



**A G E N D A**  
**BOARD OF EDUCATION MEETING**  
**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Board Room**  
**6735 Magnolia Avenue, Riverside, California**

**BOARD OF EDUCATION:**  
**MR. TOM HUNT,**  
**PRESIDENT**  
**MR. BRENT LEE,**  
**VICE PRESIDENT**  
**MRS. PATRICIA LOCK-**  
**DAWSON, CLERK**  
**MRS. KATHY ALLAVIE**  
**AND DR. ANGELOV**  
**FAROOQ, MEMBERS**

**Closed Session – 4:00 p.m.**

**February 1, 2016**

**Open Session – 6:00 p.m.**

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Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification of accommodation in order to participate in a meeting should direct such request to the District Superintendent at 788-7135, Ext. 80402 at least 48 hours before the meeting, if possible.

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District’s administrative offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

*The Board welcomes public comment and offers an opportunity to speak on any item within the subject matter jurisdiction of the Board, whether such item is on the agenda or not. “Request to Address the Board of Education” cards are available at the table in the back of the Board Room for anyone who wishes to address the Board. If you wish to address the Board concerning an item already on the agenda, please indicate your desire to do so on a provided card and place it in the proper receptacle at the rear of the Board Room. You will have an opportunity to speak prior to the Board’s deliberation on that item. Each speaker will be allowed 3 timed minutes.*

*Members of the public can also speak to any item that is not on the agenda by noting such request on a “Request to Address the Board of Education” card and being called upon during the “Public Input” portion of the meeting’s agenda. Each speaker will be allowed 3 timed minutes.*

*Pursuant to Section 54954.2 of the Government Code, no action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the Board or staff may briefly respond to statements made or questioned posed by persons exercising their public testimony rights. Discussion of items brought forward that are not on the agenda shall be considered for future agendas by the Board President and Superintendent.*

*At approximately 9:00 p.m., the Board of Education will determine which of the remaining agenda items can be considered and acted upon prior to 9:30 p.m., and may continue all other items on which additional time is required until a future meeting. All meetings are scheduled to end at 9:30 p.m.*

**CALL MEETING TO ORDER – 4:00 p.m.**

**ESTABLISHMENT OF A QUORUM OF THE BOARD OF EDUCATION**

**PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS**

## CLOSED SESSION

The Board of Education will recess to Closed Session at 4:00 p.m. to discuss:

1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918
2. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6  
District Representative: David C. Hansen, Ed.D. District Superintendent  
Employee Organizations: Riverside City Teachers Association  
California School Employees Association
3. Consideration of Public Employee Discipline/Dismissal/Release Pursuant to Government Code Section 54957
4. Public Employee Performance Evaluation Pursuant to Government Code Section 54957  
Title: District Superintendent
5. Conference With Legal Counsel – Anticipated Litigation Significant Exposure to Litigation Pursuant to Subdivision (d) of Section 54956.9:  
  
(1 case)

## RECONVENE OPEN SESSION

The Board of Education will convene in Open Session at 6:00 p.m.

### PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag will be led by Jason McKee, 5th grade Castle View Elementary School student.

### GROUP PERFORMANCE

The Chemawa Middle School Troubadours – Chamber Singers will perform for the Board of Education.

<u>Oral Report Assigned To</u>	<u>For Board</u>	<u>Page</u>
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### SECTION A – PRESENTATION

#### **A.1 Tribute to Black History Month**

District Superintendent		1
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*Ms. Woodie Rucker-Hughes, President, Riverside Chapter, NAACP, will pay tribute to Black History Month by sharing information about African-American history in Riverside Unified School District.*

**SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES**

**B.1 High School Representatives**

*Alexander Silva – Ramona High School  
Sophia Bautista – Riverside STEM Academy  
Naeche Vincent – John W. North High School  
Madeline Tovar – Riverside Polytechnic High School*

**SECTION C– DISTRICT SUPERINTENDENT’S REPORT**

District  
Superintendent

**SECTION D – PUBLIC INPUT**

**SECTION E – DISTRICT EMPLOYEE GROUP REPORTS**

**E.1 Riverside Council PTA Presentation by Mrs. Gina Cheadle, President, Riverside Council PTA**

District  
Superintendent

*Mrs. Gina Cheadle, President, will report on the activities and accomplishments of the Riverside Council Parent Teacher Association (PTA).*

**E.2 CSEA Presentation by Mr. Dan Rudd, President, California School Employees Association, Chapter #506**

District  
Superintendent

*Mr. Dan Rudd will report on the activities and accomplishments of the California School Employees Association (CSEA).*

**SECTION F – CONSENT**

Moved\_\_\_\_\_ Seconded\_\_\_\_\_ Vote\_\_\_\_\_

*All items listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board request specific items to be removed from the Consent Calendar.*

**F.1 Minutes of Board Meeting**

District  
Superintendent

Consent 2-11

*January 19, 2016 – Regular Board Meeting  
January 21, 2016 – Special Board Meeting*

**F.2 Warrant List No. 8**

Chief Business  
Officer

Consent 12-23

*The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants. Warrant lists are presented to the Board of Education for ratification.*

<b>F.3</b>	<b>Surplus and Sale of Electronic Equipment</b>	Chief Business Officer	Consent	24-36
	<i>Requesting approval to declare listed electronic equipment as surplus property and authorization to sell or dispose of the surplus electronic equipment in accordance with Education Code provisions.</i>			
<b>F.4</b>	<b>Award of Bid</b>	Chief Business Officer	Consent	37-45
	<b>Award of Bid for Bid No. 2015/16-22 – Purchase/Lease of Division of State Architects (DSA) Approved Refurbished Relocatable Buildings (On An As-Needed Basis)</b>			
	<i>This project consists of 2015/16-22 – Purchase/Lease of Division of State Architects (DSA) Approved Refurbished Relocatable Buildings (On An As-Needed Basis).</i>			
<b>F.5</b>	<b>Cooperative Purchasing Agreements</b>	Chief Business Officer	Consent	46-48
	<b>Approval to Utilize the California Multiple Award Schedule (CMAS) Contract No. 3-14-70-2628F With On Target Voice and Data, Inc. for Purchase of Information Technology Goods and Services</b>			
	<i>Cooperative Purchasing Agreement for the purchase of Information Technology Goods and Services.</i>			
	<b>Approval to Utilize the Western States Contracting Alliance (WSCA) Request for Proposal (RFP) 1907 With T-Mobile USA, Inc. for Purchase of Wireless Voice Service, Wireless Broadband Service, Accessories and Equipment</b>			
	<i>Cooperative Purchasing Agreement for the purchase of wireless voice service, wireless broadband service, accessories and equipment.</i>			
<b>F.6</b>	<b>Approval of Head Start Progress Reports for December 2015</b>	Asst. Supt. Curr. & Inst. K-12	Consent	52-53
	<i>Required update regarding Head Start activities and budget.</i>			
<b>F.7</b>	<b>Field Trips</b>	Asst. Supt. Curr. & Inst. K-12	Consent	54-57
	<b>Out-of-State Field Trip – Amelia Earhart Middle School</b>			
	<i>The Amelia Earhart Middle School 8<sup>th</sup> Grade Science students are requesting to travel to Orlando, Florida, to tour the</i>			

*Kennedy Space Center and participate in a historical tour on May 26-30, 2016.*

**Out-of-State Field Trip – Arlington High School**

Asst. Supt.  
Curr. & Inst.  
K-12      Consent      58-61

*The Arlington High School Choir students are requesting approval to travel to Seattle, Washington, to participate in the World Strides Seattle Heritage Festival and to participate in a historical tour on April 15-19, 2016.*

**F.8 Career Technical Education (CTE) Advisory Committee Member Approval**

Asst. Supt.  
Curr. & Inst.  
K-12      Consent      62-63

*Request to Approve Members of the RUSD Career Technical Education Advisory Committee.*

**F.9 Recommended Actions from the Administrative Hearing Panel and/or the Executive Director, Pupil Services/SELPA and Adoption of the Findings of Fact for All Approved Cases**

Exec. Director  
Pupil Serv./SELPA      Consent      Confidential  
Insert

**Cases for Expulsion**

*Consistent with Administrative Regulation #5144.1, principals may suspend students who are in violation of Education Code Section 48900 and Board Policy #5144.1. Certain violations identified in Education Code Section 48915 are of a serious nature that require recommendation to the Board of Education for expulsion.*

*Student Cases: #2015-034, #2015-035, #2015-036*

**Cases for Expulsion with a Recommendation for Suspended Expulsion**

*Education Code Section 48917 provides that a student who has been recommended for expulsion may have the expulsion suspended by the Board of Education. The suspended expulsion is valid for the term of the original expulsion order. The student is placed upon school probation, assigned to a school program, and must remain there until the conditions identified in the Rehabilitation Plan are met.*

*Student Cases: #2015-032, #2015-037, #2015-038, #2015-039*

**Cases for Reinstatement after Suspended Expulsion**

*Education Code Section 48917 provides that a student on a suspended expulsion may be reinstated by action of the Board of*

*Education when the student has satisfactorily completed the conditions identified in the Rehabilitation Plan ordered at the time the student was expelled.*

*Student Cases: #2014-006, #2014-032, #2014-121*

**F.10 Certificated Personnel Assignment Order CE 2015/16-11** Asst. Supt. Personnel Consent 64-70

*The latest District's management, certificated personnel actions are presented to the Board of Education for approval.*

**F.11 Classified/Non-Classified Personnel Assignment Order CL 2015/16-11** Asst. Supt. Personnel Consent 71-78

*The latest District's classified personnel actions are presented to the Board of Education for approval.*

**SECTION G – REPORT/DISCUSSION**

**G.1 Dual Language Immersion (DLI) Expansion in RUSD** Asst. Supt. Curr. & Inst. K-12 Report 79-88

*Riverside Unified School District's Dual Language Immersion program is now in its sixth year and in place at four of our elementary school sites. The first cohort of DLI students will be moving to middle school in 2017-2018. The purpose of this presentation is to make recommendations to the Board on vertical and horizontal expansion of the program.*

**G.2 District Coding and Programming Initiatives Update** Asst. Supt. Inst. Support Report 89-106

*Staff will update the Board of Education on coding and programming initiatives occurring throughout the District.*

**SECTION H – ACTION**

**H.1 Long Range Facilities Master Plan- Second Reading and Action** Asst. Supt. Operations Action (Second Reading) 107-645

*Staff is presenting the second draft of the RUSD Long Range Facilities Master Plan for second reading and action.*

**Moved\_\_\_\_\_ Seconded\_\_\_\_\_ Vote\_\_\_\_\_**

**H.2 2014-2015 Annual Financial Report and Audit** Chief Business Officer Action 646-734

*State law requires that each year the financial records of the District be audited by an independent third party audit firm and that the Governing Board review the annual financial report and audit at a public meeting.*

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

**H.3 Approval of Local Education Agency (LEA) Plan 2015-2018**

*The Local Educational Agency Plan was last updated in 2013. A full revision is required for the 2015-2018 school years.*

Asst. Supt.  
Curr. & Inst.  
K-12

Action 735-806

**H.4 Board Policy #5131.62 – Tobacco and Nicotine Products**

*The Board of Education will be asked to review the recommended revisions to Board Policy #5131.62 – Tobacco and Nicotine Products which is being presented for a first reading.*

Exec. Director  
Pupil Serv./SELPA

Action 807-811  
(First Reading)

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

**H.5 New Board Policy #6173 – Education for Homeless Children**

*The Board of Education will be asked to review the recommended New Board Policy #6173 – Education for Homeless Children which is being presented for a first reading.*

Exec. Director  
Pupil Serv./SELPA

Action 812-814  
(First Reading)

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Vote \_\_\_\_\_

**SECTION I – CONCLUSION**

**I.1 Board Members' Comments**

**I.2 Agenda Items for Future Meetings**

**Tuesday, February 16, 2016, Study Session Board Meeting**

**ADJOURNMENT**

The next regular meeting of the Board of Education is scheduled for Monday, March 7, 2016. The meeting will be called to order at 4:30 p.m. in the Board Room at 6735 Magnolia Avenue, Riverside, California. The Board will adjourn to Closed Session from 4:30 to 6:00 p.m. at which time the Board of Education will reconvene in Open Session in the Board Room at 6735 Magnolia Avenue, Riverside, California.

**Board Meeting Agenda  
February 1, 2016**

Topic: Tribute to Black History Month

Presented by: Ms. Woody Rucker-Hughes, President, Riverside Chapter NAACP

Responsible

Cabinet Member: Lynn Carmen Day, Chief Academic Officer

Type of Item: Presentation

Short Description: Ms. Woodie Rucker-Hughes, President, Riverside Chapter, NAACP, will pay tribute to Black History Month by sharing information about African-American history in RUSD.

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**DESCRIPTION OF AGENDA ITEM:**

The month of February 2016 is Black History Month. Ms. Woodie Rucker-Hughes, President, Riverside Chapter, NAACP, will pay tribute to Black History Month and share information about African-American history in RUSD as well as share a PowerPoint presentation.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** Presentation only. No action required.

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**ADDITIONAL MATERIALS:** PowerPoint

Attached: No



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION  
TUESDAY, JANUARY 19, 2016  
BOARD ROOM  
6735 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA**

**CALL THE MEETING TO ORDER**

Mr. Tom Hunt, Board President, called the meeting to order at 4:32 p.m.

**MEMBERS PRESENT**

Mr. Tom Hunt, Board President; Mr. Brent Lee, Board Vice President; Mrs. Patricia Lock-Dawson, Board Clerk; Mrs. Kathy Allavie, Member; and Dr. Angelov Farooq, Member.

Also present were District Superintendent, Dr. David C. Hansen, members of the staff, and other interested citizens.

**PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS**

There were no requests received to address the Board members regarding Closed Session items.

The Board adjourned to Closed Session at 4:32 p.m.

**CLOSED SESSION**

1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918
2. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6  
     District Representative: David C. Hansen, Ed.D., District Superintendent  
     Employee Organizations: Riverside City Teachers Association  
     California School Employees Association
3. Consideration of Public Employee Discipline/Dismissal/Release Pursuant to Government Code Section 54957
4. Consideration of Public Employee Appointment Pursuant to Government Code Section 54957.6  
     Title: Director, Nutrition Services

**RECONVENE OPEN SESSION**

The Board reconvened in Open Session at 6:16 p.m. Mr. Hunt announced that the following action was taken by the Board during Closed Session:

It was moved by Mr. Lee and seconded by Dr. Farooq and was unanimously approved by the following roll call vote to appoint Mr. Gavin Brody, Director, Nutrition Services:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson  
NOES: None  
ABSENT: None

ABSTAIN: None

**RIVERSIDE POLYTECHNIC HIGH SCHOOL ARMY JROTC COLOR GUARD PRESENTATION**

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance to our flag was led by Alexi Rodriguez, 6<sup>th</sup> grade Bryant Elementary School student.

**GROUP PERFORMANCE**

The Ramona High School Brass Quintet performed for the Board members.

It was moved by Mr. Lee and seconded by Dr. Farooq and unanimously approved to hear Item H.1 at this time in the agenda by the following roll call vote:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson  
NOES: None  
ABSENT: None  
ABSTAIN: None

**H.1 Resolution No. 2015/16-30 – Resolution of the Board of Education of the Riverside Unified School District Proclaiming January 2016 as National Mentoring Month**

Ms. Jennifer O’Farrell, Executive Director, Big Brothers Big Sisters of the Inland Empire, highlighted information from the PowerPoint that was provided to the Board members. She discussed how mentors can apply online. Mr. Lee stated that the Board was being asked to adopt Resolution No. 2015/16-30 proclaiming January 2016 as National Mentoring Month.

The item was moved by Dr. Farooq and seconded by Mrs. Lock-Dawson and was approved unanimously by the following roll call vote to approve Resolution No. 2015/16-30 as presented:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson  
NOES: None  
ABSENT: None  
ABSTAIN: None

**SECTION A – PRESENTATIONS**

**A.1 Riverside Polytechnic High School Senior Josh Nava**

Riverside Polytechnic High School Senior Josh Nava thanked the Board of Education for their continued support during his recovery from his football-related injuries. The Board members recognized Josh for his courage and strength that he showed during his recovery.

**A.2 Tohoku University Future Global Leadership Program**

Mr. John Robertson, Instructional Services Specialist, Curriculum and Instruction; Nevadita Kanrar and Alex Herrera, Riverside STEM Academy Students, and Ms. Reiko Sato, Comparative Literature and Foreign Languages, University of California, Riverside (UCR) reviewed information regarding Tohoku University of Sendai, Japan, a sister city of Riverside, who invited two Riverside STEM Academy students to the Future Global Leadership summer program last August. Students shared their experiences with the Board members and discussed the invitation to attend the 2016 event.

## **SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES**

**B.1 Reports were presented by Education Options Center (EOC)/Riverside Virtual School, Arlington, and Martin Luther King High School Student Board Representatives.**

## **SECTION C – DISTRICT SUPERINTENDENT’S REPORT**

Dr. Hansen said Happy New Year greetings to all and noted that it is hard to believe that the school year is half over. He mentioned it was just at the last meeting that the swearing in took place for Dr. Farooq, Board President Tom Hunt, and Board Clerk Patricia Lock-Dawson. He noted this week is finals week and signifies the end of the first semester. He wished our students good luck with their finals.

At this time, Dr. Hansen asked Mrs. Mays Kakish, Chief Business Officer to share information about the Governor’s January Budget and what this means to RUSD. Mrs. Kakish briefly reviewed a PowerPoint that was handed out to Board members.

Dr. Kirk Lewis, Assistant Superintendent, Operations, discussed the Board Workshop that will be held this Thursday at Lake Mathews Elementary School and discussed the information that was left for Board members to review prior to the meeting.

Mrs. Lynn Carmen Day, Chief Academic Officer, shared that this Friday and Saturday our Inaugural EdSurge Summit Event will be held at Bourns, with the Mayor providing the welcome on Friday and Dr. Hansen on Saturday. She said our 5<sup>th</sup> Annual Parent Education Summit will be held at Riverside Polytechnic High School on Saturday, February 6 from 8:30 to 12:30 p.m. with guest speakers Ms. Renee Hill, Assistant Superintendent, Instructional Support; Principal Dr. Michael Roe; and Riverside Police Chief Sergio Diaz. She mentioned RUSD just received news of the Career Technical Education (CTE) Grant for \$2.8 million over the next 18 months. Mrs. Carmen Day said she has provided Board members with Local Control and Accountability Plan (LCAP) forms that have been provided to them to distribute in the community – she stated these are the main meetings that are being held at the high schools.

In closing, Dr. Hansen shared that Mr. John Tibbels, Assistant Principal/Athletic Director, at Ramona High School has been selected as the recipient of the Southern Section Athletic Director of the Year Award for 2015-16 by the California State Athletic Directors Association (CSADA). He said he will receive this honor at the CSADA awards banquet in San Diego on April 16.

## **SECTION D – PUBLIC INPUT**

There were no requests received to speak to the Board of Education.

## **SECTION E – DISTRICT EMPLOYEE GROUP REPORTS**

**E.1 RCTA Presentation by Mr. Tim Martin, President, Riverside City Teachers Association**

Mr. Tim Martin reported on the activities and accomplishments of the Riverside City Teachers Association (RCTA).

**E.2 RASM Presentation by Mr. Victor Cisneros, Riverside Association of School Managers**

Mr. Victor Cisneros reported on the activities and accomplishments of the Riverside Association of School Managers (RASM).

**SECTION F – CONSENT**

Approval of the Consent Calendar was moved by Mrs. Lock-Dawson and seconded by Mr. Lee and was unanimously approved by the following roll call vote:

- AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson
- NOES: None
- ABSENT: None
- ABSTAIN: None

Items in the Consent Calendar have been published with the agenda and copies are on file in the District administrative offices.

**SECTION G– REPORTS/DISCUSSION**

**G.1 Update From RUSD Family Resource Center**

Dr. Keyisha Holmes, Principal on Special Assignment, and Ms. Gabriella Alonso, Family Resource Coordinator, reviewed a PowerPoint with updated information on the Family Resource Center on the progress, status, and future endeavors of the center.

The Board took a break from 8:17 to 8:26 p.m.

**G.2 Head Start Governance Annual Report**

Mr. Joseph Nieto, Coordinator, Early Childhood and Family Education, provided a PowerPoint with details regarding the Annual Discussion and Report of the Final Rule on Head Start Eligibility released by the Office of Head Start.

**SECTION H– ACTION**

**H.2 Resolution No. 2015/16-31 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Issuance of 2016 General Obligation Refunding Bonds**

Mrs. Kakish introduced Mr. David Casnocha, Bond Attorney, Stradling Yocca Carlson & Rauth, P.C., who stated that the Board of Education was being asked to consider adoption of Resolution No. 2015/16-31 authorizing the issuance of the Riverside Unified School District 2016 General Obligation Refunding Bonds for the purpose of refunding the Series C General Obligation Bonds in an amount not to exceed \$52,000,000.

The item was moved by Mrs. Allavie and seconded by Mr. Lee and was approved unanimously by the following roll call vote to approve Resolution No. 2015/16-31 as presented:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson  
NOES: None  
ABSENT: None  
ABSTAIN: None

**H.3 Resolution No. 2015/16-29 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Refinancing of the Refunding Certificates of Participation, Series A of 2001 and the Execution and Delivery of Documents Relating to the Sale and Delivery of a Lease/Purchase Agreement, and Authorizing and Directing Certain Actions in Connection Therewith**

Mrs. Kakish indicated that the Board of Education was being asked to authorize the refinancing of its outstanding Refunding Certificates of Participation, Series A of 2001 (the “2001 Certificates”) in a principal amount not to exceed \$4,000,000 through the preparation, sale and delivery of a Lease/Purchase Agreement (the “Lease”) between the District and the Riverside Unified School District School Facilities Corporation (the “Corporation”) and authorizing the execution of lease financing documents. Mr. Casnocha provided additional information for Board members.

The item was moved by Mrs. Allavie and seconded by Dr. Farooq and was approved unanimously by the following roll call vote to approve Resolution No. 2015/16-29 as presented:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson  
NOES: None  
ABSENT: None  
ABSTAIN: None

**RECESS PUBLIC SESSION**

**CONVENE THE BOARD OF DIRECTORS OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT SCHOOL FACILITIES CORPORATION**

**1. Resolution No. FC 2015/16-01 – Resolution of the Board of Directors of the Riverside Unified School District Facilities Corporation Approving a Lease/Purchase Agreement and Certain Other Documents With the Riverside Unified School District**

Mrs. Kakish noted the Board of Directors was being asked to consider approval of a Lease/Purchase Agreement (the “Lease”) between the School Facilities Corporation (the “Corporation”) and the Riverside Unified School District (the “District”) and authorizing the execution of lease/purchase documents.

The item was moved by Mr. Lee and seconded by Mrs. Allavie and was approved unanimously by the following roll call vote to approve Resolution No. FC 2015/16-01 as presented:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson  
NOES: None  
ABSENT: None  
ABSTAIN: None

**ADJOURN THE BOARD OF DIRECTORS OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT SCHOOL FACILITIES CORPORATION MEETING**

**RECONVENE PUBLIC SESSION OF REGULAR MEETING**

**H.4 Approval of Classified Minimum Wage Employee Salaries and Classified Substitute Rates**

Mrs. Susan Mills, Assistant Superintendent, Department of Personnel – Leadership and Development, indicated that approval was needed for increasing the daily rate of minimum wage employees and RUSD classified substitute rates.

The item was moved by Dr. Farooq and seconded by Mrs. Lock-Dawson and was approved unanimously by the following roll call vote to approve the classified substitute employee salaries effective January 1, 2016 as presented:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson  
NOES: None  
ABSENT: None  
ABSTAIN: None

**H.5 Board Policy #1312.3 – Uniform Complaint – Second Reading**

Mr. Tim Walker, Executive Director, Pupil Services/SELPA, introduced Dr. Gary McGuire, Assistant Director, Pupil Services, who reviewed the recommended revisions to Board Policy #1312.3 – Uniform Complaint which was presented for second reading.

The item was moved by Mrs. Allavie and seconded by Mrs. Lock-Dawson and was approved unanimously by the following roll call vote to approve the proposed revisions to Board Policy #1312.3 – Uniform Complaint which was presented for second reading with adjustments to the Purpose and Position statements as requested by Mrs. Allavie and the corrections will be shared through the Superintendent’s Weekly Mailout:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson  
NOES: None  
ABSENT: None  
ABSTAIN: None

**H.6 New Board Policy #5111.1 – District Residency Investigations – First Reading**

Mr. Walker and Dr. McGuire reviewed the recommended New Board Policy #5111.1 – District Residency Investigations which was presented for first reading.

The item was moved by Mrs. Allavie and seconded by Mr. Lee and was approved unanimously by the following roll call vote to approve New Board Policy #5111.1 – District Residency Investigations which was presented for first reading and waive the second reading with adjustments to the Purpose and Position statements as requested by Mrs. Allavie and the corrections will be shared through the Superintendent’s Weekly Mailout:

- AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson
- NOES: None
- ABSENT: None
- ABSTAIN: None

**H.7 New Board Policy #5113.1 – Chronic Absence and Truancy – First Reading**

Mr. Walker and Dr. McGuire reviewed the recommended New Board Policy #5113.1 – Chronic Absence and Truancy which was presented for first reading.

The item was moved by Mrs. Allavie and seconded by Dr. Farooq and was approved unanimously by the following roll call vote to approve New Board Policy #5113.1 – Chronic Absence and Truancy which was presented for first reading and waive the second reading with adjustments to the Purpose and Position statements as requested by Mrs. Allavie and the corrections will be shared through the Superintendent’s Weekly Mailout:

- AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson
- NOES: None
- ABSENT: None
- ABSTAIN: None

**SECTION I – CONCLUSION**

**I.1 Board Members’ Comments**

Mrs. Allavie stated that she attended a meeting at the end of November with Dr. Farooq where the Harmony Project of America was presented. She noted that Dr. Margaret Martin, Founder, UCLA, presented this music program to help disadvantaged children to strengthen their reading and language skills. She said she would like to see someone from Harmony speak to the Board or at one of the Principals’ meetings. Dr. Farooq agreed and suggested that this could fall under our LCAP and that he would like to see the District support this program.

Dr. Farooq mentioned that he has discussed expanding engagement with students with Mr. Hunt by rotating students sitting on the dais with Board members and having students participate in the process.

Mr. Lee commended those attending the meeting until the end. He discussed the Student Board Representatives and recognized that the EOC representative did a good job telling the story about what is going on at their school site. He mentioned that

Board members need to know about the school needs. He discussed school websites and suggested that Mr. Justin Grayson, Public Information Officer, work with the schools so that our schools' websites are more promotional in nature. He would like to see our various programs listed by sites, and suggested that our students could help build the websites or provide promotional videos.

Mr. Hunt stated that he would like to see our schools telling their story better. He noted that he would like the Board members to choose where they would like to attend graduation. Mr. Hunt said that Board members need to know their schools and principals in their Trustee areas. He also said it is important to get to know our constituents better. He mentioned that he would like Mrs. Carmen Day, in regards to the LCAP, to define our success with foster students.

## **I.2 Next Regular Board Meeting: February 1, 2016 – Regular Board Meeting**

### **ADJOURNMENT**

Mr. Hunt adjourned the Public Session at 9:22 p.m. in memory of Master Sergeant Hillary, Jr., who passed away on December 29, RUSD JROTC Arlington High School teacher for 10 years; and Mr. Jack Hurley Smith, who passed away on December 14, a teacher at Riverside Polytechnic for 24 years before his retirement in 1976.

Patricia Lock-Dawson  
Clerk  
Board of Education



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
MINUTES OF THE BOARD OF EDUCATION SPECIAL MEETING  
THURSDAY, JANUARY 21, 2016  
LAKE MATHEWS ELEMENTARY SCHOOL LIBRARY  
12251 BLACKBURN ROAD, RIVERSIDE, CALIFORNIA**

**CALL MEETING TO ORDER**

Mr. Tom Hunt, Board President, called the Board meeting to order at 4:32 p.m.

