expelled from another charter school or school district, records cannot be requested until the student has been enrolled. Per Education Code section 47605.6(e)(4)(B), a "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."

If the parent or student voluntarily provides (without request) the expulsion paperwork, the Principal or designee should begin the readmission procedures.

If the parent or student does not voluntarily provide the documentation, but otherwise notifies the Charter School of an expulsion, then the Principal or designee should explain that after the student is enrolled and the Charter School obtains the records, the Principal or designee will meet again with the family to review the expulsion paperwork to discuss whether the Principal or designee recommends the student remains enrolled. Attendance will not begin unless the readmission process has been completed.

In some cases, the Principal or designee may become aware of an expulsion after a student begins attending because the parent/student did not disclose the expulsion and the records from the previous school are not timely provided. In such cases, the Principal or designee will contact the Area Superintendent to discuss whether it is appropriate or possible to deny enrollment and, if so, follow the readmission procedure. The Charter School will follow involuntary removal procedures.

Within five (5) school days of receiving a copy of the current expulsion order or recently completed term of expulsion, the Principal or designee will follow the procedures below.

Current Expulsion Order from Another School or School District

If the student is under a current expulsion order (term of expulsion has not expired), the Principal or designee shall recommend to the Area Superintendent to deny enrollment if:

- a. the offense for which the student was expelled falls within one of the mandatory offense categories under Education Code 48915(a) or (c). A student expelled for one of these offenses should seek enrollment in a county community school, juvenile court school, or community day school.
- b. the offense for which the student was expelled does not fall under Education Code 48915(a) or (c), but the student poses a potential danger to either the other students or employees of the Charter School.

If the answer to both (a) and (b) is no, the Principal or designee shall recommend to the Area Superintendent to grant enrollment. Nothing in this provision prevents the Principal or designee from developing a behavior plan or agreement for an enrolled student.

Recently Completed Term of Expulsion from Charter School or Another School or School District

If the expulsion from the Charter School or another school/school district has ended within the current semester and the student is attempting to enroll (re-enroll), the Principal or designee shall recommend to the Area Superintendent to deny enrollment if:

- a. the student failed to satisfy the terms of the rehabilitation plan; and/or
- b. the student poses a potential danger to either the other students or employees of the Charter School.

If the student poses a potential danger to either the other students or employees of the Charter

School, the Principal or designee shall recommend denying enrollment.

If the student failed to complete the terms of the rehabilitation plan but does not pose a danger to either the other students or employees of the Charter School, the Principal or designee may recommend either granting or denying enrollment.

If the student has satisfied the conditions of rehabilitation plan and does not pose a danger to Charter School safety, the Principal or designee shall recommend admission/readmission.

Area Superintendent Review

The Area Superintendent or a designee if the Area Superintendent is not available, shall consider the Principal or designee's recommendation and make a decision regarding enrollment within five (5) school days of receiving the recommendation. The Area Superintendent may but is not required to meet with the student and parents or guardian to make the final determination.

If the Area Superintendent grants enrollment, the student shall immediately be considered enrolled and may begin attending. The Principal or designee may but is not required to develop a behavior plan for the student.

If the Area Superintendent denies enrollment, the student may not enroll at the Charter School. The Area Superintendent's decision is final. The student must seek enrollment at another school or a school within their school district of residence.

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

1. 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.

2. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

If the individual with exceptional needs is a foster child, as defined in Education Code Section 48853.5, and the Charter School has proposed a change of placement, the educational rights holder, attorney, and county social worker for the individual with exceptional needs shall be invited to participate in the IEP Team meeting that makes a manifestation determination pursuant to Section 1415(k) of Title 20 of the United States Code.

If the individual with exceptional needs is a homeless child or youth, as defined in Section 11434a(2) of Title 42 of the United States Code, and the Charter School has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the Charter School administration, the School Liaison for homeless children and youth designated pursuant to Section 11432(g)(1)(J)(ii) of Title 42 of the United States Code shall be invited to participate in the IEP Team meeting that makes a manifestation determination pursuant to Section 1415(k) of Title 20 of the United States Code.

If the individual with exceptional needs is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, and the Charter School has proposed a change of placement, the tribal social worker and, if applicable, county social worker for the individual with exceptional needs shall be invited to participate in the IEP Team meeting that makes a manifestation determination pursuant to Section 1415(k) of Title 20 of the United States Code.