**MEMBERS PRESENT**

Mr. Tom Hunt, Board President; Mr. Brent Lee, Board Vice President; Mrs. Patricia Lock-Dawson, Board Clerk; Mrs. Kathy Allavie, Member; and Dr. Angelov Farooq, Member.

Also present were District Superintendent, Dr. David C. Hansen; and other interested citizens.

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance to our flag was led by Board Vice President Mr. Lee.

**SECTION A – ACTION**

**A.1 Long Range Facilities Master Plan – First Reading**

Dr. Kirk Lewis, Assistant Superintendent, Operations, discussed that the first draft of the RUSD Long Range Facilities Master Plan was being presented for first reading. Mrs. Hayley Calhoun, Director, Planning and Development, introduced various individuals that have been involved with the Master Plan for inception and reviewed a PowerPoint highlighting information. Mr. Jim DiCamillo and Mr. Bob Hensley, WLC Architects, provided background details regarding the Facilities Master Plan for the Board Members.

The Board members took a break from 6:25 to 6:40 p.m.

This item will be brought forward for second reading and approval at the February 1, 2016, Board of Education meeting.

**SECTION B – REPORT/DISCUSSION**

**B.1 2016 General Obligation Bond Measure Exploration Update**

Mr. David Casnocha, Bond Attorney, Stradling Yocca Carlson & Rauth, P.C., provided background for the 2016 General Obligation (GO) Bond Measure Exploration. He requested that all feedback be sent to their team within the next week. Dr. Kirk Lewis introduced Mr. Jared Boigon, TBWB Strategies who discussed outreach documents. Dr. Lewis reviewed the PowerPoint sharing details of activities in progress with assistance from Mr. Tim Carty, Managing Director, Piper Jaffray & Company, and Mr. Adam Bauer, Principal, Fieldman, Rolapp & Associates, Inc. who highlighted financial timelines and the tracking survey leading to the Board of Education's potential decision to call for the election.

It was mentioned that the February 16 Board Study Session would be held at the Board Room.

**SECTION C – CONCLUSION**

**C.1 Board Members' Comments**

There were no comments from the Board members.

**Adjournment**

Mr. Hunt adjourned the Public Session at 8.21 p.m.

Patricia Lock-Dawson  
Clerk  
Board of Education

**Board Meeting Agenda  
February 1, 2016**

Topic: Warrant List No. 8

Presented by: Jane Jumnongsilp, Fiscal Services Manager  
Procurement and Accounts Payable

Responsible  
Cabinet Member: Mays Kakish, Chief Business Officer/Governmental Relations

Type of Item: Consent

Short Description: The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants. Warrant lists are presented to the Board of Education for ratification.

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**DESCRIPTION OF AGENDA ITEM:**

B-Warrants in excess of \$1,999.00 issued since last period. Invoices for the claims have been checked and audited by the Business Office. Warrants for the claims have been prepared.

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**FISCAL IMPACT:** \$13,365,003.49

**RECOMMENDATION:** It is recommended that the Board of Education approve the warrants.

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**ADDITIONAL MATERIAL:** Warrant List No. 8

Attached: Yes

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Commercial Warrant Listing 2015-2016**

Dec 5, 2015 THRU Jan 15, 2016

B-Warrants in Excess of \$1,999.00 Issued Since Last Period

Claim	Date	Fund	Warrant	Vendor Name	Claim Amount
<b>GENERAL FUND UNRESTRICTED 03</b>					
255333	12/07/2015	03	14207729	FAGEN FRIEDMAN & FULFROST, LLP	\$16,356.00
255337	12/07/2015	03	14207733	FREEWAY ISUZU TRUCKS & VANS	\$57,097.96
255348	12/07/2015	03	14207744	NIGRO & NIGRO, PC	\$26,505.00
255349	12/07/2015	03	14207745	HMC ARCHITECTS	\$16,000.00
255365	12/07/2015	03	14207761	G/M BUSINESS INTERIORS	\$2,360.82
255376	12/07/2015	03	14207772	APPLE INC.	\$2,299.22
255396	12/07/2015	03	14207792	AREY JONES EDUCATIONAL SOLUTIONS	\$2,215.36
255418	12/07/2015	03	14207814	WENGER CORPORATION	\$7,417.77
255419	12/07/2015	03	14207815	AARDVARK CLAY	\$2,478.55
255422	12/07/2015	03	14207818	SOUTHERN CALIFORNIA EDISON CO	\$17,455.29
255444	12/08/2015	03	14209133	INTERNATIONAL BACCALAUREATE	\$66,370.00
255473	12/08/2015	03	14209162	AGUA MANSA MRF, LLC	\$17,758.74
255480	12/08/2015	03	14209169	STATE OF CA/DEPT. JUSTICE	\$6,053.00
255499	12/08/2015	03	14209188	SCHOOL HEALTH SERVICES REGISTRY	\$4,480.60
255514	12/08/2015	03	14209203	STUDENT TRANSPORTATION OF AMERICA	\$16,771.33
255516	12/08/2015	03	14209205	STUDENT TRANSPORTATION OF AMERICA	\$36,244.07
255518	12/08/2015	03	14209207	STUDENT TRANSPORTATION OF AMERICA	\$80,845.14
255520	12/08/2015	03	14209209	STUDENT TRANSPORTATION OF AMERICA	\$82,199.31
255523	12/08/2015	03	14209212	STUDENT TRANSPORTATION OF AMERICA	\$198,214.22
255526	12/08/2015	03	14209215	STUDENT TRANSPORTATION OF AMERICA	\$82,298.53
255528	12/08/2015	03	14209217	STUDENT TRANSPORTATION OF AMERICA	\$200,003.90
255530	12/08/2015	03	14209219	STUDENT TRANSPORTATION OF AMERICA	\$196,992.48
255532	12/08/2015	03	14209221	STUDENT TRANSPORTATION OF AMERICA	\$55,942.22
255534	12/08/2015	03	14209223	STUDENT TRANSPORTATION OF AMERICA	\$156,821.28
255537	12/08/2015	03	14209226	STUDENT TRANSPORTATION OF AMERICA	\$82,364.11
255538	12/08/2015	03	14209227	STUDENT TRANSPORTATION OF AMERICA	\$200,218.69
255540	12/08/2015	03	14209229	STUDENT TRANSPORTATION OF AMERICA	\$65,883.93
255542	12/08/2015	03	14209231	STUDENT TRANSPORTATION OF AMERICA	\$162,029.10
255544	12/08/2015	03	14209233	STUDENT TRANSPORTATION OF AMERICA	\$43,500.73
255546	12/08/2015	03	14209235	STUDENT TRANSPORTATION OF AMERICA	\$6,395.00
255549	12/08/2015	03	14209238	STUDENT TRANSPORTATION OF AMERICA	\$35,952.19
255563	12/08/2015	03	14209252	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$13,573.76
255587	12/08/2015	03	14209276	STAGE ACCENTS	\$3,560.96
255597	12/09/2015	03	14210594	NEOPOST USA INC.	\$11,910.24
255603	12/09/2015	03	14210600	NATIONAL BUSINESS FURNITURE	\$14,566.92
255605	12/09/2015	03	14210602	KEN'S SPORTING GOODS	\$3,059.54
255611	12/09/2015	03	14210608	CALSSD	\$3,000.00
255621	12/09/2015	03	14210618	COPYLITE INC	\$3,328.00
255622	12/09/2015	03	14210619	AT&T	\$14,409.71
255638	12/09/2015	03	14210634	B&H PHOTO	\$3,488.82
255642	12/09/2015	03	14210638	ADVANCED OFFICE	\$2,917.08

255665	12/09/2015	03	14210661	PARTY UP ENTERTAINMENT	\$3,200.00
255669	12/09/2015	03	14210665	AVID CENTER	\$32,355.00
255670	12/09/2015	03	14210666	RIVERSIDE COUNTY OFFICE OF ED.	\$7,333.00
255679	12/09/2015	03	14210675	TAKACH PRESS CORPORATION	\$7,623.50
255723	12/10/2015	03	14211938	HOLIDAY INN EXPRESS	\$2,681.42
255736	12/10/2015	03	14211951	CLOVER ENTERPRISES	\$2,484.00
255749	12/10/2015	03	14211964	WAXIE SANITARY SUPPLY	\$2,316.00
255773	12/10/2015	03	14211988	CAROLINA BIOLOGICAL	\$4,800.96
255777	12/10/2015	03	14211992	LEARNERATOR EDUCATION, INC	\$2,000.00
255784	12/10/2015	03	14211999	BIO CORPORATION	\$3,820.86
255811	12/10/2015	03	14212026	ARC SERVICES COMPANY	\$2,987.89
255815	12/11/2015	03	14213187	ENCORE EDUCATION CORPORATION	\$175,866.00
255825	12/11/2015	03	14213197	WESTERN MUNICIPAL WATER DISTRICT	\$11,727.94
255829	12/11/2015	03	14213201	CLOVER ENTERPRISES	\$3,901.50
255832	12/11/2015	03	14213204	DLR GROUP, INC.	\$23,200.00
255834	12/11/2015	03	14213206	RUHNAU RUHNAU CLARKE & ASSOCIATES	\$12,400.00
255835	12/11/2015	03	14213207	WLC ARCHITECTS, INC.	\$28,200.00
255839	12/11/2015	03	14213211	AGUA MANSA MRF, LLC	\$12,282.29
255853	12/11/2015	03	14213225	THE BODINE GROUP	\$2,400.00
255855	12/11/2015	03	14213227	THE BODINE GROUP	\$3,600.00
255865	12/11/2015	03	14213237	CASBO	\$3,095.00
255889	12/11/2015	03	14213261	TURNITIN	\$2,000.00
255905	12/11/2015	03	14213277	CSUSB	\$38,000.00
255910	12/11/2015	03	14213282	TBWB STRATEGIES	\$56,352.00
255913	12/14/2015	03	14215567	KANSTUL MUSICAL INSTRUMENTS	\$3,327.48
255919	12/14/2015	03	14215573	NORTHWEST MOSQUITO AND VECTOR CONTROL DISTRICT	\$3,051.64
255927	12/14/2015	03	14215581	MOREY'S MUSIC	\$2,851.20
255932	12/14/2015	03	14215586	DOUBLE TREE HOTEL	\$2,496.00
255942	12/14/2015	03	14215596	RIVERSIDE, CITY OF	\$3,018.39
255945	12/14/2015	03	14215599	NICK RAIL MUSIC	\$8,341.92
255948	12/14/2015	03	14215602	RIVERSIDE, CITY OF	\$2,258.37
255961	12/14/2015	03	14215615	CLOVER ENTERPRISES	\$2,943.00
255964	12/14/2015	03	14215618	NICK RAIL MUSIC	\$2,095.20
255976	12/14/2015	03	14215630	UCR REGENTS	\$70,000.00
255982	12/14/2015	03	14215636	RILEY'S AMERICAN HERITAGE FARMS	\$2,336.00
256001	12/14/2015	03	14215655	ACHIEVE 3000, INC.	\$2,300.00
256003	12/14/2015	03	14215657	ARES SPORTSWEAR LTD	\$3,780.00
256009	12/14/2015	03	14215663	AARDVARK CLAY	\$3,793.39
256017	12/14/2015	03	14215671	CDW-G	\$2,223.69
256029	12/14/2015	03	14215683	BEST BUY GOV LLC	\$5,464.80
256053	12/15/2015	03	14215760	THE GAS COMPANY	\$5,403.86
256057	12/15/2015	03	14215764	PEGLEG ENTERTAINMENT	\$14,690.00
256060	12/15/2015	03	14215767	THE GAS COMPANY	\$5,701.68
256063	12/15/2015	03	14215770	DYNAMIC MEASUREMENT GROUP	\$4,163.00
256067	12/15/2015	03	14215774	ALL CITY MANAGEMENT SERVICES, INC.	\$2,946.00
256071	12/15/2015	03	14215778	HMC ARCHITECTS	\$9,600.00
256074	12/15/2015	03	14215781	BB&T INSURANCE SERVICES OF CALIFORNIA, INC.	\$6,388.83

256089	12/15/2015	03	14215795	IPMTECH PEST MANAGEMENT	\$3,470.00
256106	12/15/2015	03	14215812	JKEAA MUSIC SERVICES, LLC	\$9,742.98
256121	12/15/2015	03	14215827	JKEAA MUSIC SERVICES, LLC	\$2,959.00
256136	12/15/2015	03	14215842	AMPLIFIED IT LLC	\$4,141.12
256144	12/15/2015	03	14215850	ADVANCED OFFICE	\$2,673.00
256165	12/15/2015	03	14215871	DREAMBOX LEARNING, INC.	\$3,275.00
256197	12/15/2015	03	14215903	PRECISION DATA PRODUCTS	\$2,367.42
256239	12/15/2015	03	14215945	HARRIS, DENNIS L.	\$2,153.73
256258	12/16/2015	03	14217547	ON TARGET	\$149,917.41
256259	12/16/2015	03	14217548	THE LEARNING TOGETHER COMPANY	\$96,500.00
256348	01/04/2016	03	14227421	FAGEN FRIEDMAN & FULFROST, LLP	\$15,820.00
256368	12/18/2015	03	14220580	ALTURA CREDIT UNION	\$60,011.07
256391	01/04/2016	03	14227431	CANON SOLUTIONS AMERICA, INC.	\$35,478.00
256392	01/04/2016	03	14227432	LEGOLAND CALIFORNIA, LLC	\$2,128.00
256408	01/04/2016	03	14227448	AT&T MOBILITY	\$6,662.45
256411	01/04/2016	03	14227451	VICTORY BRANDING AND PROMOTIONS	\$2,091.64
256426	01/04/2016	03	14227466	WAXIE SANITARY SUPPLY	\$7,268.23
256430	01/04/2016	03	14227470	XEROX CORPORATION	\$2,230.25
256466	01/04/2016	03	14227506	UNIVERSAL ATHLETIC SERVICES, INC.	\$3,348.00
256474	01/04/2016	03	14227514	BROADWAY KNITTING MILLS, INC.	\$2,187.65
256486	01/04/2016	03	14227526	COPYLITE INC	\$3,571.80
256501	01/05/2016	03	14229284	ENKO SYSTEMS, INC.	\$3,100.00
256502	01/05/2016	03	14229285	FRIAR TUX SHOP	\$5,638.43
256509	01/05/2016	03	14229292	JONES DRY CLEANERS	\$3,543.31
256528	01/05/2016	03	14229311	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$59,876.90
256546	01/05/2016	03	14229329	THE GAS COMPANY	\$4,963.62
256555	01/05/2016	03	14229338	CREATIVE COSTUMING DESIGNS	\$2,204.15
256557	01/05/2016	03	14229340	WESTERN MUNICIPAL WATER DISTRICT	\$4,418.51
256568	01/05/2016	03	14229351	SOUTHERN CALIFORNIA EDISON CO	\$15,921.71
256575	01/05/2016	03	14229358	EMPIRE TRUCK & EQUIPMENT REPAIR	\$4,117.07
256577	01/05/2016	03	14229360	MUSIC THEATRE INTERNATIONAL	\$2,818.00
256590	01/06/2016	03	14229439	ALTURA CREDIT UNION	\$2,413.36
256595	01/06/2016	03	14229444	AREY JONES EDUCATIONAL SOLUTIONS	\$2,296.28
256599	01/06/2016	03	14229448	AT&T	\$13,180.80
256606	01/06/2016	03	14229455	AARDVARK CLAY	\$2,199.10
256609	01/06/2016	03	14229458	DRESMANN PROMOTIONAL PRODUCTS	\$4,114.80
256616	01/06/2016	03	14229465	VAVRINEK, TRINE, DAY & CO., LLP	\$3,952.00
256624	01/06/2016	03	14229473	DREAMBOX LEARNING, INC.	\$3,400.00
256625	01/06/2016	03	14229474	DREAMBOX LEARNING, INC.	\$3,250.00
256628	01/06/2016	03	14229477	AMSTERDAM PRINTING & LITHO	\$5,005.07
256641	01/06/2016	03	14229490	COAST 2 COAST COACHING	\$3,600.00
256658	01/07/2016	03	14230347	GALLUP, INC.	\$46,750.00
256660	01/07/2016	03	14230349	WAXIE SANITARY SUPPLY	\$6,900.30
256674	01/07/2016	03	14230363	VS ATHLETICS	\$4,501.25
256676	01/07/2016	03	14230365	HOLIDAY INN	\$2,585.19
256681	01/07/2016	03	14230370	MISSION INN	\$2,747.28
256703	01/07/2016	03	14230392	WESTERN MUNICIPAL WATER DISTRICT	\$8,767.03

256710	01/08/2016	03	14231531	FAGEN FRIEDMAN & FULFROST, LLP	\$15,820.00
256726	01/08/2016	03	14231547	GUTIERREZ, JUDITH C.	\$5,000.00
256738	01/08/2016	03	14231559	BEST BUY GOV LLC	\$4,924.80
256756	01/08/2016	03	14231577	DELTA EDUCATION	\$4,146.44
256763	01/08/2016	03	14231584	RIVERSIDE COUNTY OFFICE OF ED.	\$7,333.00
256782	01/08/2016	03	14231603	ELITE SPORTS USA INC.	\$2,462.40
256800	01/11/2016	03	14232473	APPLE INC.	\$9,131.52
256811	01/11/2016	03	14232484	DELL MARKETING L.P.	\$290,031.39
256819	01/11/2016	03	14232492	AGUA MANSA MRF, LLC	\$12,821.49
256853	01/12/2016	03	14233581	WESTERN MUNICIPAL WATER DISTRICT	\$6,921.06
256878	01/12/2016	03	14233606	GALLUP, INC.	\$12,750.00
256884	01/12/2016	03	14233612	FROST, DAVIS & DONNELLY	\$6,000.00
256885	01/12/2016	03	14233613	DISNEYLAND	\$3,420.00
256890	01/12/2016	03	14233618	RIVERSIDE CHAMBERS OF COMMERCE	\$5,000.00
256920	01/12/2016	03	14233648	BB&T INSURANCE SERVICES OF CALIFORNIA, INC.	\$7,629.56
256925	01/12/2016	03	14233653	AREY JONES EDUCATIONAL SOLUTIONS	\$3,444.42
256953	01/12/2016	03	14233679	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$2,192.59
256982	01/12/2016	03	14233708	IMPACT IMAGES, INC.	\$4,002.44
256994	01/13/2016	03	14235599	LAKE MATHEWS ELEMENTARY PTA	\$9,487.69
256995	01/13/2016	03	14235600	DAVIS WRIGHT TREMAINE LLP	\$12,384.50
256997	01/13/2016	03	14235602	LEADERSHIP ASSOCIATES	\$3,750.00
256999	01/13/2016	03	14235604	NICK RAIL MUSIC	\$3,369.60
257000	01/13/2016	03	14235605	NICK RAIL MUSIC	\$41,211.72
257002	01/13/2016	03	14235607	MEDINA PEST CONTROL	\$6,955.00
257017	01/13/2016	03	14235621	AREY JONES EDUCATIONAL SOLUTIONS	\$3,975.78
257046	01/13/2016	03	14235650	DISCOUNT SCHOOL SUPPLY	\$2,242.09
257071	01/13/2016	03	14235674	PATHFINDER RANCH	\$3,345.00
257081	01/13/2016	03	14235684	RIVERSIDE SOCCER STORES	\$3,826.98
257105	01/14/2016	03	14235940	ID ACTIVE WEAR, INC.	\$2,197.80
257107	01/14/2016	03	14235942	GAGE CANAL COMPANY	\$3,345.00
257115	01/14/2016	03	14235950	RUHNAU RUHNAU CLARKE & ASSOCIATES	\$12,400.00
257117	01/14/2016	03	14235952	WLC ARCHITECTS, INC.	\$36,400.00
257132	01/14/2016	03	14235966	STATE BOARD OF EQUALIZATION	\$9,477.00
257185	01/14/2016	03	14236019	AG PARTS WORLDWIDE	\$3,000.00
257201	01/14/2016	03	14236035	MILE HIGH PINES	\$4,792.50
257208	01/14/2016	03	14236042	MINUTEMAN PRESS	\$4,222.80
257216	01/15/2016	03	14238221	WESTERN MUNICIPAL WATER DISTRICT	\$13,281.28
257238	01/15/2016	03	14238243	PALI INSTITUTE	\$15,950.00
257274	01/15/2016	03	14238279	RIVERSIDE COUNTY OFFICE OF ED.	\$2,100.00
257278	01/15/2016	03	14238283	CDW-G	\$2,160.01
257312	01/15/2016	03	14238317	JAM SPORTSWEAR INC	\$3,240.00
257315	01/15/2016	03	14238320	JKEAA MUSIC SERVICES, LLC	\$4,104.00
257316	01/15/2016	03	14238321	JKEAA MUSIC SERVICES, LLC	\$3,750.00
257317	01/15/2016	03	14238322	NATIONAL SIGN & MARKETING CORPORATION	\$29,952.00

**TOTAL FOR FUND 03 \$3,919,354.15**

**GENERAL FUND RESTRICTED 0**

255323	12/07/2015	06	14207719	HARRIS, DENNIS L.	\$2,153.73
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255332	12/07/2015	06	14207728	GERAGHTY-JENKINS, CATHLEEN A.	\$2,000.00
255343	12/07/2015	06	14207739	THE ALVO INSTITUTE	\$8,697.47
255394	12/07/2015	06	14207790	HOWARD INDUSTRIES	\$10,089.59
255400	12/07/2015	06	14207796	VITAL RESEARCH, LLC	\$9,614.50
255440	12/07/2015	06	14207836	STARTING GATE EDUCATIONAL SERVICES	\$108,785.68
255442	12/08/2015	06	14209131	CHRISTINE MAJORS PSYCHOLOGIST, INC.	\$7,000.00
255465	12/08/2015	06	14209154	INDIVIDUALIZED EDUCATIONAL PSYCHOLOGY, INC.	\$4,000.00
255476	12/08/2015	06	14209165	K H METALS & SUPPLY	\$2,554.39
255490	12/08/2015	06	14209179	AREY JONES EDUCATIONAL SOLUTIONS	\$44,368.04
255503	12/08/2015	06	14209192	SOCO GROUP, INC.	\$6,669.17
255505	12/08/2015	06	14209194	SOCO GROUP, INC.	\$8,849.54
255506	12/08/2015	06	14209195	SURISA RIVERS LAW OFFICE	\$5,500.00
255508	12/08/2015	06	14209197	SURISA RIVERS LAW OFFICE	\$2,750.00
255510	12/08/2015	06	14209199	SOMERSET EDUCATIONAL SERVICES INC.	\$21,012.32
255512	12/08/2015	06	14209201	SOMERSET EDUCATIONAL SERVICES INC.	\$15,211.87
255517	12/08/2015	06	14209206	BUTLER, THERESA R.	\$2,138.27
255583	12/08/2015	06	14209272	SIGLER WHOLESALE DISTRIBUTORS	\$5,060.88
255615	12/09/2015	06	14210612	ARDOR HEALTH SOLUTIONS	\$8,925.60
255623	12/09/2015	06	14210620	CROSSROADS MULCH, INC.	\$14,531.40
255654	12/09/2015	06	14210650	RIVERSIDE ARTS COUNCIL	\$2,590.00
255655	12/09/2015	06	14210651	RISE INTERPRETING, INC.	\$17,770.00
255657	12/09/2015	06	14210653	RISE INTERPRETING, INC.	\$3,185.00
255658	12/09/2015	06	14210654	RISE INTERPRETING, INC.	\$6,440.00
255660	12/09/2015	06	14210656	RISE INTERPRETING, INC.	\$19,285.00
255666	12/09/2015	06	14210662	RIVERSIDE COUNTY OFFICE OF ED.	\$2,048.64
255689	12/09/2015	06	14210685	PARKHOUSE TIRE, INC.	\$2,753.79
255724	12/10/2015	06	14211939	OXFORD TUTORING CENTER	\$9,881.25
255732	12/10/2015	06	14211947	DISNEYLAND	\$3,070.00
255734	12/10/2015	06	14211949	BOYS & GIRLS CLUBS OF GREATER REDLANDS-RIVERSIDE	\$135,557.66
255737	12/10/2015	06	14211952	AMTECH ELEVATORS	\$2,802.78
255776	12/10/2015	06	14211991	CERTIPORT	\$3,145.00
255816	12/11/2015	06	14213188	NU ACOUSTICS	\$4,923.00
255817	12/11/2015	06	14213189	GEARY PACIFIC	\$2,830.05
255819	12/11/2015	06	14213191	OAK GROVE INSTITUTE	\$3,887.94
255827	12/11/2015	06	14213199	NAUMANN HOBBS MATERIAL HANDLING CORPORATION II	\$2,506.62
255880	12/11/2015	06	14213252	DATA IMPRESSIONS	\$2,174.08
255911	12/11/2015	06	14213283	STARTING GATE EDUCATIONAL SERVICES	\$201,459.60
255965	12/14/2015	06	14215619	ARDOR HEALTH SOLUTIONS	\$8,400.00
255972	12/14/2015	06	14215626	PORT VIEW PREPARATORY, INC.	\$23,037.64
255974	12/14/2015	06	14215628	RIVERSIDE ARTS COUNCIL	\$4,150.11
255978	12/14/2015	06	14215632	UCR REGENTS	\$42,000.00
255985	12/14/2015	06	14215639	DORIS PEREZ INTERPRETING	\$9,175.00
255987	12/14/2015	06	14215641	CASTANEDA, STEPHANIE	\$3,040.00
255991	12/14/2015	06	14215645	CAROLYN E. WYLIE CENTER	\$7,000.00
256007	12/14/2015	06	14215661	POMA DISTRIBUTING CO INC	\$3,252.67
256014	12/14/2015	06	14215668	BARNES & NOBLE (RIVERSIDE)	\$2,699.46
256032	12/14/2015	06	14215686	HARRIS, DENNIS L.	\$2,153.73



256051	12/15/2015	06	14215758	MIND RESEARCH INSTITUTE	\$4,200.00
256062	12/15/2015	06	14215769	CCS CONTRACTORS INC.	\$5,592.00
256066	12/15/2015	06	14215773	CATAPULT LEARNING WEST, LLC	\$9,267.32
256073	12/15/2015	06	14215780	BCBA CONSULTING SERVICES	\$6,065.20
256141	12/15/2015	06	14215847	AUDITORY INSTRUMENTS, INC.	\$2,651.16
256154	12/15/2015	06	14215860	DELTA EDUCATION	\$45,612.11
256191	12/15/2015	06	14215897	SIGLER WHOLESALE DISTRIBUTORS	\$4,163.40
256196	12/15/2015	06	14215902	MARTIN, RODOLFO	\$4,600.00
256220	12/15/2015	06	14215926	DATA IMPRESSIONS	\$14,631.55
256248	12/15/2015	06	14215954	CHRISTINE MAJORS PSYCHOLOGIST, INC.	\$6,625.00
256268	12/16/2015	06	14217556	ROSETTA STONE LTD.	\$29,705.50
256359	01/04/2016	06	14227426	MEDCO SUPPLY COMPANY	\$8,010.51
256394	01/04/2016	06	14227434	HILTON	\$3,987.24
256404	01/04/2016	06	14227444	APPLE INC.	\$16,063.36
256406	01/04/2016	06	14227446	APPLE INC.	\$33,958.20
256420	01/04/2016	06	14227460	WATERLINE TECHNOLOGIES, INC.	\$2,262.71
256422	01/04/2016	06	14227462	CARDULLO, RICHARD A	\$8,250.00
256425	01/04/2016	06	14227465	WESTERN ILLUMINATED PLASTICS	\$8,824.41
256428	01/04/2016	06	14227468	A PLUS EDUCATORS, LLC	\$13,966.00
256429	01/04/2016	06	14227469	A.C.C.E.S.S., INC.	\$5,541.00
256432	01/04/2016	06	14227472	APPLIED BEHAVIOR CONSULTANTS, INC.	\$12,063.99
256435	01/04/2016	06	14227475	COYNE & ASSOCIATES EDUCATION CORP.	\$18,006.92
256436	01/04/2016	06	14227476	COYNE & ASSOCIATES EDUCATION CORP.	\$11,536.00
256437	01/04/2016	06	14227477	NO EXCUSES UNIVERSITY	\$4,140.00
256489	01/04/2016	06	14227529	CAROLYN E. WYLIE CENTER	\$7,000.00
256510	01/05/2016	06	14229293	GRILLO'S FILTER SALES	\$2,325.70
256513	01/05/2016	06	14229296	AUTISM BEHAVIOR CONSULTANTS	\$31,437.42
256519	01/05/2016	06	14229302	AUTISM BEHAVIOR CONSULTANTS	\$11,920.84
256561	01/05/2016	06	14229344	DELTA EDUCATION	\$4,632.94
256604	01/06/2016	06	14229453	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$13,573.76
256613	01/06/2016	06	14229462	DELTA EDUCATION	\$14,185.76
256651	01/06/2016	06	14229500	ARDOR HEALTH SOLUTIONS	\$3,844.80
256662	01/07/2016	06	14230351	CALIFORNIA DEPARTMENT OF ED	\$2,250.00
256715	01/08/2016	06	14231536	FLOOR TECH AMERICA, INC.	\$2,101.94
256741	01/08/2016	06	14231562	CURRICULUM ASSOCIATES, INC.	\$13,410.00
256783	01/11/2016	06	14232456	NAPA AUTO PARTS	\$2,215.31
256799	01/11/2016	06	14232472	HOWARD INDUSTRIES	\$3,186.42
256801	01/11/2016	06	14232474	THE ALVO INSTITUTE	\$5,480.00
256842	01/11/2016	06	14232515	BOYS & GIRLS CLUBS OF GREATER REDLANDS-RIVERSIDE	\$135,557.66
256861	01/12/2016	06	14233589	HOME DEPOT	\$5,209.72
256862	01/12/2016	06	14233590	HOME DEPOT	\$2,431.49
256867	01/12/2016	06	14233595	STARTING GATE EDUCATIONAL SERVICES	\$83,513.64
256868	01/12/2016	06	14233596	SOMERSET EDUCATIONAL SERVICES INC.	\$15,198.53
256869	01/12/2016	06	14233597	SENSEABILITIES, SPEECH-LANGUAGE PATHOLOGY, INC.	\$17,240.00
256873	01/12/2016	06	14233601	STATE BOARD OF EQUALIZATION	\$2,327.15
256875	01/12/2016	06	14233603	OAK GROVE INSTITUTE	\$6,295.84
256876	01/12/2016	06	14233604	OAK GROVE INSTITUTE	\$2,278.09

256900	01/12/2016	06	14233628	PACIFIC GLASS COMPANY	\$14,850.00
256902	01/12/2016	06	14233630	MARTIN, RODOLFO	\$6,149.39
256910	01/12/2016	06	14233638	APPLE INC.	\$2,013.96
256915	01/12/2016	06	14233643	BRIGHT FUTURES ACADEMY LLC	\$132,342.49
256921	01/12/2016	06	14233649	APPLE INC.	\$3,404.28
256957	01/12/2016	06	14233683	CONCEPTS SCHOOL AND OFFICE FURNISHINGS, LLC	\$9,405.56
256987	01/12/2016	06	14233713	BONNETT IRRIGATION	\$2,248.78
256989	01/12/2016	06	14233715	BONNETT IRRIGATION	\$2,163.66
256990	01/12/2016	06	14233716	TRI-ED/NORTHERN VIDEO DISTRIBUTION	\$5,308.30
256991	01/12/2016	06	14233717	BONNETT IRRIGATION	\$2,182.59
256996	01/13/2016	06	14235601	RUSSO, FLECK AND ASSOCIATES	\$4,613.03
257005	01/13/2016	06	14235610	INLAND LIGHTING SUPPLIES INC	\$9,525.49
257008	01/13/2016	06	14235613	JUDY M. SEGAL SPEECH/LANGUAGE PATHOLOGY CORP.	\$3,000.00
257015	01/13/2016	06	14235619	NATIONAL BUSINESS FURNITURE	\$24,900.50
257016	01/13/2016	06	14235620	AREY JONES EDUCATIONAL SOLUTIONS	\$26,505.21
257054	01/13/2016	06	14235657	ABBAY CARPET & FLOOR	\$2,526.50
257069	01/13/2016	06	14235672	AAA ELECTRIC MOTOR SALES	\$2,289.47
257072	01/13/2016	06	14235675	BEAR COM	\$2,008.63
257077	01/13/2016	06	14235680	DELTA EDUCATION	\$43,400.00
257178	01/14/2016	06	14236012	WALTERS WHOLESALE ELECTRIC	\$3,799.58
257183	01/14/2016	06	14236017	HILTON	\$2,920.50
257243	01/15/2016	06	14238248	ARDOR HEALTH SOLUTIONS	\$13,405.80
257248	01/15/2016	06	14238253	SIGLER WHOLESALE DISTRIBUTORS	\$2,206.15
257253	01/15/2016	06	14238258	SMARDAN SUPPLY CO.	\$2,655.76
257261	01/15/2016	06	14238266	SOCO GROUP, INC.	\$14,151.04
257308	01/15/2016	06	14238313	GRAINGER (ACCT#805345592)	\$4,681.81
257314	01/15/2016	06	14238319	MIJAC ALARM	\$9,693.75
<b>TOTAL FOR FUND 06</b>					<b>\$1,840,824.29</b>

**ADULT EDUCATION FUND 11**

255413	12/07/2015	11	14207809	BARNES & NOBLE (RIVERSIDE)	\$8,091.36
<b>TOTAL FOR FUND 11</b>					<b>\$8,091.36</b>

**CAFETERIA SPECIAL REVENUE FUND 13**

255460	12/08/2015	13	14209149	SUNRISE PRODUCE COMPANY	\$6,107.41
255462	12/08/2015	13	14209151	SUNRISE PRODUCE COMPANY	\$9,793.39
255475	12/08/2015	13	14209164	SUNRISE PRODUCE COMPANY	\$35,051.50
255570	12/08/2015	13	14209259	DEMATTEO'S PIZZA	\$4,613.00
255702	12/10/2015	13	14211917	HOLLANDIA DAIRY	\$44,089.41
255703	12/10/2015	13	14211918	NEFF CONSTRUCTION, INC.	\$5,937.50
255710	12/10/2015	13	14211925	HMC ARCHITECTS	\$4,834.42
255715	12/10/2015	13	14211930	GOOD, ALBA	\$3,690.00
255718	12/10/2015	13	14211933	KNIGHT, ROBERT C.	\$2,220.00
255759	12/10/2015	13	14211974	RAYMOND HANDLING SOLUTIONS, INC.	\$2,074.06
255797	12/10/2015	13	14212012	DEMATTEO'S PIZZA	\$3,091.25
255810	12/10/2015	13	14212025	DEMATTEO'S PIZZA	\$3,315.25
255844	12/11/2015	13	14213216	DAXWELL	\$3,671.55
255933	12/14/2015	13	14215587	LEABO FOODS DIST., INC.	\$14,578.82
255935	12/14/2015	13	14215589	LEABO FOODS DIST., INC.	\$11,908.85
255936	12/14/2015	13	14215590	LEABO FOODS DIST., INC.	\$14,618.10

255937	12/14/2015	13	14215591	LEABO FOODS DIST., INC.	\$7,687.49
255938	12/14/2015	13	14215592	LEABO FOODS DIST., INC.	\$24,506.71
255940	12/14/2015	13	14215594	P & R PAPER SUPPLY	\$9,942.35
255944	12/14/2015	13	14215598	P & R PAPER SUPPLY	\$12,508.73
255950	12/14/2015	13	14215604	P & R PAPER SUPPLY	\$12,100.03
255952	12/14/2015	13	14215606	P & R PAPER SUPPLY	\$11,030.77
255977	12/14/2015	13	14215631	PLASTIC PACKAGE INC.	\$4,570.14
255981	12/14/2015	13	14215635	PLATINUM PACKAGING GROUP	\$3,604.34
256109	12/15/2015	13	14215815	NEWPORT FARMS	\$3,480.00
256111	12/15/2015	13	14215817	AREY JONES EDUCATIONAL SOLUTIONS	\$18,852.78
256118	12/15/2015	13	14215824	SYSCO RIVERSIDE, INC.	\$5,074.71
256120	12/15/2015	13	14215826	SYSCO RIVERSIDE, INC.	\$6,227.72
256123	12/15/2015	13	14215829	SYSCO RIVERSIDE, INC.	\$7,782.84
256153	12/15/2015	13	14215859	US. FOODS (LOS ANGELES)	\$2,055.47
256156	12/15/2015	13	14215862	US. FOODS (LOS ANGELES)	\$2,780.71
256157	12/15/2015	13	14215863	US. FOODS (LOS ANGELES)	\$4,835.49
256162	12/15/2015	13	14215868	US. FOODS (LOS ANGELES)	\$2,837.15
256219	12/15/2015	13	14215925	SUNRISE PRODUCE COMPANY	\$13,590.56
256246	12/15/2015	13	14215952	A & R WHOLESALE DISTRIBUTORS INC	\$22,031.97
256247	12/15/2015	13	14215953	A & R WHOLESALE DISTRIBUTORS INC	\$6,926.30
256252	12/15/2015	13	14215958	GOLD STAR FOODS, INC.	\$2,915.78
256253	12/15/2015	13	14215959	SUNRISE PRODUCE COMPANY	\$16,600.48
256254	12/15/2015	13	14215960	GOLD STAR FOODS, INC.	\$3,862.92
256261	01/04/2016	13	14227415	A & R WHOLESALE DISTRIBUTORS INC	\$11,034.37
256269	01/04/2016	13	14227416	GOLD STAR FOODS, INC.	\$2,524.40
256270	01/04/2016	13	14227417	GOLD STAR FOODS, INC.	\$2,705.88
256284	01/04/2016	13	14227418	GOLD STAR FOODS, INC.	\$2,411.37
256289	01/04/2016	13	14227419	GOLD STAR FOODS, INC.	\$4,909.31
256366	01/04/2016	13	14227427	HOLLANDIA DAIRY	\$2,119.90
256367	01/04/2016	13	14227428	HOLLANDIA DAIRY	\$43,148.40
256398	01/04/2016	13	14227438	GOLD STAR FOODS, INC.	\$5,784.93
256403	01/04/2016	13	14227443	GOLD STAR FOODS, INC.	\$5,184.74
256409	01/04/2016	13	14227449	GOLD STAR FOODS, INC.	\$6,186.84
256417	01/04/2016	13	14227457	HOLLANDIA DAIRY	\$35,654.58
256445	01/04/2016	13	14227485	GOOD, ALBA	\$2,520.00
256447	01/04/2016	13	14227487	KNIGHT, ROBERT C.	\$2,220.00
256458	01/04/2016	13	14227498	GOLD STAR FOODS, INC.	\$4,107.10
256611	01/06/2016	13	14229460	SUNRISE PRODUCE COMPANY	\$48,267.74
256626	01/06/2016	13	14229475	SUNRISE PRODUCE COMPANY	\$5,220.45
256638	01/06/2016	13	14229487	SUNRISE PRODUCE COMPANY	\$7,130.91
256655	01/06/2016	13	14229504	SUNRISE PRODUCE COMPANY	\$2,452.24
256753	01/08/2016	13	14231574	DAXWELL	\$2,646.70
256754	01/08/2016	13	14231575	PLASTIC PACKAGE INC.	\$3,245.76
256755	01/08/2016	13	14231576	PLASTIC PACKAGE INC.	\$5,016.20
256877	01/12/2016	13	14233605	DEMATTEO'S PIZZA	\$3,546.00
256882	01/12/2016	13	14233610	DEMATTEO'S PIZZA	\$3,949.50
256892	01/12/2016	13	14233620	DEMATTEO'S PIZZA	\$3,600.50

256912	01/12/2016	13	14233640	PLATINUM PACKAGING GROUP	\$4,161.18
256917	01/12/2016	13	14233645	SYSCO RIVERSIDE, INC.	\$11,508.25
256919	01/12/2016	13	14233647	SYSCO RIVERSIDE, INC.	\$6,154.23
256924	01/12/2016	13	14233652	US. FOODS (LOS ANGELES)	\$4,875.64
256934	01/12/2016	13	14233662	HOLLANDIA DAIRY	\$6,289.54
256939	01/12/2016	13	14233667	US. FOODS (LOS ANGELES)	\$3,986.16
256943	01/12/2016	13	14233671	US. FOODS (LOS ANGELES)	\$3,174.50
256945	01/12/2016	13	14233672	US. FOODS (LOS ANGELES)	\$3,284.65
256954	01/12/2016	13	14233680	US. FOODS (LOS ANGELES)	\$3,471.28
257149	01/14/2016	13	14235983	A & R WHOLESALE DISTRIBUTORS INC	\$6,719.36
257187	01/14/2016	13	14236021	GOLD STAR FOODS, INC.	\$2,771.45
257213	01/15/2016	13	14238218	P & R PAPER SUPPLY	\$10,076.83
257214	01/15/2016	13	14238219	P & R PAPER SUPPLY	\$10,375.76
257215	01/15/2016	13	14238220	P & R PAPER SUPPLY	\$5,574.91
257217	01/15/2016	13	14238222	GOLD STAR FOODS, INC.	\$12,818.22
257223	01/15/2016	13	14238228	GOLD STAR FOODS, INC.	\$6,335.10
257232	01/15/2016	13	14238237	HOLLANDIA DAIRY	\$38,522.41
257244	01/15/2016	13	14238249	KNIGHT, ROBERT C.	\$4,600.00
257252	01/15/2016	13	14238257	GOLD STAR FOODS, INC.	\$4,949.31
<b>TOTAL FOR FUND 13</b>					<b>\$740,636.55</b>

**BUILDING FUND 21**

256699	01/07/2016	21	14230388	APPLE VALLEY COMMUNICATIONS, INC.	\$46,194.35
257110	01/14/2016	21	14235945	INLAND LIGHTING SUPPLIES INC	\$7,603.20
257112	01/14/2016	21	14235947	SCOUTLITE CORPORATION	\$4,970.00
257114	01/14/2016	21	14235949	J. GLENNA CONSTRUCTION INC.	\$18,900.00
257123	01/14/2016	21	14235958	DIVISION OF THE STATE ARCHITECT	\$4,279.37
<b>TOTAL FOR FUND 21</b>					<b>\$81,946.92</b>

**CAPITAL FACILITIES FUND 25**

255472	12/08/2015	25	14209161	FIELDMAN, ROLAPP & ASSOCIATES	\$3,762.55
255934	12/14/2015	25	14215588	NATIONAL CONSTRUCTION RENTALS	\$5,730.00
256070	12/15/2015	25	14215777	LPA ARCHITECTS	\$21,533.75
256130	12/15/2015	25	14215836	AREY JONES EDUCATIONAL SOLUTIONS	\$2,296.28
256465	01/04/2016	25	14227505	DAVIS DEMOGRAPHICS & PLANNING	\$2,970.00
256666	01/07/2016	25	14230355	J. GLENNA CONSTRUCTION INC.	\$8,820.00
256668	01/07/2016	25	14230357	WILLIAMS SCOTSMAN, INC.	\$32,236.44
257121	01/14/2016	25	14235956	VIRCO MANUFACTURING	\$2,457.60
<b>TOTAL FOR FUND 25</b>					<b>\$79,806.62</b>

**COUNTY SCHOOL FACILITIES FUND 35**

257113	01/14/2016	35	14235948	J. GLENNA CONSTRUCTION INC.	\$4,270.00
257118	01/14/2016	35	14235953	LEIGHTON CONSULTING, INC	\$2,500.00
<b>TOTAL FOR FUND 35</b>					<b>\$6,770.00</b>

**SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS 40**

255359	12/07/2015	40	14207755	VALLEY CITIES / GONZALES FENCE INC.	\$7,700.00
255941	12/14/2015	40	14215595	SILVER CREEK INDUSTRIES, INC.	\$204,691.84
255943	12/14/2015	40	14215597	SILVER CREEK INDUSTRIES, INC.	\$35,988.42
255954	12/14/2015	40	14215608	LPA ARCHITECTS	\$8,173.34
256040	12/14/2015	40	14215694	LPA ARCHITECTS	\$2,450.00
256700	01/07/2016	40	14230389	CARDINAL ENVIRONMENTAL CONSULTANTS, INC.	\$4,350.00

256706	01/07/2016	40	14230395	SILVER CREEK INDUSTIRES, INC.	\$29,677.43
257119	01/14/2016	40	14235954	TTG ENGINEERS	\$2,394.00
<b>TOTAL FOR FUND 40</b>					<b>\$295,425.03</b>

**DEBT SERVICE FUND 56**

256805	01/11/2016	56	14232478	U.S. BANK GLOBAL CORP TRUST SERVICES	\$140,074.53
257019	01/13/2016	56	14235623	U.S. BANK GLOBAL CORP TRUST SERVICES	\$169,094.54
<b>TOTAL FOR FUND 56</b>					<b>\$309,169.07</b>

**SELF-INSURANCE FUND 67**

255334	12/07/2015	67	14207730	FAGEN FRIEDMAN & FULFROST, LLP	\$9,422.88
255377	12/07/2015	67	14207773	UNION BANK OF CALIFORNIA 2740029080	\$255,456.74
255747	12/10/2015	67	14211962	ALLIANCE OF SCHOOLS FOR COOPERATIVE INS PROGRAM:	\$177,412.00
255867	12/11/2015	67	14213239	UNION BANK OF CALIFORNIA 2740029080	\$257,668.22
255929	12/14/2015	67	14215583	DELTA HEALTH SYSTEMS	\$198,927.85
256054	12/15/2015	67	14215761	UNION BANK OF CALIFORNIA 2740029080	\$600,000.00
256058	12/15/2015	67	14215765	RUSD WORKER'S COMP TRUST	\$16,484.46
256204	12/15/2015	67	14215910	ENABLE MART	\$28,512.00
256263	12/16/2015	67	14217551	RUSD WORKER'S COMP TRUST	\$62,319.57
256264	12/16/2015	67	14217552	SCHOOL HEALTH CORP-USE 23146	\$116,562.57
256442	01/04/2016	67	14227482	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$60,666.70
256498	01/05/2016	67	14229281	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS A:	\$39,323.34
256531	01/05/2016	67	14229314	UNION BANK OF CALIFORNIA 2740029080	\$224,447.63
256584	01/06/2016	67	14229433	HARRIS ROTHENBERG INTERNATIONAL, INC.	\$73,482.35
256874	01/12/2016	67	14233602	GOLF CARS OF RIVERSIDE	\$10,003.84
256888	01/12/2016	67	14233616	SELF-INSURANCE PLANS	\$12,371.88
256894	01/12/2016	67	14233622	COMMUNITY ACTION EMPLOYEE ASSISTANC	\$5,530.00
257146	01/14/2016	67	14235980	UNION BANK OF CALIFORNIA 2740029080	\$145,196.05
257147	01/14/2016	67	14235981	RUSD WORKER'S COMP TRUST	\$38,856.38
<b>TOTAL FOR FUND 67</b>					<b>\$2,332,644.46</b>

**MULTIPLE FUND CODES**

255347	12/07/2015		14207743	WLC ARCHITECTS, INC.	\$15,540.78
255356	12/07/2015		14207752	CULVER-NEWLIN INCORPORATED	\$18,863.00
255441	12/07/2015		14207837	RIVERSIDE, CITY OF	\$519,672.74
255629	12/09/2015		14210626	THE WARE GROUP, INC.	\$9,500.00
255716	12/10/2015		14211931	WAXIE SANITARY SUPPLY	\$21,528.07
255725	12/10/2015		14211940	OFFICE MAX	\$28,205.98
255726	12/10/2015		14211941	OFFICE MAX	\$11,059.15
255727	12/10/2015		14211942	OFFICE MAX	\$5,399.94
255728	12/10/2015		14211943	OFFICE MAX	\$2,800.25
255928	12/14/2015		14215582	THE GAS COMPANY	\$10,147.23
255956	12/14/2015		14215610	YALE/CHASE EQUIPMENT AND SERVICES, INC.	\$2,050.00
256069	12/15/2015		14215776	LPA ARCHITECTS	\$28,029.81
256271	12/17/2015		14218843	WAXIE SANITARY SUPPLY	\$5,321.14
256278	12/17/2015		14218847	OFFICE MAX	\$21,005.92
256279	12/17/2015		14218848	OFFICE MAX	\$8,299.30
256280	12/17/2015		14218849	OFFICE MAX	\$3,138.69
256439	01/04/2016		14227479	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$1,002,444.85
256440	01/04/2016		14227480	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$589,763.79
256441	01/04/2016		14227481	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$98,299.47

256475	01/04/2016	14227515	OFFICE MAX	\$6,248.57
256492	01/05/2016	14229275	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS A:	\$4,152.96
256493	01/05/2016	14229276	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS A:	\$3,024.08
256495	01/05/2016	14229278	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS A:	\$104,357.61
256496	01/05/2016	14229279	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS A:	\$54,661.22
256497	01/05/2016	14229280	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS A:	\$13,471.92
256579	01/05/2016	14229362	METROPOLITAN LIFE INSURANCE COMPANY	\$7,241.30
256580	01/05/2016	14229363	METROPOLITAN LIFE INSURANCE COMPANY	\$7,727.86
256707	01/08/2016	14231528	OFFICE MAX	\$15,667.40
256708	01/08/2016	14231529	OFFICE MAX	\$2,065.94
256759	01/08/2016	14231580	DELTA EDUCATION	\$8,583.72
256797	01/11/2016	14232470	THE GAS COMPANY	\$19,004.81
257106	01/14/2016	14235941	WAXIE SANITARY SUPPLY	\$23,366.13
257136	01/14/2016	14235970	OFFICE MAX	\$32,846.77
257137	01/14/2016	14235971	OFFICE MAX	\$9,833.98
257138	01/14/2016	14235972	OFFICE MAX	\$4,968.10
257139	01/14/2016	14235973	OFFICE MAX	\$2,331.01
257194	01/14/2016	14236028	RIVERSIDE, CITY OF	\$393,025.30
257212	01/14/2016	14236046	FULL SPECTRUM LASER LLC	\$3,649.00
257288	01/15/2016	14238293	LAKESHORE LEARNING MATERIALS	\$10,535.80
<b>TOTAL FOR VARIOUS FUND CODES</b>				<b>\$3,127,833.59</b>
<b>TOTAL OF WARRANTS OVER \$1,999.00</b>				<b>\$12,742,502.04</b>
<b>TOTAL OF WARRANTS UNDER \$1,999.00</b>				<b>\$622,501.45</b>
<b>GRAND TOTAL OF WARRANTS</b>				<b>\$13,365,003.49</b>

**Board Meeting Agenda**  
February 1, 2016

Topic: Surplus and Sale of Electronic Equipment

Presented by: Luis F. Moya, Supervisor, Warehouse

Responsible  
Cabinet Member: Mays Kakish, Chief Business Officer / Governmental Relations

Type of Item: Consent

Short Description: Requesting approval to declare listed electronic equipment as surplus property and authorization to sell or dispose of the surplus electronic equipment in accordance with Education Code provisions.

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**DESCRIPTION OF AGENDA ITEM:**

It is necessary to dispose of electronic equipment which has become obsolete, is not cost effective to repair or no longer holds any value for replacements parts. Items in this condition must be declared surplus and disposed of in accordance with California Education Code and environmental regulations designed to protect the environment from electronic waste (e-waste).

In accordance with the California Education Code §17546, the items may be sold at private sale without advertising if the value of the item(s) are under \$2,500 as unanimously approved by the Board. If it is found the property is of insufficient value to defray costs of arranging a sale, the property may be sold, donated or disposed of in a public dump. Given the environmental regulations associated to the disposition of electronic equipment, disposal in the public dump is not an option. Sale of electronic equipment shall be limited to state certified e-waste collection facilities.

California Education Code §17547 requires that monies received from the sale shall be placed to the credit of the fund from which the original expenditure for the purchase of the property was made or in the general or reserve fund of the district.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education declare the listed electronic equipment as surplus and authorize staff to sell or dispose surplus electronic equipment in accordance with Education Code provisions.