3. Due Process Appeals

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

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

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

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

4. Special Circumstances

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

The 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 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

6. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

3. VOLUNTARY ENROLLMENT AND INVOLUNTARY REMOVAL PROCEDURES

RIA is committed to ensuring the student's voluntary participation in and understanding of the independent study model to graduate or facilitate the student's transfer back to a traditional

program upon achievement of coursework goals or when the student is unwilling to continue at the school.

RIA is committed to attempting interventions to assist and support students struggling to attend school and/or progress in the personalized learning program. RIA will use the following tiered model to support the success of non-attending students:

- **Tier 1:** (General School Wide Attendance Support) Attendance is monitored, encouraged, and required. The student and parents receive phone calls from school staff for non-attendance.
- **Tier 2:** (Personalized Early Outreach) Non-attending students and their parents are contacted by a caring school administrator, school counselor, or a Student Retention Support provider to establish an Attendance Intervention Meeting (AIM). The meeting addresses possible barriers to assignment completion. Students and parents are provided resources and support to promote student attendance.
- **Tier 3:** (Coordinated School and Interagency Response) Students are considered chronically absent at this point. The school will notify students and guardians of the requirement to transition the student back to the school district of residence. RIA will assist in the process of transitioning the student to the school district of residence. (Note, for special education students, Tier 3 will include scheduling and holding an amendment IEP meeting to discuss the student's academic progress prior to a recommendation to transition back to the school of residence.)

The Personalized Learning Policy specifies that a student cannot be involuntarily removed from independent study unless it is determined that it is not in their best interest. In such cases, the student's parent or guardian must be provided with written notice of intent to remove the student at least five school days before the effective date of the action. The notice must be in the pupil's or their parent's native language, or the language of the homeless or foster child's educational rights holder, if applicable. The notice must also inform the pupil and their relevant parties of the right to initiate an involuntary removal hearing before the effective date of the action.

If an involuntary removal hearing is initiated, the student will remain enrolled and cannot be removed until RIA issues a final decision. The hearing and decision will follow the same procedures as outlined in the school's discipline policy and procedures. "Involuntarily removed" includes disenrollment, dismissal, transfer, or termination, but not suspension. Foster children and Indian children have the same rights as a parent or guardian to receive notices and information related to suspension, expulsion, manifestation determination, involuntary transfer, and other documents.

Parents and students must sign the Parent-Student Handbook Acknowledgement Form upon enrollment, which confirms their understanding of the school attendance requirements and Personalized Learning Policy, including involuntary removal procedures. The Independent Study Agreement also details the student's responsibilities for attendance and completing assignments. A Sample Independent Study Agreement and the Parent-Student Handbook are included in **Exhibits J and D**.

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

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

All employees at RIA shall participate in the federal social security system. Additionally, RIA shall offer a 403(b) Retirement Savings Plan to all eligible employees. RIA will not offer PERS or STRS benefits to employees.

RIA shall inform all applicants for positions within RIA of the retirement program options for employees of RIA. The Superintendent, Area Superintendent or designee shall be responsible for ensuring that mandatory deductions and contributions are made for all employees.

ELEMENT L: DISPUTE RESOLUTION PROCEDURES

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

A. Disputes Between the County and RIA

RIA recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. RIA is willing to consider changes to the process outlined below as suggested by the County and shall follow all applicable dispute resolution procedures as set forth in the MOU between RIA and the County.

In the event of a dispute between RIA and the County relating to provisions of the charter, as required pursuant to Education Code Section 47605.6(b)(5)(L), RIA staff and Board, and the County, agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and RIA Superintendent, Area Superintendent, or their respective designees.

In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, RIA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations, and shall not apply to any controversy or claim that is in any way related to revocation of RIA.

The County Superintendent and RIA Superintendent, Area Superintendent, or their respective designees, 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 County Superintendent and RIA Superintendent, Area Superintendent, or their respective designees, and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the County Superintendent and RIA Superintendent, Area Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and RIA Superintendent, Area Superintendent, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the Board of RIA and the County Board of Education jointly agree to bind themselves.