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**ADDITIONAL MATERIAL:** Electronic Equipment Surplus List

Attached: Yes



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	<b>RUSD Tag Number</b>	<b>Description</b>	<b>Serial Number</b>	<b>School Site</b>
1	N/A	CD Player	SC5050	Mark Twain Elementary
2	107784	Charging Cart	N/A	Mark Twain Elementary
3	XRUSD000506804	Chromebook	HY3A91BF332998M	Emerson Elementary
4	XRUSD000506851	Chromebook	HY3A91BF333059D	Emerson Elementary
5	XRUSD000506843	Chromebook	HY3A91BF332875P	Emerson Elementary
6	XRUSD000506847	Chromebook	HY3A91BF332739P	Emerson Elementary
7	N/A	CPU	6129FR4ZA530	Technology Services
8	N/A	CPU	6128FR4ZD123	Technology Services
9	N/A	CPU	6129FR4ZC347	Technology Services
10	N/A	CPU	6129FR4ZC339	Technology Services
11	86819	CPU	0025275855	Technology Services
12	87611	CPU	0027387285	Mark Twain Elementary
13	87037	CPU	0026292781	Mark Twain Elementary
14	87049	CPU	0026292752	Mark Twain Elementary
15	N/A	CPU	6129FR4ZA515	Mark Twain Elementary
16	87036	CPU	0026292774	Mark Twain Elementary
17	87035	CPU	0026292754	Mark Twain Elementary
18	108354	CPU	0037225621	Mark Twain Elementary
19	102267	CPU	0036829976	Mark Twain Elementary
20	105370	CPU	0039218090	Mark Twain Elementary
21	105361	CPU	0039218097	Mark Twain Elementary
22	105365	CPU	0039218075	Mark Twain Elementary
23	105373	CPU	0039218093	Mark Twain Elementary
24	108481	CPU	0037225519	Mark Twain Elementary
25	102273	CPU	0036829982	Mark Twain Elementary
26	105203	CPU	0039214010	Mark Twain Elementary
27	N/A	CPU	3D23KPGU5IMM	Mark Twain Elementary
28	N/A	CPU	MXM32800TJ	Mark Twain Elementary
29	105171	CPU	0039212415	Abraham Lincoln High
30	105346	CPU	0039219633	Abraham Lincoln High
31	105343	CPU	0039219662	Abraham Lincoln High
32	105172	CPU	0039212416	Abraham Lincoln High
33	105170	CPU	0039212420	Abraham Lincoln High
34	N/A	CPU	3HT26MOQ	Abraham Lincoln High
35	95810	CPU	0035382435	Martin Luther King High
36	86536	CPU	0025657534	Martin Luther King High
37	101421	CPU	0036702724	Martin Luther King High
38	104267	CPU	0039128571	Martin Luther King High
39	104352	CPU	0039142092	Martin Luther King High
40	104369	CPU	0039142081	Martin Luther King High
41	104382	CPU	0039142065	Martin Luther King High
42	104386	CPU	0039142047	Martin Luther King High
43	104394	CPU	0039142064	Martin Luther King High
44	104410	CPU	0039142060	Martin Luther King High
45	105333	CPU	0039211613	Martin Luther King High
46	105532	CPU	0039220201	Martin Luther King High
47	106313	CPU	0040419318	Martin Luther King High

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48	107793	CPU	0037097560	Martin Luther King High
49	108482	CPU	0038665126	Martin Luther King High
50	86041	CPU	0024939228	Martin Luther King High
51	93165	CPU	0036305314	Martin Luther King High
52	93468	CPU	0036440226	Martin Luther King High
53	93469	CPU	0036440219	Martin Luther King High
54	95751	CPU	0034991890	Martin Luther King High
55	95817	CPU	0035382432	Martin Luther King High
56	N/A	CPU	A638HYS2D842	Martin Luther King High
57	N/A	CPU	D24010628400130	Martin Luther King High
58	N/A	CPU	H8SCF51	Martin Luther King High
59	N/A	CPU	0036305312	Martin Luther King High
60	N/A	CPU	0036305315	Martin Luther King High
61	N/A	CPU	C1X15CV473400230	Martin Luther King High
62	105339	CPU	0039211617	Martin Luther King High
63	110150	CPU	0036702731	Martin Luther King High
64	104383	CPU	0039142042	Martin Luther King High
65	105313	CPU	0039211634	Martin Luther King High
66	101424	CPU	0036702723	Martin Luther King High
67	108480	CPU	0037225618	Martin Luther King High
68	104412	CPU	0039142040	Martin Luther King High
69	86572	CPU	0025657547	Martin Luther King High
70	100320	CPU	N/A	Facilities Department
71	107030	CPU	N/A	Facilities Department
72	100321	CPU	N/A	Facilities Department
73	86273	CPU	0026027723	Technology Services
74	87238	CPU	0026482346	Technology Services
75	86901	CPU	0026027667	Technology Services
76	86792	CPU	0026027653	Technology Services
77	86809	CPU	0026027649	Technology Services
78	REG107712	CPU	0036733872	Emerson Elementary
79	REG108215	CPU	0037311156	Emerson Elementary
80	N/A	CPU	0034150512	Emerson Elementary
81	89700	CPU	0032988032	Technology Services
82	453194	CPU	mx190916h5	Technology Services
83	0001584	CPU	mx19510lx9	Technology Services
84	95676	CPU	0034991901	Alcott Elementary
85	9003698	CPU	0036850756	Alcott Elementary
86	NA	CPU	36850763	Alcott Elementary
87	95654	CPU	0034991946	Alcott Elementary
88	95630	CPU	0034991950	Alcott Elementary
89	105222	CPU	0039218140	Alcott Elementary
90	108056	CPU	N/A	Alcott Elementary
91	15174	CPU	N/A	Alcott Elementary
92	96141	CPU	N/A	Alcott Elementary
93	NA	CPU	0037262699	Alcott Elementary
94	NA	CPU	0033036974	Alcott Elementary
95	NA	CPU	0031479076	Alcott Elementary
96	NA	CPU	0039131360	Alcott Elementary

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97	NA	CPU	0035779909	Alcott Elementary
98	93874	CPU	N/A	Alcott Elementary
99	N/A	Document Camera	C7BOO432	Mark Twain Elementary
100	NA	Document Camera	106242	Alcott Elementary
101	NA	Document Camera	PHOS5028226	Alcott Elementary
102	000120	Fax	CN33QAJPVH	Martin Luther King High
103	N/A	HP Mini	5CB1211GLR	Emerson Elementary
104	XRUSD000239295	Ipad	V50519G7A90	Technology Services
105	N/A	Keyboard	D121659	Mark Twain Elementary
106	N/A	Keyboard	7687602124248	Mark Twain Elementary
107	N/A	Keyboard	06B00500730D	Mark Twain Elementary
108	N/A	Keyboard	1477805110356858	Mark Twain Elementary
109	N/A	Keyboard	B014697	Mark Twain Elementary
110	N/A	Keyboard	Q9301A1752	Mark Twain Elementary
111	N/A	Keyboard	M981263651	Mark Twain Elementary
112	N/A	Keyboard	7001049	Mark Twain Elementary
113	N/A	Keyboard	C782727	Mark Twain Elementary
114	N/A	Keyboard	05LO4405220D	Mark Twain Elementary
115	N/A	Keyboard	03BOO100555D	Mark Twain Elementary
116	N/A	Keyboard	1120123596	Mark Twain Elementary
117	N/A	Keyboard	06BOO50458ID	Mark Twain Elementary
118	N/A	Keyboard	07B14604710D	Mark Twain Elementary
119	N/A	Keyboard	07B14701079D	Mark Twain Elementary
120	N/A	Keyboard	ECO12035116	Mark Twain Elementary
121	N/A	Keyboard	0714702441D	Mark Twain Elementary
122	N/A	Keyboard	ECO120351116B	Mark Twain Elementary
123	N/A	Keyboard	N/A	Martin Luther King High
124	N/A	Keyboard	N/A	Martin Luther King High
125	N/A	Keyboard	N/A	Martin Luther King High
126	N/A	Keyboard	N/A	Martin Luther King High
127	N/A	Keyboard	N/A	Martin Luther King High
128	N/A	Keyboard	N/A	Martin Luther King High
129	N/A	Keyboard	N/A	Martin Luther King High
130	N/A	Keyboard	N/A	Martin Luther King High
131	N/A	Keyboard	N/A	Martin Luther King High
132	N/A	Keyboard	N/A	Martin Luther King High
133	N/A	Keyboard	N/A	Martin Luther King High
134	N/A	Keyboard	N/A	Martin Luther King High
135	N/A	Keyboard	N/A	Martin Luther King High
136	N/A	Keyboard	N/A	Martin Luther King High
137	N/A	Keyboard	N/A	Martin Luther King High
138	N/A	Keyboard	N/A	Martin Luther King High
139	N/A	Keyboard	N/A	Martin Luther King High
140	N/A	Keyboard	N/A	Martin Luther King High
141	N/A	Keyboard	N/A	Martin Luther King High
142	N/A	Keyboard	N/A	Martin Luther King High
143	N/A	Keyboard	N/A	Martin Luther King High
144	N/A	Keyboard	N/A	Martin Luther King High
145	N/A	Keyboard	N/A	Martin Luther King High

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146	N/A	Keyboard	N/A	Martin Luther King High
147	N/A	Keyboard	N/A	Martin Luther King High
148	N/A	Keyboard	N/A	Martin Luther King High
149	NA	Keyboard	66902633328	Alcott Elementary
150	XRUSD 000412291	Kindle	D026 A0A0 2383 0PX3	Fremont Elementary
151	XRUSD 000412292	Kindle	D026 A0A0 2383 0PVQ	Fremont Elementary
152	XRUSD 000412293	Kindle	D026 A0A0 2383 0PTT	Fremont Elementary
153	XRUSD 000412294	Kindle	D026 A0A0 2383 0PTL	Fremont Elementary
154	XRUSD 000412295	Kindle	D026 A0A0 2383 0PMP	Fremont Elementary
155	XRUSD 000412296	Kindle	D026 A0A0 2383 0PNO	Fremont Elementary
156	XRUSD 000412297	Kindle	D026 A0A0 2383 0PMW	Fremont Elementary
157	XRUSD 000412298	Kindle	D026 A0A0 2383 0PMU	Fremont Elementary
158	XRUSD 000412299	Kindle	D026 A0A0 2383 0PLA	Fremont Elementary
159	XRUSD 000412300	Kindle	D026 A0A0 2383 0PHJ	Fremont Elementary
160	XRUSD 000412301	Kindle	D026 A0A0 2383 0PTP	Fremont Elementary
161	XRUSD 000412302	Kindle	D026 A0A0 2383 0PU2	Fremont Elementary
162	XRUSD 000412304	Kindle	D026 A0A0 2383 0PRN	Fremont Elementary
163	XRUSD 000412305	Kindle	D026 A0A0 2383 0PU8	Fremont Elementary
164	XRUSD 000412306	Kindle	D026 A0A0 2383 0PSL	Fremont Elementary
165	XRUSD 000412307	Kindle	D026 A0A0 2383 0PP6	Fremont Elementary
166	XRUSD 000412308	Kindle	D026 A0A0 2383 0PWE	Fremont Elementary
167	XRUSD 000412309	Kindle	D026 A0A0 2383 0PQH	Fremont Elementary
168	XRUSD 000412310	Kindle	D026 A0A0 2383 0PUG	Fremont Elementary
169	XRUSD 000412311	Kindle	D026 A0A0 2383 0PWF	Fremont Elementary
170	XRUSD 000412312	Kindle	D026 A0A0 2383 0PQW	Fremont Elementary
171	XRUSD 000412313	Kindle	D026 A0A0 2383 0PN2	Fremont Elementary
172	XRUSD 000412314	Kindle	D026 A0A0 2383 0PN8	Fremont Elementary
173	XRUSD 000412315	Kindle	D026 A0A0 2383 0PMS	Fremont Elementary
174	XRUSD 000412316	Kindle	D026 A0A0 2383 0PN4	Fremont Elementary
175	XRUSD 000412317	Kindle	D026 A0A0 2383 0PB6	Fremont Elementary
176	XRUSD 000412318	Kindle	D026 A0A0 2383 0PLP	Fremont Elementary
177	XRUSD 000412319	Kindle	D026 A0A0 2383 0PUC	Fremont Elementary
178	XRUSD 000412321	Kindle	D026 A0A0 2383 0PQT	Fremont Elementary
179	XRUSD 000412322	Kindle	D026 A0A0 2383 0PSQ	Fremont Elementary
180	XRUSD 000412323	Kindle	D026 A0A0 2383 0PQV	Fremont Elementary
181	XRUSD 000412324	Kindle	D026 A0A0 2383 0PT8	Fremont Elementary
182	XRUSD 000412325	Kindle	D026 A0A0 2383 0PT6	Fremont Elementary
183	XRUSD 000412327	Kindle	D026 A0A0 2383 0PWV	Fremont Elementary
184	XRUSD 000412328	Kindle	D026 A0A0 2383 0PT9	Fremont Elementary
185	XRUSD 000412329	Kindle	D026 A0A0 2383 0PRV	Fremont Elementary
186	XRUSD 000412330	Kindle	D026 A0A0 2383 0PX1	Fremont Elementary
187	XRUSD 000412339	Kindle	D026 A0A0 2383 0PPW	Fremont Elementary
188	XRUSD 000412338	Kindle	D026 A0A0 2383 0PWQ	Fremont Elementary
189	XRUSD 000412335	Kindle	D026 A0A0 2383 0PVS	Fremont Elementary
190	XRUSD 000412334	Kindle	D026 A0A0 2383 0PWK	Fremont Elementary
191	XRUSD 000412331	Kindle	D026 A0A0 2383 0PVR	Fremont Elementary
192	XRUSD 000412332	Kindle	D026 A0A0 2383 0PV6	Fremont Elementary
193	XRUSD 000412336	Kindle	D026 A0A0 2383 0PWG	Fremont Elementary
194	XRUSD 000412333	Kindle	D026 A0A0 2383 0PW1	Fremont Elementary

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195	XRUSD 000412337	Kindle	D026 A0A0 2383 0PVV	Fremont Elementary
196	XRUSD 000412340	Kindle	D026 A0A0 2383 0PST	Fremont Elementary
197	XRUSD 000412341	Kindle	D026 A0A0 2383 0PTG	Fremont Elementary
198	XRUSD 000412342	Kindle	D026 A0A0 2383 0PRH	Fremont Elementary
199	XRUSD 000412343	Kindle	D026 A0A0 2383 0PRX	Fremont Elementary
200	XRUSD 000412344	Kindle	D026 A0A0 2383 0PS6	Fremont Elementary
201	XRUSD 000412345	Kindle	D026 A0A0 2383 0PUK	Fremont Elementary
202	XRUSD 000412346	Kindle	D026 A0A0 2383 0PU5	Fremont Elementary
203	XRUSD 000412347	Kindle	D026 A0A0 2383 0PR5	Fremont Elementary
204	XRUSD 000412348	Kindle	D026 A0A0 2383 0PQP	Fremont Elementary
205	XRUSD 000412349	Kindle	D026 A0A0 2383 0PRC	Fremont Elementary
206	XRUSD 000412350	Kindle	D026 A0A0 2383 0PPQ	Fremont Elementary
207	XRUSD 000412351	Kindle	D026 A0A0 2383 0PQE	Fremont Elementary
208	XRUSD 000412352	Kindle	D026 A0A0 2383 0PPJ	Fremont Elementary
209	XRUSD 000412354	Kindle	D026 A0A0 2383 0PMF	Fremont Elementary
210	XRUSD 000412355	Kindle	D026 A0A0 2383 0PRB	Fremont Elementary
211	XRUSD 000412356	Kindle	D026 A0A0 2383 0PRO	Fremont Elementary
212	XRUSD 000412357	Kindle	D026 A0A0 2383 0PSF	Fremont Elementary
213	XRUSD 000412358	Kindle	D026 A0A0 2383 0PQR	Fremont Elementary
214	XRUSD 000412360	Kindle	D026 A0A0 2383 0PSC	Fremont Elementary
215	XRUSD 000412361	Kindle	D026 A0A0 2383 0PS3	Fremont Elementary
216	XRUSD 000412362	Kindle	D026 A0A0 2383 0PSU	Fremont Elementary
217	XRUSD 000412363	Kindle	D026 A0A0 2383 0PRM	Fremont Elementary
218	XRUSD 000412364	Kindle	D026 A0A0 2383 0PS2	Fremont Elementary
219	XRUSD 000412365	Kindle	D026 A0A0 2383 0PRJ	Fremont Elementary
220	XRUSD 000412367	Kindle	D026 A0A0 2383 0PT1	Fremont Elementary
221	XRUSD 000412368	Kindle	D026 A0A0 2383 0PSH	Fremont Elementary
222	XRUSD 000412369	Kindle	D026 A0A0 2383 0PRR	Fremont Elementary
223	XRUSD 000412370	Kindle	D026 A0A0 2383 0PSM	Fremont Elementary
224	XRUSD 000412381	Kindle	D026 A0A0 2362 0DP6	Fremont Elementary
225	XRUSD 000412387	Kindle	D026 A0A0 2362 0D92	Fremont Elementary
226	XRUSD 000412388	Kindle	D026 A0A0 2362 0DHF	Fremont Elementary
227	XRUSD 000412389	Kindle	D026 A0A0 2362 0DHH	Fremont Elementary
228	XRUSD 000412390	Kindle	D026 A0A0 2362 0DMW	Fremont Elementary
229	XRUSD 000412391	Kindle	D026 A0A0 2362 0DGC	Fremont Elementary
230	XRUSD 000412392	Kindle	D026 A0A0 2362 0D8X	Fremont Elementary
231	XRUSD 000412393	Kindle	D026 A0A0 2362 0DNH	Fremont Elementary
232	XRUSD 000412394	Kindle	D026 A0A0 2356 0E3V	Fremont Elementary
233	XRUSD 000412395	Kindle	D026 A0A0 2356 0E5B	Fremont Elementary
234	XRUSD 000412396	Kindle	D026 A0A0 2356 0E59	Fremont Elementary
235	XRUSD 000412397	Kindle	D026 A0A0 2362 0DN2	Fremont Elementary
236	XRUSD 000412398	Kindle	D026 A0A0 2362 0DLT	Fremont Elementary
237	XRUSD 000412399	Kindle	D026 A0A0 2362 0DLN	Fremont Elementary
238	XRUSD 000412400	Kindle	D026 A0A0 2362 0DMH	Fremont Elementary
239	XRUSD 000412401	Kindle	D026 A0A0 2362 0DMU	Fremont Elementary
240	XRUSD 000412402	Kindle	D026 A0A0 2362 0DMJ	Fremont Elementary
241	XRUSD 000412403	Kindle	D026 A0A0 2362 0DLV	Fremont Elementary
242	XRUSD 000412404	Kindle	D026 A0A0 2362 0DNT	Fremont Elementary
243	XRUSD 000412405	Kindle	D026 A0A0 2362 0DPF	Fremont Elementary

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244	XRUSD 000412406	Kindle	D026 A0A0 2362 0DNN	Fremont Elementary
245	XRUSD 000412407	Kindle	D026 A0A0 2362 0DPD	Fremont Elementary
246	XRUSD 000412408	Kindle	D026 A0A0 2362 0DMQ	Fremont Elementary
247	XRUSD 000443335	Kindle	D01E A0A0 2077 03GG	Fremont Elementary
248	X FRET1 00000001	Kindle	D01E C0A1 2024 0B32	Fremont Elementary
249	X FRET1 00000002	Kindle	D01E C0A0 2023 0BMH	Fremont Elementary
250	X FRET1 00000004	Kindle	D01E C0A1 2024 0AGN	Fremont Elementary
251	X FRET1 00000005	Kindle	N/A	Fremont Elementary
252	X FRET1 00000006	Kindle	D01E C0A0 2022 0C2V	Fremont Elementary
253	X FRET1 00000008	Kindle	D01E C0A0 2022 0C8R	Fremont Elementary
254	X FRET1 00000009	Kindle	D01E C0A0 1535 1P2J	Fremont Elementary
255	X FRET1 00000010	Kindle	D01E C0A0 1525 04FM	Fremont Elementary
256	X FRET1 00000011	Kindle	D01E C0A0 1535 1P2W	Fremont Elementary
257	X FRET1 00000012	Kindle	D01E C0A0 1535 1P4D	Fremont Elementary
258	X FRET1 00000013	Kindle	D01E C0A0 1525 1PGS	Fremont Elementary
259	X FRET1 00000014	Kindle	D01E C0A0 1535 1P0W	Fremont Elementary
260	X FRET1 00000015	Kindle	D01E C0A0 1525 04FJ	Fremont Elementary
261	X FRET1 00000016	Kindle	D01E C0A0 1525 04F3	Fremont Elementary
262	X FRET1 00000017	Kindle	N/A	Fremont Elementary
263	X FRET1 00000020	Kindle	D01E C0A0 1525 04FN	Fremont Elementary
264	X FRET1 00000021	Kindle	D01E C0A0 1525 1PGN	Fremont Elementary
265	X FRET1 00000022	Kindle	D01E C0A0 1524 04FS	Fremont Elementary
266	X FRET1 00000023	Kindle	D01E C0A0 1525 1P43	Fremont Elementary
267	X FRET1 00000024	Kindle	D01E C0A0 1535 1P02	Fremont Elementary
268	X FRET1 00000025	Kindle	D01E C0A0 2023 0BNE	Fremont Elementary
269	X FRET1 00000026	Kindle	D01E C0A0 2023 0BND	Fremont Elementary
270	X FRET1 00000027	Kindle	D01E C0A0 2023 0BNF	Fremont Elementary
271	X FRET1 00000028	Kindle	D01E C0A0 2023 0BNG	Fremont Elementary
272	X FRET1 00000029	Kindle	D01E C0A0 2023 0BMD	Fremont Elementary
273	X FRET1 00000030	Kindle	D01E C0A0 2022 0CAU	Fremont Elementary
274	X FRET1 00000031	Kindle	D01E C0A0 2023 0BN7	Fremont Elementary
275	X FRET1 00000032	Kindle	N/A	Fremont Elementary
276	X FRET1 00000033	Kindle	N/A	Fremont Elementary
277	X FRET1 00000034	Kindle	D01E C0A0 2023 0BN9	Fremont Elementary
278	X FRET1 00000035	Kindle	D026 A0A0 2525 08R4	Fremont Elementary
279	X FRET1 00000036	Kindle	D01E C0A0 2023 0BNA	Fremont Elementary
280	X FRET1 00000037	Kindle	D01E C0A0 2023 0BJ0	Fremont Elementary
281	X FRET1 00000038	Kindle	D01E C0A0 2023 0BMK	Fremont Elementary
282	X FRET1 00000039	Kindle	D01E C0A0 2023 0BN4	Fremont Elementary
283	X FRET1 00000041	Kindle	D01E C0A1 2024 0B4K	Fremont Elementary
284	X FRET1 00000044	Kindle	D01E A0A0 2023 05VN	Fremont Elementary
285	X FRET1 00000045	Kindle	D01E C0A0 2023 0BP7	Fremont Elementary
286	X FRET1 00000046	Kindle	N/A	Fremont Elementary
287	X FRET1 00000048	Kindle	N/A	Fremont Elementary
288	X FRET1 00000049	Kindle	D01E C0A0 2023 0BP6	Fremont Elementary
289	X FRET1 00000050	Kindle	D01E C0A0 2023 0BMF	Fremont Elementary
290	X FRET1 00000052	Kindle	D01E C0A0 2023 0BPE	Fremont Elementary
291	X FRET1 00000053	Kindle	N/A	Fremont Elementary
292	X FRET1 00000055	Kindle	D01E A0A0 2023 05VH	Fremont Elementary

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293	X FRET1 00000056	Kindle	D01E C0A0 2023 0BN6	Fremont Elementary
294	X FRET1 00000057	Kindle	D01E C0A0 2023 0BMU	Fremont Elementary
295	X FRET1 00000058	Kindle	D01E C0A0 2023 0BPD	Fremont Elementary
296	X FRET1 00000059	Kindle	N/A	Fremont Elementary
297	X FRET1 00000061	Kindle	D01E C0A0 2022 0CBD	Fremont Elementary
298	X FRET1 00000062	Kindle	D01E C0A0 2022 0CAH	Fremont Elementary
299	X FRET1 00000063	Kindle	D01E C0A0 2022 0C92	Fremont Elementary
300	X FRET1 00000065	Kindle	D01E C0A0 2022 0CAV	Fremont Elementary
301	X FRET1 00000066	Kindle	D01E C0A0 2022 0CA6	Fremont Elementary
302	X FRET1 00000067	Kindle	D01E C0A0 2022 0CBF	Fremont Elementary
303	X FRET1 00000068	Kindle	D01E C0A0 2022 0CA5	Fremont Elementary
304	X FRET1 00000069	Kindle	N/A	Fremont Elementary
305	X FRET1 00000070	Kindle	D01E C0A0 2022 0CB0	Fremont Elementary
306	X FRET1 00000071	Kindle	D01E C0A0 2022 0CA8	Fremont Elementary
307	X FRET1 00000072	Kindle	D01E C0A0 2022 0CBB	Fremont Elementary
308	X FRET1 00000073	Kindle	D01E C0A0 2022 0CBP	Fremont Elementary
309	X FRET1 00000074	Kindle	D01E C0A0 2022 0CBJ	Fremont Elementary
310	X FRET1 00000075	Kindle	D01E C0A0 2022 0CBH	Fremont Elementary
311	X FRET1 00000078	Kindle	D026 A0A0 3044 028U	Fremont Elementary
312	X FRET1 00000079	Kindle	D01E C0A0 2023 0BQU	Fremont Elementary
313	X FRET1 00000080	Kindle	D01E C0A0 2023 0BN3	Fremont Elementary
314	X FRET1 00000081	Kindle	D01E C0A0 2023 0BMV	Fremont Elementary
315	X FRET1 00000082	Kindle	D01E C0A0 2023 0BQN	Fremont Elementary
316	X FRET1 00000083	Kindle	D01E C0A0 2022 0CAU	Fremont Elementary
317	X FRET1 00000086	Kindle	D01E C0A0 2023 0BQR	Fremont Elementary
318	X FRET1 00000087	Kindle	N/A	Fremont Elementary
319	X FRET1 00000088	Kindle	D01E C0A0 2023 0BQQ	Fremont Elementary
320	X FRET1 00000089	Kindle	D01E C0A0 2023 0BN1	Fremont Elementary
321	X FRET1 00000090	Kindle	D01E C0A0 2022 08E4	Fremont Elementary
322	X FRET1 00000091	Kindle	D01E C0A0 2022 08A8	Fremont Elementary
323	X FRET1 00000092	Kindle	D026 A0A0 2351 191A	Fremont Elementary
324	X FRET1 00000094	Kindle	D01E C0A0 2023 0BQ7	Fremont Elementary
325	X FRET1 00000095	Kindle	D01E A0A0 2077 01VT	Fremont Elementary
326	X FRET1 00000096	Kindle	D01E C0A0 2023 0BPH	Fremont Elementary
327	X FRET1 00000098	Kindle	D01E C0A0 2023 0BE6	Fremont Elementary
328	X FRET1 00000099	Kindle	D01E C0A0 2023 0BQH	Fremont Elementary
329	X FRET1 00000100	Kindle	N/A	Fremont Elementary
330	X FRET1 00000102	Kindle	D01E C0A0 2023 0BQP	Fremont Elementary
331	X FRET1 00000103	Kindle	D01E C0A0 2023 0BNP	Fremont Elementary
332	X FRET1 00000104	Kindle	D01E C0A0 2023 0BNQ	Fremont Elementary
333	X FRET1 00000105	Kindle	N/A	Fremont Elementary
334	X FRET1 00000106	Kindle	D01E C0A0 2022 08A4	Fremont Elementary
335	X FRET1 00000107	Kindle	D01E C0A0 2023 0BN3	Fremont Elementary
336	X FRET1 00000109	Kindle	D01E C0A0 2023 0BNJ	Fremont Elementary
337	X FRET1 00000110	Kindle	D01E C0A0 2023 0BNN	Fremont Elementary
338	X FRET1 00000111	Kindle	D01E C0A0 2023 0BNK	Fremont Elementary
339	X FRET1 00000112	Kindle	D01E C0A0 2023 0BNH	Fremont Elementary
340	X FRET1 00000113	Kindle	N/A	Fremont Elementary
341	X FRET1 00000115	Kindle	D01E C0A0 2023 0BQ3	Fremont Elementary

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342	X FRET1 00000116	Kindle	D01E C0A0 2023 0BP1	Fremont Elementary
343	X FRET1 00000119	Kindle	D01E C0A1 2024 0AHH	Fremont Elementary
344	X FRET1 00000120	Kindle	D01E C0A0 2022 0CAG	Fremont Elementary
345	X FRET1 00000121	Kindle	D01E C0A1 2024 0B1N	Fremont Elementary
346	X FRET1 00000122	Kindle	N/A	Fremont Elementary
347	X FRET1 00000125	Kindle	D01E C0A1 2024 0B1W	Fremont Elementary
348	X FRET1 00000126	Kindle	D01E A0A0 2026 0UDB	Fremont Elementary
349	X FRET1 00000127	Kindle	N/A	Fremont Elementary
350	X FRET1 00000130	Kindle	D01E C0A1 2024 0AXH	Fremont Elementary
351	X FRET1 00000131	Kindle	D01E C0A0 2024 0BOX	Fremont Elementary
352	X FRET1 00000132	Kindle	D026 A0A0 2371 0B1V	Fremont Elementary
353	X FRET1 00000133	Kindle	N/A	Fremont Elementary
354	X FRET1 00000134	Kindle	N/A	Fremont Elementary
355	X FRET1 00000136	Kindle	N/A	Fremont Elementary
356	X FRET1 00000138	Kindle	D01E C0A0 2022 0CAJ	Fremont Elementary
357	X FRET1 00000139	Kindle	N/A	Fremont Elementary
358	X FRET1 00000140	Kindle	N/A	Fremont Elementary
359	X FRET1 00000141	Kindle	D01E C0A0 2022 0CAA	Fremont Elementary
360	X FRET1 00000143	Kindle	D01E C0A0 2022 0CB8	Fremont Elementary
361	X FRET1 00000144	Kindle	N/A	Fremont Elementary
362	X FRET1 00000145	Kindle	N/A	Fremont Elementary
363	X FRET1 00000146	Kindle	D01E C0A0 2022 0CB4	Fremont Elementary
364	X FRET1 00000149	Kindle	D01E C0A0 2022 0CA7	Fremont Elementary
365	X FRET1 00000150	Kindle	D01E A0A0 2085 0136	Fremont Elementary
366	X FRET1 00000151	Kindle	D01E C0A0 2022 0CBN	Fremont Elementary
367	X FRET1 00000152	Kindle	N/A	Fremont Elementary
368	X FRET1 00000153	Kindle	D026 A0A0 2413 03UD	Fremont Elementary
369	X FRET1 00000154	Kindle	D01E C0A1 2024 0AXD	Fremont Elementary
370	X FRET1 00000155	Kindle	D01E C0A1 2024 0B3B	Fremont Elementary
371	X FRET1 00000156	Kindle	D01E C0A1 2024 0AWL	Fremont Elementary
372	X FRET1 00000157	Kindle	N/A	Fremont Elementary
373	X FRET1 00000158	Kindle	D01E A0A0 2023 05TJ	Fremont Elementary
374	X FRET1 00000159	Kindle	D01E A0A0 2023 05WD	Fremont Elementary
375	X FRET1 00000162	Kindle	D01E C0A0 2023 0BMN	Fremont Elementary
376	X FRET1 00000163	Kindle	D01E A0A0 2023 05TQ	Fremont Elementary
377	X FRET1 00000169	Kindle	D01E C0A1 2024 0AWJ	Fremont Elementary
378	X FRET1 00000170	Kindle	D01E A0A0 2023 05WF	Fremont Elementary
379	X FRET1 00000171	Kindle	D01E C0A0 2023 0BMQ	Fremont Elementary
380	X FRET1 00000172	Kindle	D01E C0A0 2023 0BMR	Fremont Elementary
381	X FRET1 00000173	Kindle	D01E A0A0 2023 05TM	Fremont Elementary
382	X FRET1 00000174	Kindle	D01E A0A0 2023 05TV	Fremont Elementary
383	X FRET1 00000175	Kindle	D01E A0A0 2023 05WJ	Fremont Elementary
384	X FRET1 00000176	Kindle	D01E C0A0 2023 0BQB	Fremont Elementary
385	X FRET1 00000177	Kindle	D01E C0A1 2024 0B07	Fremont Elementary
386	X FRET1 00000178	Kindle	D01E C0A1 2024 0AWX	Fremont Elementary
387	X FRET1 00000179	Kindle	D01E C0A1 2024 0B1Q	Fremont Elementary
388	X FRET1 00000180	Kindle	D01E C0A1 2024 0B0N	Fremont Elementary
389	X FRET1 00000181	Kindle	D01E C0A1 2024 0B0H	Fremont Elementary
390	X FRET1 00000182	Kindle	D01E C0A1 2024 0B0C	Fremont Elementary



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391	X FRET1 00000183	Kindle	D01E C0A1 2024 0AT0	Fremont Elementary
392	X FRET1 00000184	Kindle	D01E C0A1 2024 0B1M	Fremont Elementary
393	X FRET1 00000185	Kindle	D01E C0A1 2024 0AQJ	Fremont Elementary
394	X FRET1 00000186	Kindle	D01E C0A1 2024 0B31	Fremont Elementary
395	X FRET1 00000187	Kindle	D01E C0A0 2023 0BNB	Fremont Elementary
396	X FRET1 00000188	Kindle	D01E C0A1 2024 0B2N	Fremont Elementary
397	X FRET1 00000189	Kindle	D01E C0A1 2024 0B2L	Fremont Elementary
398	X FRET1 00000190	Kindle	D01E C0A0 2023 0BNV	Fremont Elementary
399	X FRET1 00000191	Kindle	D01E C0A0 2023 0BP3	Fremont Elementary
400	X FRET1 00000193	Kindle	D01E C0A0 2023 0BPK	Fremont Elementary
401	X FRET1 00000194	Kindle	D01E C0A0 2023 0BP5	Fremont Elementary
402	X FRET1 00000195	Kindle	D01E C0A0 2023 0BP9	Fremont Elementary
403	X FRET1 00000196	Kindle	D01E C0A0 2023 0BN2	Fremont Elementary
404	X FRET1 00000197	Kindle	D01E C0A0 2023 0BNX	Fremont Elementary
405	X FRET1 00000198	Kindle	D01E C0A0 2023 0BP4	Fremont Elementary
406	X FRET1 00000199	Kindle	D01E C0A0 2024 0B24	Fremont Elementary
407	X FRET1 00000200	Kindle	D01E A0A0 2023 05WP	Fremont Elementary
408	X FRET1 00000201	Kindle	D01E A0A0 2023 05WB	Fremont Elementary
409	X FRET1 00000202	Kindle	D01E A0A0 2023 05WC	Fremont Elementary
410	X FRET1 00000203	Kindle	D01E C0A1 2024 0B5G	Fremont Elementary
411	X FRET1 00000204	Kindle	D01E C0A1 2024 0BON	Fremont Elementary
412	X FRET1 00000205	Kindle	D01E C0A1 2024 0B35	Fremont Elementary
413	X FRET1 00000206	Kindle	D01E C0A1 2024 0B2J	Fremont Elementary
414	X FRET1 00000207	Kindle	D01E C0A1 2024 0B2W	Fremont Elementary
415	X FRET1 00000208	Kindle	D01E C0A1 2024 0B25	Fremont Elementary
416	X FRET1 00000209	Kindle	D01E A0A0 2023 05WV	Fremont Elementary
417	X FRET1 00000211	Kindle	N/A	Fremont Elementary
418	X FRET1 00000212	Kindle	D01E C0A0 2023 0BPG	Fremont Elementary
419	X FRET1 00000215	Kindle	D01E C0A0 2022 0CAT	Fremont Elementary
420	N/A	Kindle	D026 A0A0 2083 0PR9	Fremont Elementary
421	N/A	Kindle	D026 A0A0 2371 0B1V	Fremont Elementary
422	102887	Laptop	0038931074	Mark Twain Elementary
423	101499	Laptop	0036713364	Mark Twain Elementary
424	107291	Laptop	0004495249	Mark Twain Elementary
425	93161	Laptop	0036283907	Mark Twain Elementary
426	102354	Laptop	0036860644	Martin Luther King High
427	N/A	Laptop	97067081Q	Martin Luther King High
428	MT2010014	Mini Laptop	CNU9521DM1	Mark Twain Elementary
429	2010020	Mini Laptop	CNF0203Q68	Mark Twain Elementary
430	2010001	Mini Laptop	CNU9521DKY	Mark Twain Elementary
431	2010018	Mini Laptop	CNU9521DZF	Mark Twain Elementary
432	2010003	Mini Laptop	9220D58	Mark Twain Elementary
433	2010013	Mini Laptop	9521FHB	Mark Twain Elementary
434	2010002	Mini Laptop	9521DML	Mark Twain Elementary
435	2010006	Mini Laptop	9521F7N	Mark Twain Elementary
436	2010009	Mini Laptop	9521DMT	Mark Twain Elementary
437	N/A	Mini Laptop	CNF0466VN7	Mark Twain Elementary
438	21006	Money Counter	10003005814	Nutrition Services
439	21003	Money Counter	10003005813	Nutrition Services

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440	N/A	Monitor	MZK7350V00730	Mark Twain Elementary
441	N/A	Monitor	MPC5C03949	Mark Twain Elementary
442	N/A	Monitor	MUL7007A0103420	Mark Twain Elementary
443	N/A	Monitor	MsM6250V01684	Mark Twain Elementary
444	N/A	Monitor	MZK6550V14279	Mark Twain Elementary
445	N/A	Monitor	MUL5022J0029526	Mark Twain Elementary
446	N/A	Monitor	MUL7007A0103422	Mark Twain Elementary
447	N/A	Monitor	MR95850H01506	Mark Twain Elementary
448	N/A	Monitor	CNNGV0W559	Mark Twain Elementary
449	N/A	Monitor	THTCQ02928	Mark Twain Elementary
450	N/A	Monitor	MW665B0V12118	Mark Twain Elementary
451	N/A	Monitor	MWE6CBON00119	Mark Twain Elementary
452	N/A	Monitor	MZK7450V00940	Mark Twain Elementary
453	N/A	Monitor	MZK7450V00941	Mark Twain Elementary
454	N/A	Monitor	MW675B0N03968	Abraham Lincoln High
455	N/A	Monitor	MW675B0N02784	Abraham Lincoln High
456	N/A	Monitor	CN-037664271618595AEJA	Abraham Lincoln High
457	N/A	Monitor	CN-037664271618595AAK	Abraham Lincoln High
458	78137	Monitor	15052D086302	Martin Luther King High
459	N/A	Monitor	N/A	Martin Luther King High
460	N/A	Monitor	N/A	Martin Luther King High
461	N/A	Monitor	N/A	Martin Luther King High
462	N/A	Monitor	N/A	Martin Luther King High
463	N/A	Monitor	N/A	Martin Luther King High
464	N/A	Monitor	N/A	Martin Luther King High
465	N/A	Monitor	N/A	Martin Luther King High
466	N/A	Monitor	N/A	Martin Luther King High
467	N/A	Monitor	N/A	Martin Luther King High
468	N/A	Monitor	N/A	Martin Luther King High
469	N/A	Monitor	N/A	Martin Luther King High
470	N/A	Monitor	N/A	Martin Luther King High
471	N/A	Monitor	N/A	Martin Luther King High
472	N/A	Monitor	N/A	Martin Luther King High
473	N/A	Monitor	N/A	Martin Luther King High
474	N/A	Monitor	MRU5650N02370	Emerson Elementary
475	N/A	Monitor	AG649G78945	Emerson Elementary
476	NA	Monitor	ME35790L09083	Educational Options Center
477	NA	Monitor	MUL5016E0071909	Educational Options Center
478	NA	Monitor	MZK6550V11339	Educational Options Center
479	NA	Monitor	MZK6550V11348	Educational Options Center
480	NA	Monitor	MUL5016E0071911	Educational Options Center
481	NA	Monitor	MUL5016E0071908	Educational Options Center
482	NA	Monitor	MUL5022J0033401	Alcott Elementary
483	NA	Monitor	MUL5022J0033379	Alcott Elementary
484	NA	Monitor	MZK7650V01048	Alcott Elementary
485	NA	Monitor	2751086	Alcott Elementary
486	NA	Monitor	7004312	Alcott Elementary
487	80359	Monitor	CNC224R10G	Nutrition Services
488	80375	Monitor	MQ17350N01318	Nutrition Services

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489	70287	Monitor	ME35A90L05981	Nutrition Services
490	80157	Monitor	MWE6CBQN00010	Nutrition Services
491	60141	Monitor	LIC21511002	Nutrition Services
492	60023	Monitor	C76339458	Nutrition Services
493	70274	Monitor	MR95750H02823	Nutrition Services
494	70213	Monitor	MR95750H02837	Nutrition Services
495	60383	Monitor	LIC33772495	Nutrition Services
496	80514	Monitor	3CQ9084B21	Nutrition Services
497	096025	Overhead Projector	80054072	Martin Luther King High
498	103944	Printer	61103	Mark Twain Elementary
499	100957	Printer	CNHC64J1RF	Mark Twain Elementary
500	100985	Printer	CNHC64J2Q1	Mark Twain Elementary
501	100357	Printer	CNNBB29539	Mark Twain Elementary
502	N/A	Printer	CN22BN04Y	Abraham Lincoln High
503	N/A	Printer	CN22BN304	Abraham Lincoln High
504	N/A	Printer	TH89I132JC	Martin Luther King High
505	N/A	Printer	FCDK45876	Martin Luther King High
506	N/A	Printer	CN13H3D2TZ	Martin Luther King High
507	N/A	Printer	TH7CK53134	Martin Luther King High
508	N/A	Printer	CN6381J2D9	Martin Luther King High
509	85004	Printer	USBGH01647	Martin Luther King High
510	N/A	Printer	MY4464N472	Martin Luther King High
511	NA	Printer	U61506M6M6J334136	Alcott Elementary
512	105102	Printer	N/A	Alcott Elementary
513	105103	Printer	N/A	Alcott Elementary
514	85657	Printer	N/A	Nutrition Services
515	N/A	Tablet	0036643975	Emerson Elementary
516	80243	TEKVISIONS AIO	DC13BB3100284	Nutrition Services
517	N/A	Television	N/A	Mark Twain Elementary
518	N/A	Typewriter	CR1063305	Mark Twain Elementary
519	71027	VCR	634268776	Mark Twain Elementary
520	N/A	VCR	U01802258	Martin Luther King High
521	N/A	VCR	064Y0190	Martin Luther King High
522	N/A	VCR	174Q1512	Martin Luther King High
523	N/A	VCR	0327179	Martin Luther King High



## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda February 1, 2016

Topic: Award of Bid for Bid No. 2015/16-22 – Purchase/Lease of Division of State Architects (DSA) Approved Refurbished Relocatable Buildings (On An As-Needed Basis)

Presented by: Jane Jumnongsilp, Fiscal Services Manager  
Procurement and Accounts Payable

Responsible  
Cabinet Member: Mays Kakish, Chief Business Officer/Governmental Relations

Type of Item: Consent

Short Description: This project consists of 2015/16-22 – Purchase/Lease of Division of State Architects (DSA) Approved Refurbished Relocatable Buildings (On An As-Needed Basis).

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#### **DESCRIPTION OF AGENDA ITEM:**

Seven (7) contractors picked up a bid package for Bid No. 2015/16-22 – Purchase/Lease of Division of State Architects (DSA) Approved Refurbished Relocatable Buildings (On An As-Needed Basis). On January 21, 2016, two bids (2) were received. It is recommended that the contract be awarded to Williams Scotsman the lowest responsive and responsible bidder to cover the District's anticipated relocatable needs.

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**FISCAL IMPACT:** The approval of this agenda item will allow the use of Bid No. 2015/16-22 – Purchase/Lease of Division of State Architects (DSA) Approved Refurbished Relocatable Buildings (On An As-Needed Basis) without limit as to dollar amount of items to cover the District's anticipated needs.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-22 – Purchase/Lease of Division of State Architects (DSA) Approved Refurbished Relocatable Buildings (On An As-Needed Basis)

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-22

Attached: Yes

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**BID FORM**

PURCHASE OR LEASED OF DSA-APPROVED REFURBISHED  
RELOCATABLE BUILDINGS (ON AN AS-NEEDED BASIS)

Bid No. 2015/16-22

FOR

Riverside Unified School District

CONTRACTOR

NAME: Williams Scotsman, Inc.

ADDRESS: 195 E. Morgan Street

Perris, CA 92571

TELEPHONE: (951 ) 681-0300

FAX: (951 ) 681-1455

EMAIL michael.palumbo@willscot.com

TO: Riverside Unified School District, acting by and through its Governing Board, herein called "District".

1. Pursuant to and in compliance with your Notice Inviting Bids and other documents relating thereto, the undersigned bidder, having familiarized himself with the terms of the Contract, the local conditions affecting the performance of the Contract, the cost of the work at the place where the work is to be done, with the Drawings and Specifications, and other Contract Documents, hereby proposes and agrees to perform within the time stipulated, the Contract, including all of its component parts, and everything required to be performed, including its acceptance by the District, and to provide and furnish any and all labor, materials, tools, expendable equipment, and utility and transportation services necessary to perform the Contract and complete all of the work in a workmanlike manner required in connection with the construction of:

BID NO. 2015/16-22

Purchased or Leased of DSA-Approved Refurbished Relocatable Buildings (On An As-Needed Basis)

in the District described above, all in strict conformance with the drawings and other Contract Documents on file at the Purchasing Department of said District for amounts set forth herein.

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDUM:

Number    Number    Number    Number    Number    Number    Number    Number  
 \_\_\_\_\_

Acknowledge the inclusion of all Addenda issued prior to bid in the blanks provided above. Your failure to do so may render your bid non-responsive.

3. A. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

PORTABLE CLASSROOM	BID PURCHASE PRICE (IN WRITTEN FORM)	BID PRICE (IN NUMBERS)
24 x 40 LINE 5A	Thirty-seven thousand three hundred seventy-six dollars + $\frac{81}{100}$	\$ 37,376.81
36 x 40 LINE 5B	Sixty-seven thousand eight hundred twenty five dollars + $\frac{76}{100}$	\$ 67,825.76
48 x 40 LINE 5C	One hundred fifty-eight thousand nine hundred seventy-three + $\frac{32}{100}$	\$ 158,973.32

PORTABLE CLASSROOM	BID LEASE PRICE (IN WRITTEN FORM)	BID PRICE (IN NUMBERS)
24 x 40 LINE 13A	Ten thousand nine hundre seventy-five dollars + <sup>00</sup> / <sub>100</sub>	\$ 10,975.00
36 x 40 LINE 13B	Twenty-nine thousand eleven dollars + <sup>00</sup> / <sub>100</sub>	\$ 29,011.00
48 x 40 LINE 13C	Thirty-eight thousand five hundred seventy-five dollars + <sup>00</sup> / <sub>100</sub>	\$ 38,575.00

The District reserves the right to make multiple awards or no award at all and further reserves the right to reject any and all bids and to waive any irregularity or discrepancy associated with this bid. The bid will be awarded based on the cumulative total cost of each portable classroom listed on the Bid Matrix Pricing Sheet, delivered to Riverside Unified School District. Transfer the cumulative total costs from the attached Bid Matrix Pricing Sheet to the bid form. Additional cost for delivery to districts beyond the area of Riverside shall be clearly marked. Due to the fluctuating cost of fuel, long-term estimates would not be effective. Each participating district should negotiate its own delivery cost at the time of such delivery.

4. ALTERNATE BIDS: The following amounts shall be added to or deducted from the Base Bid at the District's option. Alternates are fully described in the Specifications.

Alternate No. 1: ADD/DEDUCT       N/A       Dollars (\$           )

Alternate No. 2: ADD/DEDUCT       N/A       Dollars (\$           )

Alternate No. 3: ADD/DEDUCT       N/A       Dollars (\$           )

5. TIME FOR COMPLETION: The District may give a notice to proceed within ninety (90) days of the award of the bid by the District. Once the Contractor has received the notice to proceed, the delivery shall take place within 90 days of receiving a Purchase Order.

In the event that the District desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that with reasonable notice to the Contractor, giving the notice to proceed may be postponed by the District. It is further expressly understood by the Contractor, that the Contractor shall not be entitled to any claim of additional compensation as a result of the postponement of giving the notice to proceed.

If the Contractor believes that a postponement will cause a hardship to it, the Contractor may terminate the contract with written notice to the District within ten (10) days after receipt by the Contractor of the District's notice of postponement. Should the Contractor terminate the Contract as a result of a notice of postponement, the District shall have the authority to award the Contract to the next lowest responsible bidder, if applicable.

It is understood that the District reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The Contractor understands that it may not withdraw this bid for a period of ninety (90) days after the date set for the opening of bids.

6. It is understood that the District reserves the right to reject any or all bids and/or waive any irregularities or informalities in this bid or in the bid process. The Contractor understands that it may not withdraw this bid for a period of ninety (90) days after the date set for the opening of bids.

7. Attached is bid security in the amount of not less than ten percent (10%) of the bid:

Bid bond (10% of the Bid), certified check, or cashier's check (circle one)

8. The required List of Designated Subcontractors is attached hereto.

9. The required Non-Collusion Declaration is attached hereto.

10. The Substitution Request Form, if applicable, is attached hereto.

11. It is understood and agreed that if written notice of the acceptance of this bid is mailed, telegraphed, or delivered to the undersigned after the opening of the bid, and within the time this bid is required to remain open, or at any time thereafter before this bid is withdrawn, the undersigned will execute and deliver to the District a Contract in the form attached hereto in accordance with the bid as accepted, and that he or she will also furnish and deliver to the District the Performance Bond and Payment Bond, all within five (5) calendar days after award of Contract, and that the work under the Contract shall be commenced by the undersigned bidder, if awarded the Contract, by the start date provided in the District's Notice to Proceed, and shall be completed by the Contractor in the time specified in the Contract Documents.

12. The names of all persons interested in the foregoing proposal as principals are as follows:

Williams Scotsman, Inc.  
Bradley Sultz - President  
Tim Boswell - VP Finance  
Darren Gould - VP West Region  
Rigel Frame - Southern California Area Manager

(IMPORTANT NOTICE: If bidder or other interested person is a corporation, state the legal name of such corporation, as well as the names of the president, secretary, treasurer, and manager thereof; if a partnership, state the true names of the firm, as well as the names of all individual co-partners comprising the firm; if bidder or other interested person is an individual, state the first and last names in full.)

13. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.

14. The undersigned bidder shall be licensed and shall provide the following California Contractor's license information:

License Number: 606382



License Expiration Date: 11-30-2016  
 Name on License: Williams Scotsman Inc  
 Class of License: B  
 DIR Registration Number: 1000012460

If the bidder is a joint venture, each member of the joint venture must include the above information.

15. Time is of the essence regarding this Contract, therefore, in the event the bidder to whom the Contract is awarded fails or refuses to post the required bonds and return executed copies of the Agreement form within five (5) calendar days from the date of receiving the Notice of Award, the District may declare the bidder's bid deposit or bond forfeited as damages.

16. The bidder declares that he/she has carefully examined the location of the proposed Project, that he/she has examined the Contract Documents, including the Plans, General Conditions, Supplemental Conditions (if any), Addenda, and Specifications, all others documents and requirements that are attached to and/or contained in the Project Manual, all other documents issued to bidders and read the accompanying instructions to bidders, and hereby proposes and agrees, if this proposal is accepted, to furnish all materials and do all work required to complete the said work in accordance with the Contract Documents, in the time and manner therein prescribed for the unit cost and lump sum amounts set forth in this Bid Form.

17. DEBARMENT. In addition to seeking remedies for False Claims under Government Code section 12650 et seq. and Penal Code section 72, the District may debar a Contractor if the Board, or the Board may designate a hearing officer who, in his or her discretion, finds the Contractor has done any of the following:

- a. Intentionally or with reckless disregard, violated any term of a contract with the District;
- b. Committed an act or omission which reflects on the Contractor's quality, fitness or capacity to perform work for the District;
- c. Committed an act or offense which indicates a lack of business integrity or business honesty; or
- d. Made or submitted a false claim against the District or any other public entity. (See Government Code section 12650, et seq., and Penal Code section 72)

18. DESIGNATION OF SUBCONTRACTORS. In compliance with the Subletting and Subcontracting Fair Practices Act (California Public Contract Code section 4100 et seq.) and any amendments thereof, each bidder shall list subcontractors on the District's form Subcontractor list. This subcontractor list shall be submitted with the bid and is a required form

I agree to receive service of notices at the e-mail address listed below.

I the below-indicated bidder, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

Purchase or Leased of DSA-Approved Refurbished  
 Relocatable Buildings (On An As-Needed Basis)

Bid Form  
 Page 18

Williams Scotsman, Inc  
Proper Name of Company

Rigel Frame  
Name of Bidder Representative

195 E Morgan St  
Street Address

Perris, CA 92571  
City, State, and Zip

(951) 681-0300  
Phone Number

(951) 681-1455  
Fax Number

rigel.frame@willscot.com  
E-Mail

By:  Date: 1/21/16  
Signature of Bidder Representative

Signed Subject to Bid Clarifications

**NOTE:** If bidder is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if bidder is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign contracts on behalf of the partnership; and if bidder is an individual, his signature shall be placed above.

All signatures must be made in permanent blue ink.

## BID MATRIX PRICING SHEET

**COMPANY NAME:**

Williams Scotsman, Inc.

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The Bid Matrix Pricing Sheet is provided for your use. Transfer the cumulative total costs from the Bid Matrix Pricing Sheet to the Bid Form

Line	DESCRIPTION	A 24X40	B 36X40	C 48X40
	<b>PURCHASE</b>			
1	BUILDING BASE PRICE	\$31,494.00	\$58,852.00	\$145,371.43
2	TAXES	\$ 1,007.81	\$ 1,883.26	\$ 4,651.89
3	DELIVERY TO RIVERSIDE, CA	\$ 875.00	\$ 1,312.50	\$ 1,750.00
4	SETUP	\$ 4,000.00	\$ 5,778.00	\$ 7,200.00
5	<b>CUMLATIVE TOTAL COST</b>	<b>\$37,376.81</b>	<b>\$67,825.76</b>	<b>\$158,973.32</b>
6	<b>LEASE</b>			
7	ONE YEAR LEASE	\$ 4,500.00	\$17,064.00	\$ 22,800.00
8	MONTH TO MONTH (W/ A MINIMUM OF A 1 YEAR LEASE)	\$ 375.00	\$ 1,222.00	\$ 1,650.00
9	DELIVERY TO RIVERSIDE, CA	\$ 875.00	\$ 1,312.50	\$ 1,750.00
10	SETUP	\$ 2,700.00	\$ 4,300.00	\$ 5,725.00
11	DISMANTLE	\$ 1,650.00	\$ 3,800.00	\$ 4,900.00
12	RETURN DELIVERY	\$ 875.00	\$ 1,312.50	\$ 1,750.00
13	<b>CUMLATIVE TOTAL COST</b>	<b>\$10,975.00</b>	<b>\$29,011.00</b>	<b>\$ 38,575.00</b>
14	<b>ELECTRICAL ADDITIVES</b>			
15	JUNCTION BOX, 4"	\$ 21.43	\$ 21.43	\$ 21.43
16	3/4" CONDUIT, LF	\$ 1.29	\$ 1.29	\$ 1.29
17	WALL OUTLET	\$ 121.43	\$ 121.43	\$ 121.43
18	CEILING OUTLET	\$ 121.43	\$ 121.43	\$ 121.43
19	PULL-DOWN EXTENSION CORD	\$ 250.00	\$ 250.00	\$ 250.00
20	EXTERIOR GFCI OUTLET, LOCKING	\$ 285.71	\$ 285.71	\$ 285.71
21	ADDITIONAL CIRCUITS	\$ 142.86	\$ 142.86	\$ 142.86
22	200 AMP PANEL UPGRADE	\$ 428.57	\$ 428.57	\$ 428.57
23	<b>FINISHES</b>			
24	NEW EXTERIOR PAINT	\$ 1,097.14	\$ 1,302.86	\$ 1,508.57
25	NEW TACKWALL	\$ 4,571.43	\$ 5,142.86	\$ 6,000.00
26	NEW T-BAR CEILING	\$ 914.29	\$ 1,371.43	\$ 1,657.14
27	ADDITIONAL 8' MARKERBOARD	\$ 414.29	\$ 414.29	\$ 414.29
28	VCT IN LIEU OF CARPET	\$ 4,800.00	\$ 7,200.00	\$ 9,600.00
29	<b>MECHANICAL</b>			
30	NEW BARD UNIT CxxH SERIES	\$10,503.02	\$10,503.02	\$ 10,503.02
31	ADDITIVE ALTERNATE- DELIVERY SERVICE, CAL TRANS APPROVED ROUTES, RATES FOR UP TO 40' MODULE			
32	MILES			
33	0-30	EACH	\$ 437.50	per floor
34	31-40	EACH	\$ 437.50	
35	41-50	EACH	\$ 437.50	
36	51-60	EACH	\$ 562.50	
37	61-70	EACH	\$ 562.50	

38	71-80	EACH	\$ 562.50
39	81-90	EACH	N/A
40	91-100	EACH	N/A
41	101-115	EACH	N/A
42	116-130	EACH	N/A
43	131-145	EACH	N/A
44	146-160	EACH	N/A
45	161-180	EACH	N/A
46	181-200	EACH	N/A
47	201-225	EACH	N/A
48	226-250	EACH	N/A
49	251-275	EACH	N/A
50	276-300	EACH	N/A
51	301-325	EACH	N/A
52	326-350	EACH	N/A
53	351-375	EACH	N/A
54	376-400	EACH	N/A
55	401-425	EACH	N/A
56	426-450	EACH	N/A
57	451-475	EACH	N/A
58	476-500	EACH	N/A
59	501-525	EACH	N/A
60	526-550	EACH	N/A
61	551-575	EACH	N/A
62	576-600	EACH	N/A
63	PILOT CAR PER MILE	EACH	N/A

**Board Meeting Agenda  
February 1, 2016**

Topic: Approval to Utilize the California Multiple Award Schedule (CMAS) Contract No. 3-14-70-2628F with On Target Voice and Data, Inc. for Purchase of Information Technology Goods and Services

Presented by: Jane Jumnongsilp, Fiscal Services Manager  
Procurement and Accounts Payable

Responsible  
Cabinet Member: Mays Kakish, Chief Business Officer/Governmental Relations

Type of Item: Consent

Short Description: Cooperative Purchasing Agreement for the purchase of Information Technology Goods and Services.

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**DESCRIPTION OF AGENDA ITEM:**

California law provides that public agencies may establish cooperative purchasing agreements wherein one public agency awards a competitive contract to a vendor and allows other public agencies to utilize or “piggyback” on the contract. Approval of a cooperative purchasing agreement does not obligate the Board of Education to issue a contract or appropriate any funds. As indicated below, the Board of Education must find and determine that the use of a cooperative purchasing agreement is in the best interests of the District.

Riverside Unified School District desires to utilize an existing California Multiple Award Schedule (CMAS) Contract for the purchase of Information Technology Goods and Services. On Target Voice and Data, Inc. was awarded CMAS Contract No. 3-14-70-2628F, which allows for cooperative purchasing agreements between public agencies. The contract is valid through December 31, 2020.