The costs of the mediator shall be split equally between the County and RIA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All

timelines and procedures in this section may be revised upon mutual written agreement of the County and RIA.

B. Internal Disputes

Disputes arising from within RIA, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and RIA Board members shall be resolved pursuant to policies and processes developed by RIA. RIA shall maintain an internal dispute resolution process to be used for all internal disputes related to RIA's operations. RIA shall also maintain a Uniform Complaint Policy and Procedures as required by state law (see sample Uniform Complaint Policy and Procedures in **Exhibit T.**)

The County agrees not to intervene or become involved in the dispute unless the dispute has given the County Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the RIA Board has requested the County to intervene in the dispute. The County shall refer any complaints or reports regarding complaints or disputes concerning RIA to the RIA Board, Superintendent or Area Superintendent for resolution in keeping with RIA's policies.

ELEMENT M: STUDENT ADMISSION POLICIES AND PROCEDURES

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

A. Enrollment Policy

RIA shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

All students who reside in the State of California, within Riverside County, and adjacent counties pursuant to Education Code Section 51747.3, may attend RIA subject only to capacity and any jurisdictional limitations imposed by law. RIA shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. No test or assessment shall be administered to students prior to acceptance and enrollment into RIA. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state unless required by Education Code Section 51747.3.

RIA shall comply with all requirements of SB 75 (2019; Education Code Section 47605.6(e)(4)) in its enrollment procedures as noted below:

1. RIA shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
2. RIA 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.
3. RIA 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, academic performance of the pupil or because the pupil exhibits any of the characteristics listed in paragraph (1) above. This subparagraph shall not apply to actions taken by a charter school pursuant to its suspension and expulsion procedures described in Element J of this charter.
4. RIA shall comply with all requirements related to the provision and posting of a complaint notice developed by the CDE and the rights of individuals to file a complaint with RCOE.

RIA shall follow all applicable laws regarding the enrollment and continuing education of foster, homeless and migratory youth. In addition, students who are children of military families shall be allowed to continue their education at RIA regardless of any change of residence of the military family during that school year for the duration of the student's status as a child of a military family, or the end of military service of the student's parent, as required pursuant to Education Code Section 48204.6.

B. Enrollment Process

All students will be introduced to their educational program at RIA with a required orientation designed to acquaint them with the school's program. Orientation will usually be conducted in a group setting but individual appointments may be made to accommodate the student/family. At orientation, among other things, students and parents will be given a school tour and provided with the Parent-Student Handbook, which is reviewed in detail making sure that rules and expectations are clear. Students may confirm enrollment in RIA at orientation by submitting a signed Independent Study Agreement (see sample in **Exhibit J**), and enrollment forms (see samples in **Exhibit S**), which are available in both English and Spanish.

After student enrollment is confirmed, students shall be required to submit enrollment documents including immunization records, updated transcripts, and withdrawal grades from their previous school.

Students shall be accepted throughout the entire school year from July 1 to June 30 for enrollment in the current or following school year. RIA will operate year-round, and students will follow individualized PLPs. As long as space is available, RIA shall enroll students at any time during the year.

C. Public Random Drawing

As an independent study charter school, RIA has the capacity to accept all applicants and therefore does not anticipate needing to hold a public random drawing. However, in the unlikely event that a learning center location is at capacity, RIA shall follow the public random drawing procedures below.

Following the open enrollment period, applications shall be counted to determine whether any grade level has received more applications than availability. In this event, RIA shall hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to applicants in the following order:

1. Siblings of students admitted to or attending RIA
2. Children of RIA employees
3. Residents of Riverside County
4. All other applicants

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. RIA and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv), including the following assurances: all admission preferences shall be approved by the County at a public

hearing, shall be consistent with federal law, the California Constitution, and Education Code Section 200, and preferences shall not result in limiting enrollment access for pupils identified in Education Code Section 47605.6(e)(2)(B)(iii).

The RIA Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces shall be pulled in order of grade level by the designated lottery official (appointed by the Superintendent or Area Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided 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 wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the event of an opening during the school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated to all applicants subject to the lottery. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. RIA will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email prior to the lottery date.

ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend RIA. Students who choose not to attend RIA may attend a school within their school district of residence or another district according to the district's intra- and inter-district policies. Parents and guardians of each student enrolled in RIA shall be informed in the Parent-Student Handbook that students have no right to admission to a particular school of a local education agency as a consequence of enrollment in RIA, except to the extent that such a right is extended by the local education agency.

ELEMENT O: EMPLOYEE RIGHTS TO RETURN

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

No employee of the County shall be required to work at RIA. Employees of the County who choose to leave employment of the County to work at RIA will have no automatic rights of return to the County after employment by RIA unless specifically granted by the County through a leave of absence or other agreement. Employees of RIA shall have any right upon leaving the County to work in RIA that the County may specify, and any other rights upon leaving employment to work in RIA that the County determines to be reasonable and not in conflict with any law.

All employees of RIA shall be considered the exclusive employees of RIA and not of the County. Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to RIA. Employment by RIA provides no rights of employment at any other entity, including any rights in the case of closure of RIA. The collective bargaining contracts of the County will not apply to or be a controlling document for RIA employees.

ELEMENT P: CLOSURE PROCEDURES

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

Closure of RIA will be documented by official action of the RIA Board. The action will identify the reason for closure. The official action will also identify the Superintendent, Area Superintendent, or his/her designee as the person responsible for closure-related activities.

RIA will promptly notify parents and students of RIA, the RCOE, RIA's SELPA, the retirement systems in which RIA's employees participate (e.g., federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

RIA will ensure that the notification to the parents and students of RIA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close RIA.

RIA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Superintendent, Area Superintendent or designee will provide parents, students and the County 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. RIA shall work with the County Office of Education to determine a suitable arrangement for transfer and location of storage of student records.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the Superintendent, Area Superintendent or designee for closure-related activities in accordance with applicable law.

As soon as reasonably practical, RIA will prepare final financial records. RIA will also have an independent audit completed within six months after closure. RIA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by RIA and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations,

loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to RIA.

RIA will complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon closure of RIA, all assets of RIA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending RIA, remain the sole property of the Western Educational Corporation nonprofit public benefit corporation and, upon dissolution of the Western Educational Corporation nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Upon closure, RIA shall remain solely responsible for all liabilities arising from the operation of RIA.

As RIA shall be operated by a non-profit public benefit corporation, should the Western Educational Corporation dissolve with the closure of RIA, the Board shall follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the initial budget in **Exhibit U**, RIA shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budget

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

Attached, in **Exhibit U**, please find the following documents:

- Financial statements that include a proposed first-year operational budget, including start-up costs, and cashflow and financial projections for the first three years of operation
- Plans for establishment of a reserve
- LCFF budget calculator (FCMAT)
- Budget assumptions/narrative
- Additional documents required by RCOE

B. Financial Reporting

RIA shall annually prepare and submit the following reports to the County Office of Education in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- On or before July 1, a preliminary budget.
- On or before July 1, a local control and accountability plan and an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of RIA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Office of Education.
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all RIA's receipts and expenditures for the preceding fiscal year.
- Any additional financial or other reporting requirements.

RIA shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card (SARC) and the LCAP.

RIA agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. In addition, RIA recognizes the role of the County in investigations and inquiries of RIA pursuant to Education Code Section 47604.4.

Pursuant to Education Code Section 47604.3, RIA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

C. Insurance and Risk Management

RIA shall maintain in full force and effect at all times during the term of the charter insurance in amounts and types necessary to cover liability that may arise in connection with the obligations of the charter. The County will be named as an additional insured on the general liability insurance policy of RIA.

RIA, at its sole cost and throughout the charter term, shall procure and maintain in effect each insurance listed below (also see **Exhibit V**). All required insurance, and if self-insurance will be provided, must contain coverage that complies, at a minimum, with the following requirements:

1. Property Insurance for replacement value, if offered by the insurance carrier, including coverage for all assets listed in RIA's property inventory and consumables. If full replacement value coverage is not available, RIA shall procure property insurance in amounts as close to replacement value as possible and sufficient to protect the school's interests.
2. Commercial General Liability insurance with at least \$1,000,000 per occurrence and \$3,000,000 aggregate in total general liability insurance, providing coverage for negligence, Professional Liability, Fire Legal Liability, of RIA, its governing board, officers, agents, employees, and/or students. Limits may be made up in the form of Umbrella and/or Excess policies. The deductible per occurrence for said insurance shall not exceed \$20,000 for any and all losses resulting from negligence, errors and omissions of RIA, its governing board, officers, agents, employees, and/or students. RIA shall name the County as an Additional Insured to the Commercial General Liability insurance.
3. Workers' Compensation insurance in accordance with the California Labor Code, adequate to protect RIA from claims under Workers' Compensation Acts, which may arise from RIA's operation, with statutory limits. The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
4. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 if RIA does not operate a student bus service. If RIA operates student bus services, the required coverage limit is \$5,000,000. Limits may be made up in the form of Umbrella and/or Excess policies.
5. Crime Insurance or Fidelity Bond coverage to cover all RIA employees who handle, process, or otherwise have responsibility for Charter School's funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
6. Directors and Officers including Educators Legal liability coverage with minimum limits of \$3,000,000 per claim and \$3,000,000 general aggregate. Limits may be made up in the form of Umbrella and/or Excess policies.

7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Liability coverage with limits of \$3,000,000 per claim and \$3,000,000 general aggregate. Limits may be made up in the form of Umbrella and/or Excess policies.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 for underlying 2. Commercial General Liability including Professional Liability, 3. Employers Liability coverage, 4. Commercial Auto Liability, and 7. Sexual Abuse and Molestation coverage, is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

RIA shall update its insurance coverage limits and requirements as may be required by the County.

D. Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

RIA will contract with LLAC for administrative, business, and specified educational services, and does not anticipate purchasing support services from the County. Under the terms of RIA's contracts with LLAC, LLAC is paid a fee for the services provided by LLAC to RIA. The services provided by LLAC shall include, without limitation, back office, academic, special education, financial, marketing, and administrative support services from LLAC, which is located at 177 Holston Drive, Lancaster, CA 93535. The current LLAC Administrative Services Agreement and Educational Services Agreement are included in **Exhibit B**. Additional information is also provided in the "Administrative Services and Governance" and "Lifelong Learning Administration Corporation" sections at the beginning of this charter petition.

In contracting and all other operations, RIA shall follow a board-adopted fiscal and accounting policy and procedures (see sample policy in **Exhibit W**). RIA shall ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. RIA shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws. Consideration will be given to matters such as contractor integrity, level of expertise, compliance with public policy, record of past performance, and financial and technical resources.

E. Facilities

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h).

See **Element D: Facilities**, above.

F. Transportation

While RIA is not required to provide transportation to students, with the exception of special education students whose transportation is mandated by their Individualized Education Program, or as otherwise required by applicable law, RIA shall voluntarily provide bus passes for students who have trouble getting to school. RIA may also utilize HopSkipDrive, which is a ride sharing platform similar to Uber or Lyft, with a rigorously vetted network of CareDrivers. Pickup notes and multi-factor authentication will ensure students and CareDrivers safely find each other.

G. Governing Body of the Charter School

Governing Law: If the charter school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. Education Code Section 47605.6(h).

See **Element E: Governance Structure**, above.

H. Potential Civil Liability Effects

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

RIA shall be operated by Western Educational Corporation, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation 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 authority has complied with all oversight responsibilities required by law. RIA agrees to indemnify the County against civil liability claims arising from RIA's actions or inactions under the charter. RIA shall work diligently to assist the County in meeting all oversight obligations under the law, including regular meetings, reporting, and other County-requested protocol to ensure the County shall not be liable for the operation of RIA.

Further, RIA shall enter into an MOU with the County for the term of this charter to outline the agreement of RIA and the County which governs, among other things, the parties' respective fiscal and administrative responsibilities, legal relationship, and operation of RIA. The MOU will include processes and policies between RIA and the County, including oversight fees in accordance with state law, annual evaluation and site visit procedures and timelines, fiscal and

programmatic performance monitoring as designated by the County, process, timelines, and criteria for charter renewal, and other important legal or operational relationships.

The corporate bylaws of RIA provide for indemnification of the RIA Board, officers, agents, and employees, and as described above, RIA shall obtain general liability insurance and Directors and Officers insurance to secure against financial risks. As stated above, the County shall be named an additional insured on the general liability insurance of RIA. The RIA Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing a code of conduct for students, and dispute resolution.