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to purchase of information technology goods and services and found that the subject contract best meets the needs of the District.

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**FISCAL IMPACT:** The approval of this agenda item to allow the use of the cooperative purchasing agreement referenced with limit as to dollar amount of \$500,000.00.

**RECOMMENDATION:** It is recommended that the Board of Education find and determine that it is in the best interest of the District to approve the utilization of CMAS, Contract No. 3-14-70-2628F with On Target Voice and Data, Inc. to purchase quantities at unit prices quoted, sufficient to meet the needs of the Riverside Unified School District. Furthermore, the District will make all purchases in its own name, be responsible for payment directly to the vendor, and is responsible for any tax liability.

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**ADDITIONAL MATERIAL:** CMAS Contract No. 3-14-70-2628F

Attached: Yes

December 31, 2015

Mr. Mark Travers  
On Target  
17691 Mitchell North  
Irvine, CA 92614

**Subject: RENEWAL of On Target's California Multiple Award Schedule (CMAS)**

**CMAS Contract No.:** 3-14-70-2628F, SUPPLEMENT NO. 2  
**CMAS Contract Term:** December 31, 2015 through December 31, 2020  
**Base GSA Schedule No.:** GS-35F-0887R

The State of California accepts your firm's offer and renews the attached California Multiple Award Schedule (CMAS) contract for the term identified above. The contract has been awarded the same contract number as the original CMAS contract. This contract number must be shown on each invoice rendered. Additionally, this letter shall not be construed as a commitment to purchase any or all of the State's requirements from your firm. Prior approval is required from the State for all news releases regarding this contract.

It is your firm's responsibility to furnish, upon request, a copy of this CMAS contract to State and local government agencies. A complete CMAS contract includes the following: **1)** this acceptance letter, **2)** CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit), **3)** CMAS terms and conditions, **4)** Federal GSA terms and conditions, and **5)** product/service listing and prices. The CMAS Unit strongly recommends that government agencies place orders with Contractors who provide ALL of the contract elements described above.

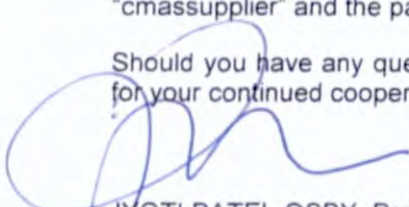
To manage this contract, Contractors are directed to the "CMAS Contract Management and Information Guide", which can be accessed at [www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx](http://www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx), then select the "For Suppliers/Contractors" link. This guide covers topics such as CMAS Quarterly Reports, amendments, extensions, renewals, Contractor's change of address or contact person, company name change requests, and marketing your CMAS contract.

It is the Contractor's responsibility to submit on a timely basis detailed CMAS Quarterly Reports (along with any applicable incentive fees).

**THE NEXT QUARTERLY REPORT DUE FOR THIS CONTRACT IS Q4-2015 (OCT-DEC)**  
**DUE BY JAN 15, 2016.**

The "Approved CMAS Contractor" logo is only available to CMAS contract holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to <http://www.dgs.ca.gov/pd/Resources/FormsResourcesLibrary.aspx>, then select "Reference Material"; click on "CMAS Logos" under the heading "Marketing Tools". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this contract, please contact me at 916/375-4332. Thank you for your continued cooperation and support of the CMAS Program.



JYOTI PATEL-OSBY, Program Analyst  
California Multiple Award Schedules Unit

**Board Meeting Agenda  
February 1, 2016**

Topic: Approval to Utilize the Western States Contracting Alliance (WSCA) Request for Proposal (RFP) 1907 with T-Mobile USA, Inc. for Purchase of Wireless Voice Service, Wireless Broadband Service, Accessories and Equipment

Presented by: Jane Jumnongsilp, Fiscal Services Manager  
Procurement and Accounts Payable

Responsible  
Cabinet Member: Mays Kakish, Chief Business Officer/Governmental Relations

Type of Item: Consent

Short Description: Cooperative Purchasing Agreement for the purchase of wireless voice service, wireless broadband service, accessories and equipment.

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**DESCRIPTION OF AGENDA ITEM:**

California law provides that public agencies may establish cooperative purchasing agreements wherein one public agency awards a competitive contract to a vendor and allows other public agencies to utilize or “piggyback” on the contract. Approval of a cooperative purchasing agreement does not obligate the Board of Education to issue a contract or appropriate any funds. As indicated below, the Board of Education must find and determine that the use of a cooperative purchasing agreement is in the best interests of the District.

Riverside Unified School District desires to utilize an existing Western States Contracting Alliance (WSCA) Contract for the purchase of wireless voice service, wireless broadband service, accessories and equipment. T-Mobile USA, Inc. was awarded WSCA Request for Proposal (RFP) 1907, which allows for cooperative purchasing agreements between public agencies. The contract is valid through October 31, 2016, with the option to extend for an additional two (2) years.

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to purchase of wireless voice service, wireless broadband service, accessories and equipment and found that the subject contract best meets the needs of the District.



**FISCAL IMPACT:** The approval of this agenda item to allow the use of the cooperative purchasing agreement referenced without limit as to dollar amount.

**RECOMMENDATION:** It is recommended that the Board of Education find and determine that it is in the best interest of the District to approve the utilization of WSCA RFP 1907 with T-Mobile USA, Inc. to purchase quantities at unit prices quoted, sufficient to meet the needs of the Riverside Unified School District. Furthermore, the District will make all purchases in its own name, be responsible for payment directly to the vendor, and is responsible for any tax liability.

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**ADDITIONAL MATERIAL:** WSCA RFP 1907

Attached: Yes

State of Nevada  
Department of Administration  
Purchasing Division  
515 E. Musser Street, Suite 300  
Carson City, NV 89701



Brian Sandoval  
Governor

Greg Smith  
Administrator

April 6, 2012

TWILA LIVELY  
AT&T MOBILITY NATIONAL ACCOUNTS LLC DBA AT&T MOBILITY  
1025 LENOX PARK BLVD NE 5D46  
ATLANTA GA 30319

*Sent via Email: [twila.lively@att.com](mailto:twila.lively@att.com)*

**Subject: Request for Proposal (RFP) 1907 - WIRELESS VOICE SERVICE, WIRELESS BROADBAND SERVICE, ACCESSORIES AND EQUIPMENT**

DEAR TWILA LIVELY:

Thank you for participating in the State of Nevada procurement process for the above referenced RFP on behalf of the Western States Contracting Alliance (WSCA). The final contracts for the RFP have been awarded, in alphabetical order, to AT&T Mobility National Accounts LLC dba AT&T Mobility; Cellco Partnership dba Verizon Wireless; DiscountCell, Inc.; MTPCS dba Cellular One (State of Montana only); Sprint Solutions, Inc.; TESSCO Incorporated; and T-Mobile USA, Inc.; the contract amount is \$8,000,000,000.00. This letter serves as formal notification of the award as well as formal notification that the ten (10) day appeal period has commenced, effective the date of this letter.

Any notice of appeal must be filed in strict accordance with NRS 333.370. Pursuant to NRS 333.370, if you wish to protest this award an original notice of appeal and associated security payable to the State of Nevada in the amount of \$2,000,000,000.00 must be **received** by the Purchasing Division at 515 East Musser Street, Suite 300, Carson City, Nevada 89701 no later than April 16, 2012, 5:00 p.m., PT. In addition you must file a copy of the notice of appeal with the Hearings Division Appeals Office at 1050 East Williams Street, Suite 450, Carson City, Nevada 89701 no later than April 16, 2012, 5:00 p.m., PT.

Please note that if the appeal process results in a determination by the hearing officer that the contract was awarded in a manner that does not comply with the provisions of NRS Chapter 333, the only available remedy is the cancellation of the award by the hearing officer. In that event, pursuant to NRS 333.370(5), the RFP would be re-issued and the bidding and award process would begin again. The Purchasing Division and the Hearings Division may not render any advice with regard to the appeal process. Vendors are advised to refer to the above referenced statute for further instructions on filing a notice of appeal.

Additional information regarding the appeal process can be found on the Purchasing Division's website at: <http://purchasing.state.nv.us>.

On behalf of the State of Nevada, thank you for your interest in our project. Should you have any questions, please call me at 775-684-0178.

Sincerely,

*Jeri Smith*

Procurement Staff Member

Please visit our website at <http://purchasing.state.nv.us>

**Board Meeting Agenda  
February 1, 2016**

Topic: Approval of Head Start Progress Reports for December 2015

Presented by: Dr. Keyisha Holmes, Principal on Assignment  
Joseph Nieto, Coordinator, Early Childhood and Family Education

Responsible  
Cabinet Member: Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12

Type of Item: Consent

Short Description: Required update regarding Head Start activities and budget

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**DESCRIPTION OF AGENDA ITEM:**

Head Start programs are required to provide the governing body with monthly financial summaries, program information summaries, program enrollment reports and reports of meals provided through U.S. Department of Agriculture (USDA) programs as per Federal Regulations 642(d)(2)(A-I). The Head Start Progress Report must be approved by the Board of Education.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education approve the Head Start Progress Report for December 2015.

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**ADDITIONAL MATERIALS:** Head Start Progress Report – December 2015

Attached: Yes

**Head Start Progress Report - DECEMBER 2015**  
**Policy Committee and Board of Education**  
**Riverside Unified School District**

**Head Start Enrollment**

<b>Funded</b>	<b>192</b>	<b>Actual</b>	<b>192</b>	<b>100%</b>
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**Head Start Program Information Report (PIR) Summaries**

RUSD Enrollment Totals	%	HS Performance Indicators	RUSD	HS
Foster Children	7%	Disabilities	11%	10%
Over Income	8%	Immunizations	98%	95%
Below 100% Pov Line	66%	Health Screenings	93%	95%
Public Assistance	19%	Daily Attendance	87.7%	85%

**Head Start Site Parent Committee Meetings**

Site	Topic	Attendance
Fremont		
Jackson		
Jefferson	Positive Discipline	4
Highgrove		
Longfellow		
Madison		

**Program Activity Summaries**

Children with IEPs	Referrals Pending	Parent Conferences	Wellness Referrals	Home Visits
22	9	170	20	186

**December Absences**

Site	AM	PM
Fremont	20	31
Highgrove	27	27
Jefferson	25	31
Longfellow	24	11
Madison	6	28
Jackson	23	28

**Staff Development**

Date	Training Content
12/14/15	Foundational Literacy Skills – Judy Fuhrman

**Head Start USDA Meals (December 2015)**

Type	Ordered/Served	USDA Reimbursement	Program Charges
Breakfast	1,152/871	\$1,446	
Lunch	2,304/2,023	\$6,211	
<b>Total</b>		<b>\$7,656</b>	<b>\$281</b>

Snacks are provided to HS/PM classes only (6).

**Head Start In-Kind Report**

Non Federal	December 2015	YTD	Balance
\$298,683	\$21,396	\$140,488	\$158,195

**December 2015 Budget Update**

Category	Approved Budget	Monthly Expenses	YTD Expenses	Balance
Personnel	\$754,815	\$73,699	\$283,861	\$470,954
Benefits	\$305,013	\$24,309	\$98,982	\$206,031
Supplies	\$42,299	\$2,106	\$7,010	\$35,289
Contracts	\$4,320	\$0.00	\$0.00	\$4,320
Other	\$33,560	\$2,134	\$3,655	\$29,905
T&TA	\$5,592	\$5,592	\$5,592	\$0.00
Indirect	\$51,925	\$0.00	\$0.00	\$51,925
<b>Total</b>	<b>\$1,194,728</b>	<b>\$102,248</b>	<b>\$393,507</b>	<b>\$801,221</b>

11% Administrative Cost



## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda

February 1, 2016

Topic: Out-of-State Field Trip – Amelia Earhart Middle School

Presented by: Darel Hansen, Director, Instructional Services 7-12

Responsible  
Cabinet Member: Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12

Type of Item: Consent

Short Description: The Amelia Earhart Middle School 8<sup>th</sup> Grade Science students are requesting to travel to Orlando, Florida, to tour Kennedy Space Center and participate in a historical tour on May 26-30, 2016.

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#### **DESCRIPTION OF AGENDA ITEM:**

The Amelia Earhart Middle School 8<sup>th</sup> Grade Science students are requesting to travel to Orlando, Florida, to tour Kennedy Space Center and participate in a historical tour on May 26-30, 2016. The trip will be funded by fundraising activities and parent donations.

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**FISCAL IMPACT:** Not to exceed \$6,500

**RECOMMENDATION:** Approval is requested for Amelia Earhart Middle School multiple-day field trip to Florida.

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**ADDITIONAL MATERIAL:** Multiple-Day Field Trip Application, Pre-Approval Checklist and Itinerary

Attached: Yes



RIVERSIDE UNIFIED SCHOOL DISTRICT  
Elementary and Secondary Education

Procedures #6153 (f)  
(Ref: Policy #6153  
Files & Reg. #6153)  
RECEIVED  
INSTRUCTIONAL SERVICES 7-12

JAN 8 2016

MULTIPLE-DAY FIELD TRIP APPLICATION

SECONDARY EDUCATION

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal **2 weeks prior to departure**. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: Amelia Earhart Middle School Grade Level: 8

Teacher's Name: Justin Partridge Teaching (Subject): physical science Phone #: \_\_\_\_\_

Field Trip Dates: May 26, 2016 - May 30, 2016 Location (City and State): Orlando, Florida

Number School Days Missed: 2 Number Students: 20 Number Adults: 4 Ratio Adult to Student: 5 To 1

Name and Title of Adults: teachers: Justin Partridge, Justine Brown, Rebecca Baganwright  
and one of the following two admins: Sean Curtin, Sean Browning

Administrator Accompanying Group  Yes  No Name(s): Either Sean Browning or Sean Curtin

Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): NA

Name of Event (ATTACH INFORMATION DESCRIBING EVENT): NA

Link to course of study: tour of Kennedy Space Center, including guided exploration and  
astronaut training simulation, enhances physics and astronomy instruction

Estimated cost per student: 705 Detailed Funding Plan: fundraising from private sector may decrease costs

Transportation By:  Bus -- Check one:  RUSD or \_\_\_\_\_ Charter to + from LAX  
 Plane  
 Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)  
 **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. **Field trip will not be approved until private vehicle drivers have been approved.**  
 Other rental vans - Browning - Curtin - Partridge

Insurance for Host Organization (if applicable): \_\_\_\_\_

Housing Accommodations: Courtyard Inn and Suites near Kennedy Space Center

SIGNATURES:

Justin Partridge 1/7/16  
Teacher Date

[Signature] 1/7/16  
Principal Date

[Signature] 1/10/16  
Director, Elementary - Secondary Education Date

[Signature] 1-8-16  
Transportation Manager Date

[Signature] 1/15/16  
\*Deputy - Assistant Superintendent, Instruction Date

\_\_\_\_\_  
\*Superintendent Date

\*For out-of-state requests only  
\*\*For out-of-country requests only

\_\_\_\_\_  
\*\*Date of Board Action

DEPARTMENT USE ONLY

- Approval pending clearance of Transportation and signed Multiple Day Final Checklist
- Not approved because \_\_\_\_\_

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.

Riverside Unified School District  
Instructional Services

MULTIPLE-DAY PRE APPROVAL CHECKLIST

School: Amelia Earhart Middle School Name of Group: NA

Field Trip: Tour Kennedy Space Center Date of Event: May 26, 2016 - May 30, 2016

Teacher or Administrator Requesting Pre-Approval: Justin Partridge

Principal's Signature [Signature] Date: 1/7/2016

Destination:  California  Within the United States  Out of the Country\*

\*Following items must be attached for submission of Pre-Approval for Multiple-Day Field Trip Application\*

- ✓ 1. \*Brochure or registration forms NA
- ✓ 2. \*Itinerary
- ✓ 3. \*Detailed funding plan that itemizes earnings and all expenditures, including sub costs
- ✓ 4. \*A list of all eligible students attending
- ✓ 5. \*Copy of notification to be used for parents/legal guardian explaining purpose of event, funding, transportation, housing, supervision, permission forms, and emergency plans (include, emergency telephone number of trip supervisor)
- ✓ 6. \*Safety and Supervision Plan listing of all personnel and their positions (administrators, teachers, counselors, parents, etc.) who are responsible for students during multiple-day field trip.
- ✓ 7. \*Copy of Parent Consent form to be used for each participating student (#26-9050)
- ✓ 8. \*List of names, addresses and telephone numbers of students' host families if students are housed in private homes

TYPE OF TRANSPORTATION: One of the following is required.

SCHOOL BUS  CHARTER BUS  RENTAL VEHICLE  PRIVATE VEHICLE  AIRLINE  TRAIN

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 1-8-16

a. If the trip requires a bus, a "Request for Field Trip Transportation" must be submitted via TRIP TRACKER on-line to Pupil Transportation Services at least 30 days prior to the scheduled trip.

RECEIVED  
INSTRUCTIONAL SERVICES 7-12

2. Rental or Privately Owned Vehicle

- a. In no instance may a vehicle be used that is capable of holding more than ten persons
- b. All drivers and all documents must be cleared through Transportation.
- c. Rental vehicles are booked through Purchasing,
- d. Employee's of RUSD must be cleared through Transportation for any rental vehicle. ONLY RUSD EMPLOYEE'S will be cleared for rental vehicles.

JAN 8 2016

SECONDARY EDUCATION

Signature certifies that all items have been submitted and are on file. Pre-approval is given for the submission of the Multiple-Day Field Trip Application.

\*Out of Country field trips require Board Pre-approval and Final approval.

Superintendent / Designee Signature [Signature] Date 1/15/16

THIS FIELD TRIP IS **NOT APPROVED** UNLESS THIS PRE-APPROVAL IS SIGNED BY THE SUPERINTENDENT OR HIS DESIGNEE, IN ACCORDANCE WITH RIVERSIDE UNIFIED SCHOOL DISTRICT POLICIES AND PROCEDURES.

Messina 2 days @ school



## **Amelia Earhart Middle School**

### **Kennedy Space Center Trip**

#### **Itinerary**

##### **May 26, 2016**

School bus leaves Amelia Earhart Middle School at 4:30am PT, bound for LAX, arriving at 6:00am PT.

Delta 1061 departs LAX at 9:50am PT and arrives Orlando at 5:38pm ET.

Pick up three rental vans to transport students.

Arrive at Orlando Country Inn & Suites at 6:30pm PT.

##### **May 27, 2016**

At 10am, private tour with the Astronaut at Kennedy Space Center Visitor's complex. Includes: Kennedy Space Center Visitor Complex, including a 'flight' on Shuttle Launch Experience with the Veteran Astronaut. Tour of Vehicle Assembly Building and a photo opportunity at the LC-39 Observation Gantry, as well as a guided tour of the Apollo/Saturn V Center. Savor a catered buffet lunch on the second level of the Apollo/Saturn V Center overlooking Banana Creek and nearby launch pads. As a special souvenir, you'll receive an autographed photo of yourself with your new astronaut friend and a retail gift to take home. Then we will take a private bus tour to launch pads guided by our Astronaut. Tour will finish at Apollo/Saturn V Center.

##### **May 28, 2016**

Second Day Admission to Visitor's complex with the guide - experienced KSC employee who will conduct expert guided tour of Rocket Garden, Space Shuttle Atlantis, Exploration Space, followed by Imax movies (or any other activities we didn't explore on day 1)

##### **May 29, 2016**

Private ATX (Astronaut Training Experience) takes places at the US Astronaut Hall of Fame and immerses students into the world of astronaut training. Participants experience activities such as the Multi-Axis trainer and the Micro Gravity Wall. Participants will also perform an actual Space Shuttle mission simulation within a full-scale mock up and realistically outfitted mission control. All participants will also get to meet an astronaut and participate in a Q&A session.

##### **May 30, 2016**

Delta 2576 departs Orlando at 10:20am and arrives LAX at 12:43pm. School bus from LAX to Amelia Earhart Middle School.



## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda

February 1, 2016

Topic: Out-of-State Field Trip – Arlington High School

Presented by: Darel Hansen, Director, Instructional Services 7-12

Responsible Cabinet Member: Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12

Type of Item: Consent

Short Description: The Arlington High School Choir students are requesting approval to travel to Seattle, Washington to participate in the World Strides Seattle Heritage Festival and participate in a historical tour on April 15-19, 2016.

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#### DESCRIPTION OF AGENDA ITEM:

The Arlington High School Choir students are requesting approval to travel to Seattle, Washington to participate in the World Strides Seattle Heritage Festival and participate in a historical tour, April 15-19, 2016. The trip will be funded by fundraising activities and donations. The Arlington High School Principal, Ms. Betsy Schmechel, will attend the trip.

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**FISCAL IMPACT:** Not to exceed \$7,000

**RECOMMENDATION:** Approval is requested for the Arlington High School multiple-day field trip to Seattle, Washington.

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**ADDITIONAL MATERIAL:** Multiple-Day Field Trip Application, Pre-Approval Checklist and Itinerary

Attached: Yes



RIVERSIDE UNIFIED SCHOOL DISTRICT  
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

Multiple-Day Field Trip Application must be submitted to the Director of Elementary or Secondary Education for approval **two months prior to departure** for in-state trips, and **four months prior to departure** for out-of-state and out-of-country trips. Out-of-country field trips require Board approval at least **four months prior to departure**. The Multiple-Day Final Checklist is due to the principal 2 weeks prior to departure. Submit application to the Director of Elementary or Secondary Education for approval within time limits as noted.

School: Arlington High School Grade Level: 9-12  
 Teacher's Name: Ray Medina Teaching (Subject): Choir Phone #: 61096  
 Field Trip Dates: April 15-19, 2016 Location (City and State): Seattle, WA  
 Number School Days Missed: 3 Number Students: 45 Number Adults: 10 Ratio Adult to Student: 4.5 To 1  
 Name and Title of Adults: Ray Medina (Teacher), Alissa Medina (Adult chaperone), Joshua Chandra (Accompanist + Chaperone), Reamy Newman (Parent), Irena Sandoval (Parent), Adrian Sandoval (Parent)  
 Administrator Accompanying Group  Yes  No Name(s): ? Elizabeth A. Schmechel  
 Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): Choir  
 Name of Event (ATTACH INFORMATION DESCRIBING EVENT): World Strides - Seattle Heritage Festival  
 Link to course of study: Performance + exchange of repertoire, College Exposure, Cultural Exchanges, Music competition  
 Estimated cost per student: \$900 - Detailed Funding Plan: Donations / Fundraising / Out of Pocket  
 Transportation By:  Bus -- Check one:  RUSD or  Charter - out of state  
 Plane  
 Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)  
 **NOTE:** CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. Field trip will not be approved until private vehicle drivers have been approved.  
 Other Funding Board for Approval

Insurance for Host Organization (if applicable): \_\_\_\_\_  
Housing Accommodations: Residence Inn Seattle University District (206) 322-8287

SIGNATURES:  
[Signature] 1/14/16 [Signature] 1-20-16  
 Teacher Date Principal Date

Director, Elementary - Secondary Education Date Transportation Manager Date

\*Deputy - Assistant Superintendent, Instruction Date \*Superintendent Date

\*For out-of-state requests only  
\*\*For out-of-country requests only \*\*Date of Board Action

DEPARTMENT USE ONLY  
 Approval pending clearance of Transportation and signed Multiple Day Final Checklist  
 Not approved because \_\_\_\_\_

A Multiple-Day Checklist, signed by the site principal, is required to be filed with the Elementary or Secondary Education department 1 week prior to departure.

Riverside Unified School District  
Instructional Services

MULTIPLE-DAY PRE APPROVAL CHECKLIST

School: Arlington High School Name of Group: AHS Choir  
Field Trip: Seattle, WA Date of Event: April 15-19, 2016  
Teacher or Administrator Requesting Pre-Approval: Ray Medina  
Principal's Signature: [Signature] Date: 1-20-16

Destination:  California  Within the United States  Out of the Country\*

\*Following items must be attached for submission of Pre-Approval for Multiple-Day Field Trip Application\*

1. \*Brochure or registration forms ✓
2. \*Itinerary ✓
3. \*Detailed funding plan that itemizes earnings and all expenditures, including sub costs ✓
4. \*A list of all eligible students attending ✓
5. \*Copy of notification to be used for parents/legal guardian explaining purpose of event, funding, transportation, housing, supervision, permission forms, and emergency plans (include, emergency telephone number of trip supervisor)
6. \*Safety and Supervision Plan listing of all personnel and their positions (administrators, teachers, counselors, parents, etc.) who are responsible for students during multiple-day field trip.
7. \*Copy of Parent Consent form to be used for each participating student (#26-9050)
8. \*List of names, addresses and telephone numbers of students' host families if students are housed in private homes

TYPE OF TRANSPORTATION: One of the following is required.

SCHOOL BUS  CHARTER BUS  RENTAL VEHICLE  PRIVATE VEHICLE  AIRLINE  TRAIN

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 1-20-16

a. If the trip requires a bus, a "Request for Field Trip Transportation" must be submitted via TRIP TRACKER on-line to Pupil Transportation Services at least 30 days prior to the scheduled trip.

2. Rental or Privately Owned Vehicle

- a. In no instance may a vehicle be used that is capable of holding more than ten persons
- b. All drivers and all documents must be cleared through Transportation.
- c. Rental vehicles are booked through Purchasing,
- d. Employee's of RUSD must be cleared through Transportation for any rental vehicle. **ONLY RUSD EMPLOYEE'S** will be cleared for rental vehicles.

Signature certifies that all items have been submitted and are on file. Pre-approval is given for the submission of the Multiple-Day Field Trip Application.

\*Out of Country field trips require Board Pre-approval and Final approval.

Superintendent / Designee Signature \_\_\_\_\_ Date \_\_\_\_\_

THIS FIELD TRIP IS **NOT APPROVED** UNLESS THIS PRE-APPROVAL IS SIGNED BY THE SUPERINTENDENT OR HIS DESIGNEE, IN ACCORDANCE WITH RIVERSIDE UNIFIED SCHOOL DISTRICT POLICIES AND PROCEDURES.

# Seattle 2016 Itinerary

## **Friday, April 15, 2016**

6:30AM – Depart LAX for Seattle  
12:00PM – Arrive at Seattle Airport  
1:00PM – Transfer by coach to Lunch  
2:30PM – Transfer by coach to Ballard High School for exchange  
4:30PM – Transfer by coach to hotel  
5:00PM – Hotel Check-in  
6:30PM – Meet in lobby for dinner  
6:45PM – Depart hotel for Dinner at Hard Rock Café  
7:00PM – Arrive at Hard Rock for dinner  
8:30PM – Depart via coach back to hotel  
9:00PM – Arrive back to hotel  
10:00PM – Room Checks and LIGHTS OUT!!! (we have competition tomorrow)

## **Saturday, April 16, 2016**

6:30AM-7:30AM – Breakfast in hotel  
8:00AM – Depart Hotel for Heritage Competition  
12:00PM – Lunch Locally  
1:00PM – Pike's Place Market for shopping & sightseeing  
2:30PM – Back to hotel to change for awards ceremony & dinner  
4:00PM – Depart hotel for Tillicum Village of Blake Island (Awards Ceremony & Dinner)  
10:00PM – Arrive back to hotel  
11:00PM - Room Checks and LIGHTS OUT!!!

## **Sunday, April 17, 2016**

7:00AM-8:00AM – Breakfast in Hotel  
8:30AM – Depart Hotel for: Space Needle, Lunch in chaperone groups, Experience Music Museum  
3:00PM – Ride the Duck Land and Sea tour of Seattle  
7:00PM – Dinner at Rainforest Café  
9:00PM – Arrive back to hotel  
10:00PM – Room Checks and LIGHTS OUT!!!

## **Monday, April 18, 2016**

7:00AM-8:00AM – Breakfast in Hotel  
8:30AM – Depart Hotel for University of Washington (Campus tour, observe classes, Workshop w/Dr. Boers, observe rehearsal...Lunch on Campus)  
7:00PM – University of Washington Invitational Festival Performance  
10:00PM – Arrive back to hotel  
11:00PM - Room Checks and LIGHTS OUT!!!

## **Tuesday, April 19, 2016**

7:00AM-8:00AM – Breakfast in Hotel  
8:30AM – Depart hotel for Seattle Airport  
4:00PM – Arrive back to LAX - Transfer by coach to Arlington  
Airline – TBD

## Riverside Unified School District

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### Board Meeting Agenda

February 1, 2016

Topic:	Career Technical Education (CTE) Advisory Committee Members Approval
Presented by:	Antonio Garcia, Assistant Superintendent, Instructional Services
Responsible Cabinet Member:	Antonio Garcia, Assistant Superintendent, Instructional Services
Type of Item:	Consent
Short Description:	Request to Approve Members of the RUSD Career Technical Education Advisory Committee.

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#### DESCRIPTION OF AGENDA ITEM:

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 (Perkins IV) requires LEA's receiving Perkins funding have community members and stakeholders involved in the development, implementation and evaluation of CTE programs through the use of an advisory committee. California Education Code section 8070 also specifies that the district governing body appoint an "... advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers."

The following community members have expressed an interest in and are committed to serving on the RUSD CTE Advisory Committee:

- Steve Massa – City of Riverside, Economic Development Coordinator
- Nicholas Adcock – Greater Riverside Chambers of Commerce, Vice President/Governmental Affairs Manager
- Patricia Avila – Riverside City College, Dean of Instruction – Career and Technical Education
- Gene Sherman – Vocademy, Founder/CEO
- Mike Teruel – Rick Engineering Company, Business Development Coordinator
- Lori Fry – Riverside County Office of Education, ROP Coordinator/Principal
- Lisa Masi – Riverside Unified School District, High School Transition Coordinator
- Michael Martin – Riverside Unified School District, Teacher, Project Lead the Way
- John Enyeart – Riverside Unified School District, Teacher, Video Production
- Erika Zuvia – Riverside Unified School District, Teacher, Health/Bioscience Academy

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**FISCAL IMPACT:** None

Consent Agenda — Page 1

**RECOMMENDATION:** Consent is requested to accept the representatives' names above for the CTE Advisory Committee.

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**ADDITIONAL MATERIAL:** None

**Board Meeting Agenda  
February 1, 2016**

Topic: Certified Personnel Assignment Order – CE 15/16-11 and  
Classified/Non-Classified Personnel Assignment Order CL 15/16-11

Presented by: Kyle Ybarra, Director, Certificated Personnel–Leadership and Development  
Vanessa Connor, Director, Classified Personnel–Leadership and Development

Responsible  
Cabinet Member: Susan Mills, Assistant Superintendent, Department of Personnel–Leadership  
and Development

Type of Item: Consent

Short Description: The latest District’s management, certificated and classified personnel actions are  
presented to the Board of Education for approval.

**DESCRIPTION OF AGENDA ITEM:**

Board approval is requested of the District’s latest management, certificated and classified personnel actions, which include the following:

Change in Status from Substitute Employee to Regular Employee, Exhaustion of Sick Leave-39 Month Reemployment, Leaves, Leaves-Managers/Supervisors, New Hires, New Hires-Probationary 1, New Hires-Temporary Employees (E.C. §44920), Promotions, Rehires, Rehires-Temporary Employees (E.C. §44920), Resignations, Retirements, Retirements-Managers/Supervisors, School Nutrition Association (SNA) Certification, Substitutes, Variable Term Waiver per E.C. §44253.3, Temporarily Assigned to a Higher Classification, Temporarily Assigned to a Higher Classification-Managers/Supervisors, Voluntary Demotions/ Reassignments/Reductions/Transfers, and Voluntary Transfers within the School Site.

**FISCAL IMPACT:** To be determined

**RECOMMENDATION:** It is recommended that the Board of Education approve the District’s latest personnel actions for both certificated and classified.

**ADDITIONAL MATERIAL:** Certificated Personnel Assignment Order – CE 15/16-11 and  
Classified/Non-Classified Personnel Assignment Order CL 15/16-11

Attached: Yes

**CERTIFICATED PERSONNEL ASSIGNMENT ORDER #CE 15/16-11**

February 2, 2016

**CERTIFICATED PERSONNEL**

**Exhaustion of Sick Leave – 39 Month Reemployment**

Abraham Lincoln High School Humphrey, Rhonda	Teacher	01/27/16 – 04/27/19
Mark Twain Elementary School Gama, Araceli	Teacher	01/26/16 – 04/26/19

**Leaves**

Martin Luther King High School (Health Leave) Tucker, Richard	Teacher	02/22/16 – 02/22/17
Madison Elementary School (California Family Rights Act Leave) Law, Kristyn	Teacher	11/02/15 – 12/31/15

**New Hires – Probationary 1**

Highgrove Elementary School Franz, Cory	TOSA-HEARTS	01/20/16
Project Team Wahba, Beth	Teacher	01/11/16

**New Hires – Temporary Employees (E.C. §44920)**

Monroe Elementary School Geleng, Allison	Teacher	01/11/16
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**Rehires – Temporary Employees (E.C. §44920)**

Special Education Department Balthazor, Patricia	LSH Specialist	01/04/16
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**Resignations**

Arlington High School Wickstrom, Melinda	Teacher	7 years of service	01/12/16
Benjamin Franklin Elementary School Jambretz, Angela	Teacher	12 years of service	06/10/16
Mark Twain Elementary School Camba, Kimberly	LSH Specialist	4 years of service	6/10/16

**Retirements**

John Adams Elementary School Delgado, Angelina	Teacher	26 years of service	06/10/16
Shelley, Sylvia	Teacher	29 years of service	06/10/16
Wilcoxon, Paula	Teacher	27 years of service	06/10/16
Arlington High School Miller, Susan S.	Teacher	30 years of service	06/10/16
Rungo, Gary	Teacher	38 years of service	06/10/16
Castle View Elementary School Blanco, Lina	Teacher	21 years of service	06/10/16
Amelia Earhart Middle School Laudermilk, James	Teacher	40 years of service	06/10/16
Educational Options Center Heath, Steve	Teacher	30 years of service	06/10/16

## Retirements - Continued

### Benjamin Franklin Elementary School

Johnson, Jannette M.	Teacher	32 years of service	06/10/16
Martinez, Lori E.	Teacher	15 years of service	06/10/15

### Matthew Gage Middle School

Boyer, Howard E.	Teacher	36 years of service	06/10/16
Kluding, Nancy	Teacher	30 years of service	06/10/16

### Martin Luther King High School

Tucker, Richard	School Counselor	24 years of service	06/17/16
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### Lake Mathews Elementary School

Ungerer, Kristyn	Teacher	20 years of service	06/10/16
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### Madison Elementary School

Gratwick, Patricia	Teacher	21 years of service	06/10/16
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### Frank Augustus Miller Middle School

Maclaughlin, Barbara	Teacher	26 years of services	06/10/16
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### John W. North High School

Lieux, Michele	Teacher	36 years of service	06/10/16
Lorenzi, Christine	Teacher	29 years of service	06/10/16

### Riverside Polytechnic High School

Castanon, Jr., Daniel	Teacher	18 years of service	06/10/16
Ritzau, Robert	Teacher	37 years of service	06/10/16

### Project Team

Rynders, Eldon	Teacher	18 years of service	6/10/16
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### Ramona High School

Speer, Robin	Teacher	29 years of service	06/10/16
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**Retirements - Continued**

Sierra Middle School Stanley, Deborah	School Librarian	18 years of service	06/17/16
Woodcrest Elementary School			
Barcinas, Kathleen	Teacher	34 years of service	06/10/16
Jackson, Catherine L.	Teacher	36 years of service	06/10/16
Roth, Nancy A.	Teacher	28 years of service	06/10/16

**Retirements - Management**

Arlington High School Schmechel, Elizabeth	Principal	26 years of service	07/01/16
Central Middle School Marez, Bernie	Assistant Principal	10.6 years of service	01/16/16
Andrew Jackson Elementary School Ennis, Lynne	Principal	3 years of service	07/01/16
Mark Twain Elementary School Ausman-Haskins, Debra	Principal	40 years of service	07/01/16
Program Development & Extended Learning Cowder, Gloria	Director IV	33 years of service	07/01/16
Superintendent's Office Lewis, Kirk	Assistant Superintendent Operations	39 years of service	07/01/16
Superintendent's Office Mills, Susan	Assistant Superintendent Personnel	36 years of service	07/01/16
Research, Assessment and Evaluation Patterson, Daniel	Director II	4 years, 7 mos.	01/28/16

**Retirements-Management Continued**

Riverside Adult School

Dawson, James	Director IV	32 years of service	07/01/16
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**Substitutes**

Augustus, Anique	Substitute Teacher	01/08/16
*Blue, Paige	Substitute Teacher	01/05/16
Cahill, Denice	Substitute Teacher	01/07/16
Clayton, Peirce	Substitute Teacher	12/14/15
Cook, Jr, Omar	Substitute Teacher	01/11/16
Fay, Jr, John	Substitute Teacher	01/12/16
Hughes, Sherrie	Substitute Teacher	01/05/16
King, Bernard	Substitute Teacher	01/19/16
Kurtz, Brianna	Substitute Teacher	01/07/16
*Lowe, Jason	Substitute Teacher	01/13/16
Luna, Leah	Substitute Teacher	01/05/16
Nguyen, Hieu	Substitute Teacher	01/05/16
O'Rourke Saffo, Wendy	Substitute Teacher	01/05/16
Odonnell, Natalie	Substitute Teacher	01/07/16
*Owens, Gary	Substitute Teacher	01/19/16
Ray, Caroline	Substitute Teacher	01/15/16
Reid, Natalie	Substitute Teacher	01/04/16
Rhay Jr., Richard	Substitute Teacher	01/15/16
*Rhoades, Gwendolyn	Substitute Teacher	01/07/16
Royal, Mallonda	Substitute Teacher	01/06/16
Salas, Lupe	Substitute Teacher	01/08/16
*Servin, Edgar	Substitute Teacher	01/08/16
Smolak, Richard	Substitute Teacher	01/07/16
Tirado, Maritza	Substitute Teacher	01/07/16
Villamor, Ainsley	Substitute Teacher	01/12/16
Wilson, Hannah	Substitute Teacher	01/12/16

*\*Pursuant to Board Policy #4112.8***Variable Term Waiver per E.C. §44253.3**

Riverside STEM Academy

Morehead, Charles	Teacher	Certificate of Completion of Staff Development – English Learner	12/01/15
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**Voluntary Transfers**

Bold, Christina	From: Highgrove Elementary School	To: Victoria Elementary School	01/18/16
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**Voluntary Transfers within the School Site**

Monroe Elementary School

Poor, Tracy

From: 3<sup>rd</sup> grade

To: Resource Teacher

01/04/16

**CLASSIFIED/NON-CLASSIFIED PERSONNEL ASSIGNMENT ORDER #CL 15/16-11**  
February 1, 2016

**CLASSIFIED PERSONNEL**

**Change in Status from Substitute Employee to Regular Employee**

Bryant Elementary School Paulos, Stephen A.	Campus Supervisor	10 months, 7 hours	01/08/16
Harrison Elementary School Gamez, Lizbeth E.	Cafeteria Worker I	10 months, 2 hours	01/11/16
Hawthorne Elementary School Arnold, Jean R.	Instructional Assistant – Special Education II	10 months, 6 hours	01/11/16
Henry W. Longfellow Elementary School Ahumada, Marisela C.	Instructional Assistant – Special Education I	10 months, 5 hours	01/19/16
Ramona High School Zamora, Teresa	Cafeteria Worker I	10 months, 3 hours	01/11/16

**Exhaustion of Sick Leave – 39 Month Reemployment**

Fremont Elementary School Reza-Rodriguez, Yvonne A.	Elementary Kitchen Operator	13 years, 9 months of service	02/01/16
Matthew Gage Middle School Reza, Cindy M.	Cafeteria Worker III	16 years, 4 months of service	01/26/16

**Exhaustion of Sick Leave – 39 Month Reemployment - Continued**

Sunshine Early Childhood Center

Infante, Catalina R.	Instructional Assistant – Special Education II	9 years, 4 months	01/28/16
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Victoria Elementary School

Hopkins, Rita A.	School Office Assistant	8 years, 5 months of service	01/21/16
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**Leaves**

15/16-161642	Paid Administrative Leave	01/15/16 – Undetermined
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**Leaves – Managers/Supervisors**

Technology Services

Thomas, Harold	Network Specialist	FMLA Leave	01/11/16 – 01/31/16
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**New Hires**

Arlington High School

Medina Bolanos, Cristina	Instructional Assistant – Special Education II	10 months, 6 hours	01/11/16
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Amelia Earhart Middle School

Knowles, Crystal H.	Cafeteria Worker I	10 months, 3 hours	01/11/16
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Emerson Elementary School

Pena De Zavaleta, Leticia	Cafeteria Worker I	10 months, 3 hours	01/11/16
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Magnolia Elementary School

Benavides, Ana L.	Instructional Assistant – Preschool	10 months, 3.5 hours	01/19/16
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Parks, Amanda J.	Instructional Assistant – Preschool	10 months, 3.5 hours	01/11/16
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### **New Hires - Continued**

Pupil Services Curry, Robyn L.	Student Assistant Plan (SAP) Counselor	10 months, 8 hours	01/25/16
Rotter, Ashley C.	Student Assistant Plan (SAP) Counselor	10 months, 8 hours	02/01/16
Sierra Middle School Saucedo, Marisol	Cafeteria Worker I	10 months, 3 hours	01/11/16

### **Promotions**

Berney, Rene S.	From: Sierra Middle School, Instructional Assistant – Special Education I, 10 months, 5 hours	To: Martin Luther King High School, Alternative Ed Learning Lab Assistant, 10 months, 5.5 hours	01/25/16
Santiago De La Rosa, Ivan J.	From: Publications, Bindery Worker I, 12 months, 8 hours	To: Nutrition Services, Nutrition Services Delivery Driver, 12 months, 8 hours	01/22/16

### **Rehires**

Hawthorne Elementary School Iverson, Kimberly J.	Intensive Behavior Interventions Assistant	10 months, 6 hours	01/19/16
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## Resignations

### Educational Options Center

Zapata, Rosa C.	Administrative Secretary I	12 years, 4 months of service	01/23/16
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### Emerson Elementary School

Rogers, Cassandra L.	Instructional Assistant – Special Education I	4 years, 4 months of service	01/23/16
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### Madison Elementary School

Navarrete, Linda M.	Instructional Assistant – Special Education II	4 months of service	01/14/16
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### Ramona High School

Copenhaver, Charee	Instructional Assistant – Special Education I	4 months of service	01/16/16
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## Retirements – Managers/Supervisors

### Maintenance & Operations

Fitzgerald, Michael T.	Energy Manager	15 years, 5 months of service	07/01/16
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### Department of Personnel Leadership & Development

Connor, Vanessa	Director IV, Classified Personnel	19 years, 5 months of service	04/30/16
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### Superintendent’s Office – Yrungaray, Marlene

Executive Secretary, Confidential II	24 years, 7 months of service	06/30/16
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## School Nutrition Association (SNA) Certification

### Abraham Lincoln High School

Fisher, Joyce E.	Cafeteria Worker IV	From: Range 10-5 To: Range 11-5	02/01/16 – 01/31/17
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**Temporarily Assigned to a Higher Classification**

Maintenance &  
Operations

Baca-Sanchez, Javier	From: Custodian	To: Benjamin Franklin Elementary School, Head Custodian	11/19/15 – 01/30/16
Nieto, David S.	From: Custodian	To: Lead Custodian	12/18/15 – 01/07/16
Ramirez, Antonio I.	From: Custodian	To: Lead Custodian	12/21/15 – 12/30/16
Robinson, Art B.	From: Custodian	To: Lead Custodian	01/01/16 – 01/29/16

John W. North High  
School

Linares, Michael R.	From: Lead Custodian	To: Plant Supervisor II	12/21/15 – 12/30/15
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Department of Personnel-  
Leadership and  
Development

Baldeon, Claudia J.	From: Human Resources Office Assistant	To: Human Resources Technician	11/30/15 – 01/08/16 <i>Amendment to 1/19/16 Board</i>
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Tomás Rivera Elementary  
School

Villarruel, Roberta J.	From: Cafeteria Worker I	To: Cafeteria Worker II	12/19/15 – 02/08/16
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**Temporarily Assigned to a Higher Classification – Managers/Supervisors**

Department of Personnel-  
Leadership and  
Development

Hannagan-Mesa, Robin P.	From: Classified Personnel Administrator	To: Director IV, Classified Personnel	01/12/16 – Undetermined
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**Terminations**

15/16-130956	01/13/16
15/16-251933	01/21/16

**Voluntary Demotions/Reassignments/Reductions/Transfers**

Black, Diane L.	From: Henry W. Longfellow Elementary School, Cafeteria Worker I, 10 months, 2 hours	To: Matthew Gage Middle School, Cafeteria Worker I, 10 months, 3 hours	01/11/16
Navarrete, Linda M.	From: Mountain View Elementary School, Instructional Assistant – Special Education II, 10 months, 6 hours	To: Madison Elementary School, Instructional Assistant – Special Education II, 10 months, 6 hours	10/16/15
Ochoa, Kevin	From: Ramona High School, Cafeteria Worker I, 10 months, 3 hours	To: Riverside Polytechnic High School, Cafeteria Worker I, 10 months, 3 hours	01/11/16

## NON-CLASSIFIED PERSONNEL

### New Hires

Beebe, Angela	Substitute Custodian	01/11/16
Bilton-Terrell, Shannon	Substitute Attendance	01/13/16
Daly, Selena	Noon Playground Supervisor	01/11/16
Devoe, Akimi	Substitute Health Assistant	01/13/16
French Jr., Tommy	Noon Playground Supervisor	01/11/16
Guzman, Alejandra	Substitute Attendance	01/11/16
Herrera, Lilia	Substitute Attendance	01/11/16
Lozano, Katrina	Noon Playground Supervisor	01/11/16
Meza, Ester	Substitute Campus Supervisor	01/11/16
Morales, Karen	Noon Playground Supervisor	01/11/16
Pauley, Ashten	Substitute Campus Supervisor	01/11/16
Schultz, Daniel	Substitute Attendance	01/11/16
Wilson, Roseann	Substitute Attendance	01/13/16

### New Hires – \*\*Athletic Coaches

#### Martin Luther King High School

Arnhold, Alexandra	Band	12/11/15
Barger, Cory	Band	01/19/16
Goodsite, Kalin	Wrestling/Assistant	01/19/16
Horvath, Roland	Basketball/Var. Asst.	12/10/15
Page, Justin	Band	01/07/16

#### John W. North High School

Araiza-Cauldwell, Dominique	Choreographer	01/19/16
Browne, Angela	Track & Field/Assistant	01/19/16

#### Riverside Polytechnic High School

Harmon, Gregory	Softball/J.V. Head	12/10/15
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#### Ramona High School

Buchanan, Jaron	Basketball/J.V. Head	10/28/15
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\*\*The temporary athletic coaches listed above are knowledgeable of the assigned sports and meet the qualifications and competencies required by law.

**Closed Session Board Approval 12/07/15**

Franklin Elementary School

Johnson, Natanya

Assistant Principal

01/11/16

**Closed Session Board Approval 01/19/16**

Nutrition Services

Brody, Gavin

Director III

02/16/16

**Board Meeting Agenda  
February 1, 2016**

- Topic: Dual Language Immersion (DLI) Expansion in RUSD
- Presented by: Anu Menon, Director, Academic English Learners & Student Support  
Michelle Mitchell, Instructional Services Specialist
- Responsible  
Cabinet Member: Antonio Garcia, Assistant Superintendent, Curriculum & Instruction K-12
- Type of Item: Report/Discussion
- Short Description: Riverside Unified School District’s Dual Language Immersion program is now in its sixth year and in place at four of our elementary sites. The first cohort of DLI students will be moving to middle school in 2017-2018. The purpose of this presentation is to make recommendations to the Board on vertical and horizontal expansion of the program.

**DESCRIPTION OF AGENDA ITEM:**

The Riverside Unified School District’s Dual Language Immersion program was first implemented in 2010-2011, in three Kindergarten classrooms at Washington Elementary School. Over the last six years, the program has expanded to three additional sites – Castle View, Mt. View and Jefferson Elementary Schools– and has grown one grade level per year at each of those sites. In 2017-2018, the program will expand to 7th grade. The DLI Steering Committee and DLI Working Group have met several times over the past year to determine strong recommendations for both vertical and horizontal expansion. During this presentation, recommendations will be made on middle school selection, high school expansion and elementary horizontal expansion.

**FISCAL IMPACT:** None

**RECOMMENDATION:** None

---

**ADDITIONAL MATERIAL:** PowerPoint

Attached: Yes

# Dual Language Immersion (DLI)

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## Recommendations for Expansion

Riverside Unified School District  
Board of Education Meeting  
February 1, 2016

# Current DLI Program

# of classes

Classrooms	Castle View	Jefferson	Mt. View	Washington	Total by Grade
Kinder	2	2	2	3	9
1 <sup>st</sup> Grade	2	2	2	3	9
2 <sup>nd</sup> Grade	2		2	2	6
3 <sup>rd</sup> Grade	2		2	4	
4 <sup>th</sup> Grade	2		2	4	
5 <sup>th</sup> Grade			2	2	
6 <sup>th</sup> Grade					
<b>TOTAL:</b>	10	4	6	14	34

Total number of students in the program is now 840.



# Lessons Learned from Model Programs

- 30% EL population in the school of residence
- Continued attendance in the program through 8th grade
- Feeder patterns and distance between elementary and middle schools directly affect attrition
- Secondary teachers must be fluent in the academic Spanish of their content area

# Recommendation #1

## Vertical Expansion

Create and sustain *two* vertical DLI pathways from elementary through middle school.

- Allows *all* 6th grade DLI students access to a secondary program in order to maintain bi-literacy
- Limits attrition due to parent transportation issues

# Expansion Overview

2016-  
2017

2017-  
2018

2018-  
2019

2019-  
2020

2020-  
2021

2021-  
2022

2022-  
2023

2023  
Forward

Washington

Castle View

Gage Middle  
School

TBD

Mt. View

Jefferson

Sierra Middle  
School

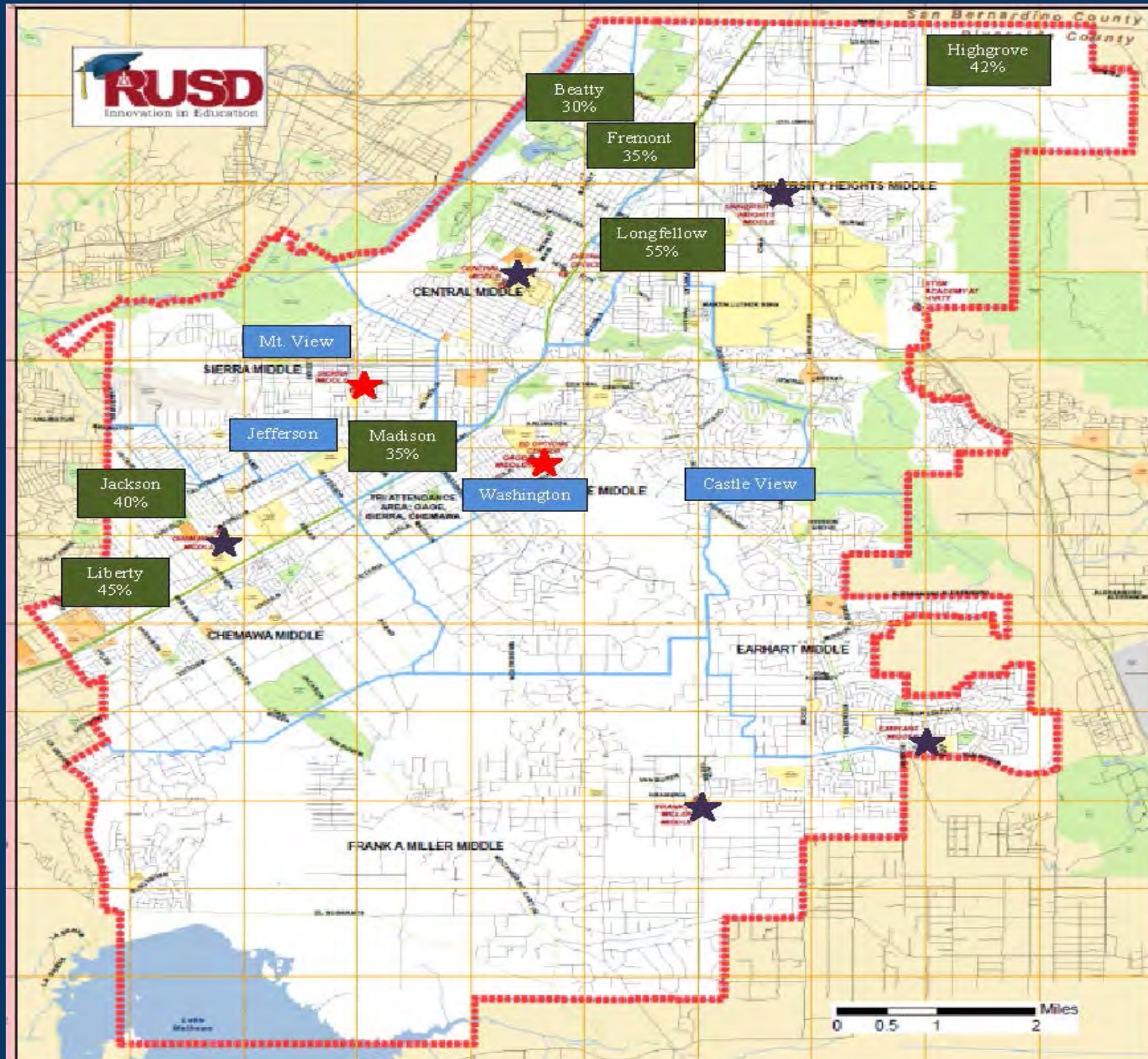
TBD

# Recommendation #2

## Horizontal Expansion

1. Horizontal expansion patterns in surrounding model programs
2. Availability of qualified Spanish BCLAD elementary teachers
3. Impact of future attrition on recommended DLI middle schools
4. Fidelity to the ideas of equitable access in RUSD DLI schools
5. Popularity and success of existing program

# RUSD Boundary Map



# Districts with DLI

District	# of EL	# of Students	# of DLI Pathways
Santa Ana	25,377	56,000	4 ES, 1 MS
Glendale	6,268	26,168	3 ES, 1 MS, 1HS
Corona-Norco	7,233	53,739	4 ES, 1 MS, 1 HS
Long Beach	18,500	79,709	4 ES, 1 MS
Saddleback Valley	4,641	29,028	1 ES, 1MS, 1HS
San Francisco	7,561 (Spanish Only)	58,414	7 ES, 6 MS, 1HS (Spanish Only)
San Diego	32,471	129,779	9 ES, 2 MS
Ventura	2,889	17,366	3 ES, 1 MS, 1 HS
Los Angeles	164,349	646,683	9 ES, 2 MS
<b>Riverside USD</b>	<b>7,242</b>	<b>41,804</b>	<b>4 ES</b>

# Next Steps

1. Personnel will actively recruit this winter/spring for BCLAD teachers.
2. Planning for the Application/Transfer process for secondary DLI will begin this spring.
3. An adequate amount of funding will be built into LCAP to address expansion of sites, curriculum, materials, facilities, staffing, and BCLAD stipends.
4. The DLI Working Group will continue to research elementary and high school expansion.

**Board Meeting Agenda**  
February 1, 2016

Topic: District Coding and Programming Initiatives Update

Presented by: Renee Hill, Assistant Superintendent, Instructional Support  
Steven Dunlap, Director, Innovation and Learner Engagement

Responsible  
Cabinet Member: Renee Hill, Assistant Superintendent, Instructional Support

Type of Item: Report/Discussion

Short Description: Staff will update the Board of Education on coding and programming initiatives occurring throughout the district.

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**DESCRIPTION OF AGENDA ITEM:** Staff will provide an update to the Board of Education regarding district initiatives related to coding and programming. In addition, details will be provided on future opportunities for students to engage in coding and programming.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** Report only. No action is requested.

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**ADDITIONAL MATERIAL:**  
PowerPoint presentation

Attached: Yes

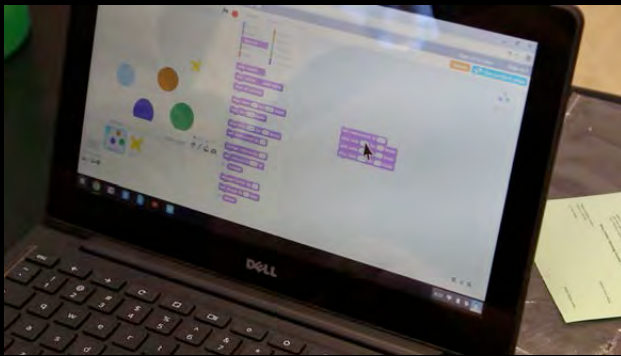


# CODING AND PROGRAMMING

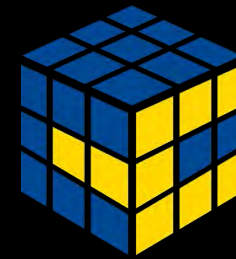
STEVEN DUNLAP, DIRECTOR  
INNOVATION AND LEARNER ENGAGEMENT  
FEBRUARY 1, 2016

# CODING INITIATIVES

- What have we been doing?
- Where are we going?
- Why is this a focus?

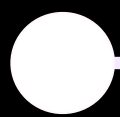


December 2013  
Hour of Code



CODE TO  
CAREERS  
SMART RIVERSIDE

January 2015  
Smart Riverside



December 2014  
CS First

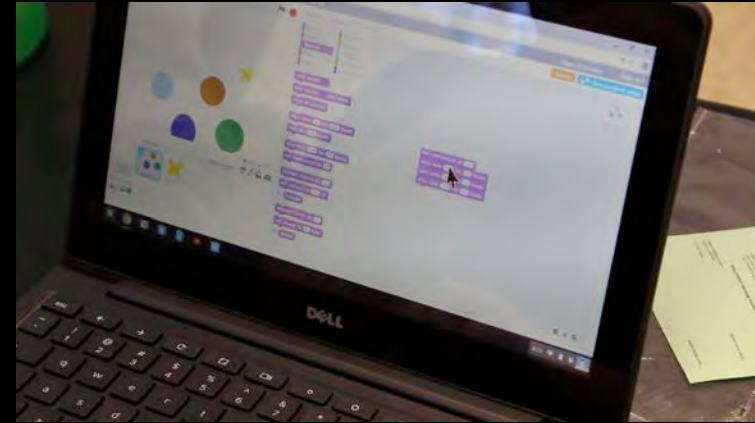


# HOUR OF CODE

Computer Science Week

Nation-wide Initiative

Exposing all students to computer science



# CS FIRST

— Google's Free Programming Curriculum

— RUSD Pilot Jan. 2015

— Numbers to date:

2,134 Students

16,064 Hours

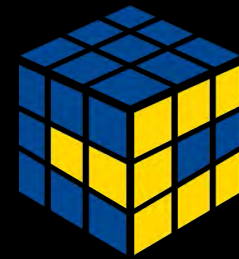


# CODE 2 CAREERS

Smart Riverside

Advance CS in Riverside

Help make Riverside a Tech Hub





December 2015  
Girls Who Code

January 2016  
CODE Partnership



# GIRLS WHO CODE

— First District Partnership

— Close Gender Gap

— After School Clubs  
& Intensive Summer Institute





# CODE.ORG

— First District Partnership in the Inland Empire

— 3 year partnership



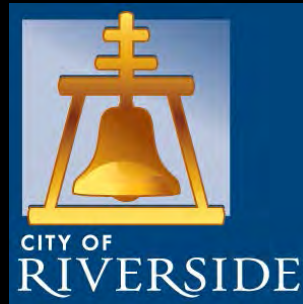
— Curriculum and Professional Development

— RUSD is lead in an 8 district consortium

# CODE.ORG



# CODE.ORG



**BOURNS®**



# CODE.ORG



Elementary Coding (Math and Science)

Middle School Coding (Math and Science)

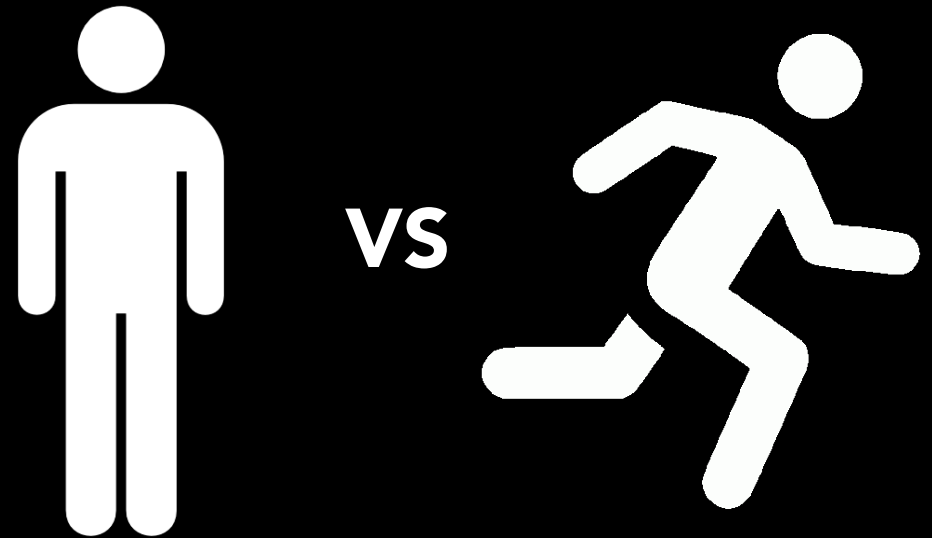
High School Coding - 2 Courses

Exploring Computer Science

Computer Science Principles

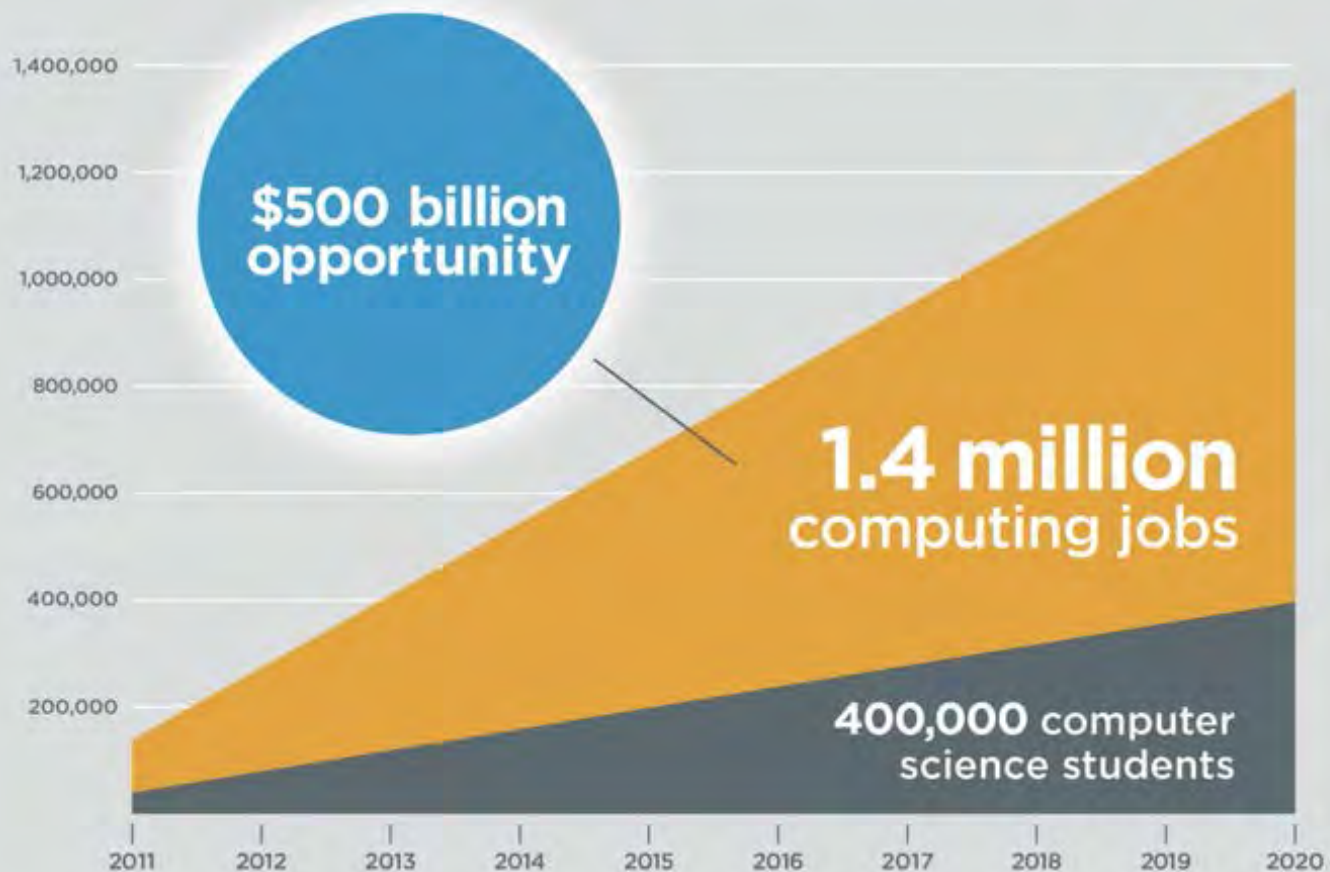
**WHY?**

**sT em**



# 1 MILLION JOBS BY 2022

1,000,000 more jobs than students by 2020



# THE NEW DIGITAL DIVIDE

Simply consuming media or completing digitized worksheets falls short.



PASSIVE USE



ACTIVE USE



# CS FOR ALL STUDENTS



**Board Meeting Agenda  
February 1, 2016**

Topic: Long Range Facilities Master Plan – Second Reading and Action

Presented by: Kirk R. Lewis, Ed.D., Assistant Superintendent, Operations

Responsible  
Cabinet Member: Kirk R. Lewis, Ed.D., Assistant Superintendent, Operations

Type of Item: Action

Short Description: Staff is presenting the second draft of the RUSD Long Range Facilities Master Plan for second reading and action.

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**DESCRIPTION OF AGENDA ITEM:**

The Long Range Facilities Master Plan is actually a compilation of all of the plans prepared for each school site. The document is a culmination of a tremendous and coordinated effort by our staff and professional consultants to solicit and document the ideas and suggestions from our staff, parents, and community stakeholders about the future of our school facilities over the next 15 to 20 years. This plan will serve as a roadmap that will guide decisions about facilities improvements in support of the goals of the Board of Education and LCAP priorities.

The first draft of the plan was presented to the Board of Education at the January 21, 2016, special meeting.

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**FISCAL IMPACT:** None.

**RECOMMENDATION:** Long Range Facilities Master Plan is presented for second reading and action.

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**ADDITIONAL MATERIAL:** RUSD Long Range Facilities Master Plan

Attached: Yes



# Long Range Facilities Master Plan Riverside Unified School District 2016

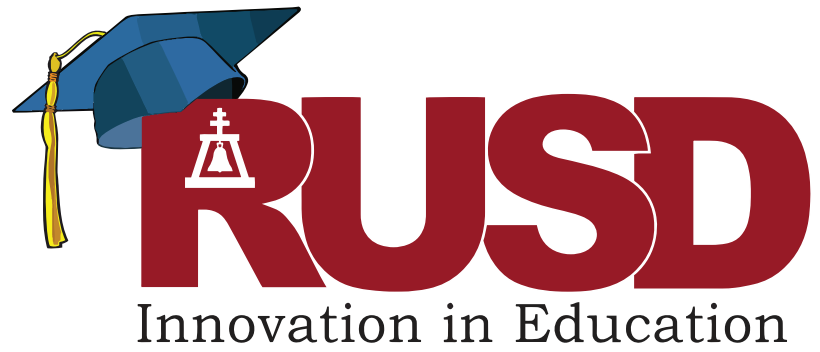


**RUHNAURUHNACLARKE**  
ARCHITECTS PLANNERS



 **DLR Group**

**HMC** 108 Architects



January 21, 2016

David Hansen, Ed.D.  
District Superintendent  
Riverside Unified School District  
3070 Washington Street  
Riverside, CA 92504-4649

Re: 2016 Long Range Facilities Master Plan  
Riverside Unified School District

Dear Dr. Hansen:

It is my sincere pleasure to present the enclosed Long Range Facilities Master Plan (LRFMP) to you and the Riverside Unified School District. This document is the culmination of a tremendous and coordinated effort by a dedicated group of professional consultants, RUSD site and district staff and the Riverside USD community at large.

The purpose of the LRFMP is provide RUSD with a roadmap that will help guide your facilities decisions for the next 15 to 20 years. The LRFMP is 'constructed' around the District's guiding facilities principles of **maintenance, parity, evolution** and **vision**. Each decision and recommendation contained within the document has been repeatedly balanced, weighed and measured against those three guiding principles.

The LRFMP is intended to be a living, accessible and easy to edit document. It is thorough but brief. It is comprehensive but concise. It is specific but flexible.

It is our hope that this document will serve the needs of the Riverside Unified School District for many years to come.

Sincerely,

JAMES P. DiCAMILLO  
Architect, AIA  
LEED™ AP  
President, Principal



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Guiding Principles

Educational Specifications

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General Recommendations

Trending Topics

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Cost Estimating

**DISTRICT GOALS AND VISIONING**

The 2016 RUSD LRFMP was prepared with the unique topics, goals and visions that are at the forefront of RUSD's ultimate mission to deliver a quality education to the students of Riverside. Some goals are the direct result of regulations, legislation and other outside forces acting upon RUSD from Sacramento, Washington and the world. RUSD's Mission and Vision Statements are internal goals designed uniquely to fit the District's own evolution and development.

These foundational statements, documents and position papers are included here.

**RUSD Mission Statement:**

*"We expect exceptional learning every day that leads to lifelong success."*

**RUSD Vision Statement:**

*"We will inspire students to take advantage of life's opportunities in a global society by preparing them academically."*

**RUSD's Board of Education Goals:**

The following diagram below outlines the Board's adopted goals.







# BOARD OF EDUCATION GOALS

## MISSION

WE EXPECT EXCEPTIONAL LEARNING EVERY DAY THAT LEADS TO LIFELONG SUCCESS.

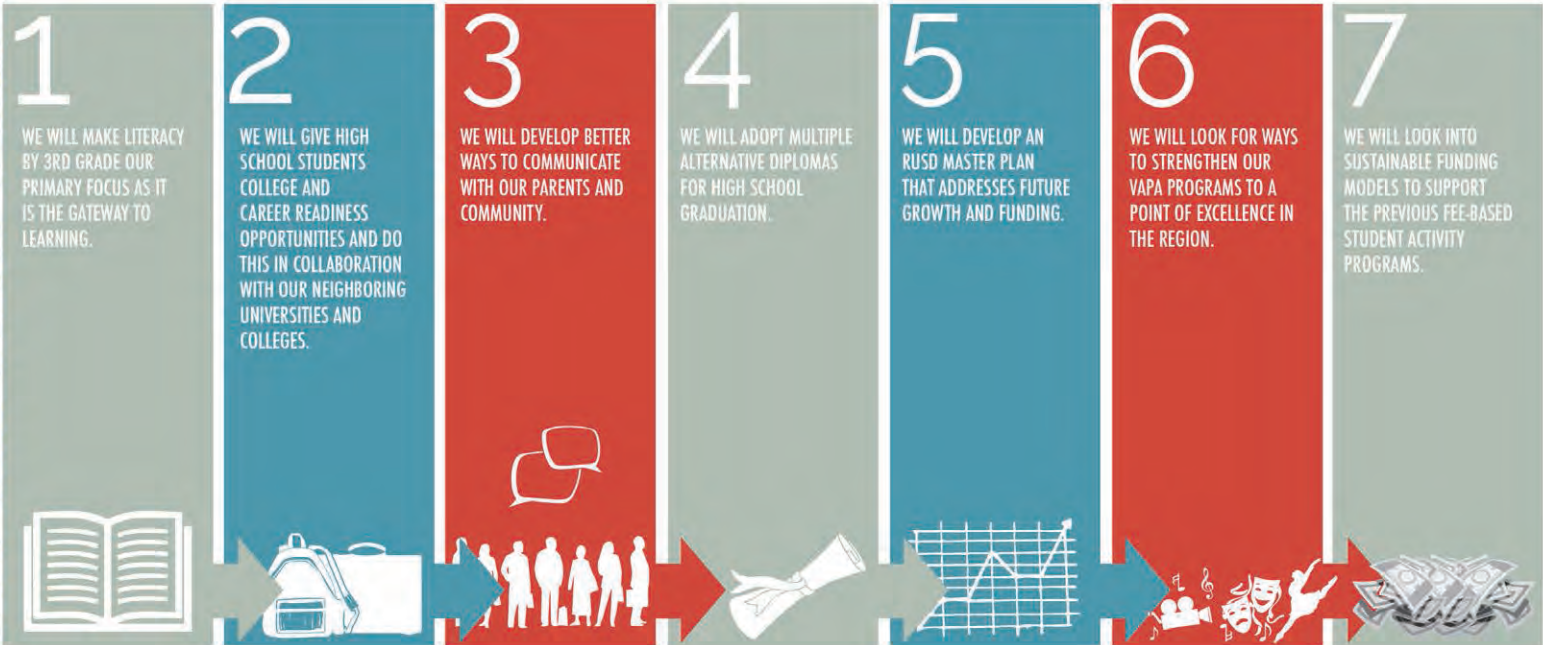
## VISION

WE WILL INSPIRE STUDENTS TO TAKE ADVANTAGE OF LIFE'S OPPORTUNITIES IN A GLOBAL SOCIETY BY PREPARING THEM ACADEMICALLY.

## WHAT DO WE VALUE?



## HOW WILL WE GET THERE?



## Instructional Services:

Riverside Unified School District's Instruction Division provides training and curricular resources that support teachers in instructing students in rigorous state standards that help prepare students for College and a Career. The Instruction Division works to foster on-going and purposeful communication with all stakeholders.

As we carry out our daily mission to increase student achievement as measured by our common district goals, the instructional services division simultaneously strives to become a team that:

1. Supports high reliability in the quality of instruction with exemplary and valued outcomes for every student
2. Serves as both students and leaders of innovation by promoting and facilitating diverse learning models, styles, and settings
3. Facilitates articulation and alignment in clear educational pathways of knowledge and skills that result in graduation from high school and preparation for unlimited opportunities in the 21st century
4. Expands use of and access to technology in order to increase availability of resources and teaching and learning options for students, teachers, and the community



**DEFINITIONS**

Long Range Facilities Master Planning:

In order to utilize this Long Range Facilities Master Plan (LRFMP) it is important to first understand what the document is.

In simplest terms the LRFMP is a glimpse into the future of the Riverside Unified School District's facilities in the year 2030 or 2035. It is a fast forwarded vantage point of what the district will look like in 15 to 20 years. The LRFMP provides diagrams, descriptions and cost estimates to implement the district's long range facilities vision.



**The LRFMP is:**

A roadmap forward forming guidelines for facilities decisions both on existing and future sites including schools, support centers and undeveloped parcels

A 15 to 20 year vision for RUSD's facilities future

A district-wide facilities perspective taking into consideration instructional, technological, demographic and facility upkeep goals

In consideration of buildings, grounds, technology, furniture and equipment

A budgeting tool for facility improvement related decisions

Easy to edit, adapt and change

A conceptual "Idea Board" generated from conscientious input from the site, District, and community stakeholders.

It is just as critical to understand what the Long Range Facilities Master Plan (LRFMP) is not.

**The LRFMP is not:**

A "wish list" (the document is grounded in realistically attainable planning)

A "needs assessment" (the document is not an exhaustive survey of existing conditions or an outline of repair work orders)

A "design solution" (the design of specific remedies and advancement will come later)

An "implementation plan" (the document does not prioritize projects or lay out a set of steps to achieve them all)

A "funding document" (the document speaks to budgets/costs rather than funding sources)

## GUIDING PRINCIPLES

The LRFMP is based on RUSD's four guiding facility principles of maintenance, parity, evolution and vision.

### Maintenance:

RUSD's guiding principle of maintenance provides the care and upkeep of facilities.

Examples:

- Replacement of aging building systems (HVAC, lighting, roofing, plumbing)
- Refurbishment of landscape areas
- Remodel of restroom facilities.

### Parity:

RUSD's guiding principle seeks equivalence and similarity among facilities.

Examples:

- Adequate MPR, office spaces, and Kitchen facilities
- Dedicated Library/Media Centers
- Performing Arts facilities
- Physical Education (Title IX) facilities.

### Evolution:

RUSD's guiding principle embodies the process of formulation, growth, progressive change, and development.

Examples

- Personalized Learning Environments
- STEM and STEAM facilities
- Career Technical Education

### Vision:

RUSD's guiding principle of vision allows planning for the future with imagination and wisdom.

Examples:

- School of the Arts
- Career Technical School
- Facilities and equipment that meet the demands of 21st century learning environment and beyond.



## Simple and Concise (**Maintain/Sustain/Attain**)

**The Essence of  
Facilities  
Master Planning:**

**Maintain:**

Maintenance:

(meyn-tun-nuh ns):  
care or upkeep,  
support, subsistence

**Sustain:**

Parity:

(par-i-tee):  
equivalence,  
correspondence,  
similarity, analogy

**Attain:**

Evolution:

(ev-uh-loo-shuh n): a  
process of formulation  
or growth; a gradual,  
peaceful, progressive  
change or  
development; a  
pattern formed by or  
as if by a series of  
movements

**EDUCATIONAL SPECIFICATIONS**

To assist in achieving RUSD's guiding facilities principles the school sites must be measured against a yard stick of space programming and square footage often referred to as an 'educational specification'.

The last time that the District undertook this effort was in 2004 and much has changed since then and even more is expected to evolve by 2030. For example, in 2004 all school sites were chasing the perceived need for more and more computer labs. Fixed computer stations were the norm and students had to learn keyboarding, application and programming skills. With the technological evolution towards hand held devices and a one-to-one device environment 'computer labs' are quickly fading from the school facility vocabulary.

RUSD's schools vary significantly in size, scale, design, layout and character. The District has many older, historic schools, a number of traditional finger plan campuses as well as a few newer pod layouts. The enrollment at each neighborhood school also varies from site to site. It is clear that one educational specification will not fit all. The goal then is to establish a set of standards against which each campus can be measured.

One of the goals of the LRFMP is to consider the concept of "right sizing". This concept is closely tied to the guiding principles of parity and evolution. While it's understood that each school will not be the exact same size the District realizes that certain facilities must be present at each site in order to deliver an instructional program that is similarly grounded. It is not uncommon for schools to drift and therefore become 'wrong-sized' over time. As an example, short term facility fixes, such as portable classrooms, have the tendency to become long term facility fixtures. Given enough time and enough fixes an individual school can become significantly out of balance. An educational specification can be a start at re-establishing facility balance, or right sizing.

**Enrollment Standardization:**

RUSD has no intention to standardize the enrollment at each of its elementary, middle and high schools. In fact, it would be virtually impossible to achieve without significant boundary changes. As such, enrollment equality is not one of the guiding principles. For purposes of preparing the enclosed educational specifications the District chose three median enrollment as a standard. They are as follows:

Elementary Schools	750 students
Middle Schools	900 students
High Schools	2,500 students

The building block of any educational specification is making sure that the school site has the appropriate number of 'teaching stations' to appropriately house the student enrollment. The enclosed educational specification establish those standards. One of the goals of the LRFMP is to determine whether each campus has the right-sized permanent teaching stations to accommodate its current and projected enrollment.

The educational specifications also establish standards for support facilities such as administration, library/media centers, physical education, and food service. It is in these support facilities that each school will see the greatest variance depending on their specific enrollment. For example, the size of a multi-purpose room can vary from school to school if it sized to a prorated enrollment. The same is true for restroom facilities. However, office staff may not vary as greatly with enrollment. RUSD sets certain staffing standards that do not swing that widely from school to school.

**Educational Specification Highlights:**

As stated above the building block of any educational specification is first and foremost right sizing the instructional spaces to align with the school's enrollment. Following that, there are always some shifts that occur within support spaces as schools change and evolve through the years. A few of those evolutionary highlights for each school are listed below:

Elementary Schools	Maker labs Music labs Transitional Kindergarten rooms Free-standing Media Centers Right-sized Multi-Purpose Rooms Right-sized Office spaces Enrollment-aligned Restroom Facilities
Middle Schools	Gymnasiums Right-sized PE Locker Rooms Right-sized Multi-Purpose Rooms Right-sized Office spaces Enrollment-aligned Restroom Facilities
High Schools	Career Pathway Labs Practice Court Gymnasiums Performing Arts Theaters Right-sized Multi-Purpose Rooms Right-sized Office spaces Enrollment-aligned Restroom Facilities

There is no doubt that RUSD's educational specifications will continue to evolve. In 2016 RUSD believes the enclosed specifications should form the standard facility measuring stick for the foreseeable future.



**Educational Specification / Master Space Program**

<b>Elementary School Standard</b>	<b>750 Students</b>
-----------------------------------	---------------------

9/25/2015

Riverside Unified School District  
WLC Project No: 15-17500.02

Space Description	SF/Space	Qty	Teaching Stations	Total SF	Student Loading	Student Total
<b>1.0 CLASSROOMS</b>						
Location: 1. Core of the campus						
Adjacency: 1. Near media center / MPR 2. Music Lab near MPR stage						
Notes: 1. Classrooms to have sinks 2. Natural light where possible						
TK (Transitional Kindergarten)	1,370	1	1	1,370	25	25
Kindergarten	1,370	4	4	5,480	25	100
Kindergarten Restrooms (1WC, 1L)	70	5		350		
Grades 1, 2, 3, 4, 5, 6	960	24	24	23,040	25	600
Teacher Work Room	240	4		960		
Maker Lab	1,280	1		1,280		
Music Lab	1,280	1		1,280		
<b>Total: Classrooms</b>			<b>29</b>	<b>33,760</b>		<b>725</b>

<b>2.0 SPECIAL EDUCATION</b>						
Location: 1. Core of the campus but not in one area						
Adjacency: 1. Near drop off lane / kitchen 2. Speech and Psych Office can be located at Front Office						
Notes: 1. SE Classrooms to have sinks 2. Natural light where possible						
Special Education (LH)	960	2	2	1,920	12	24
Special Education (SH) w/ Restroom	1,920	0		-	8	0
Special Education (RSP)	480	1		480		
Speech Office	240	1		240		
Psychologist Office	240	1		240		
<b>Total: Special Education</b>			<b>2</b>	<b>2,880</b>		<b>24</b>

<b>3.0 ADMINISTRATION</b>				
Location: 1. Front of the campus				
Adjacency: 1. Near drop off lane				
Notes: 1. Single point of entry 2. Principal to have view of parking lot or campus core 3. Health Office to have easy access from campus core 4. Parent Volunteer Center doubles as conference room 5. Staff Break/Work Room subdividable with operable wall 6. Records Storage to allow for faculty work station				
Reception	360	1		360
Clerical: Front Office	80	2		160
Translator/Community Liaison	80	1		80
Principal	240	1		240
Principal Secretary	120	1		120
Asst Principal	180	1		180
AP Secretary	80	1		80
Conference	240	1		240
Special Use (Parent Volunteer)	240	1		240
Counselor	120	1		120
Records Storage	120	1		120
Health	170	1		170
Health Restroom (1WC, 1L)	70	1		70
Campus Supervisor	120	1		120
Storage (Office Supplies)	240	1		240
Staff Work Room	480	1		480
Staff Break Room	480	1		480
Mens Restroom (1WC, 1U, 1L)	188	1		188
Womens Restroom (2WC, 2L)	188	1		188
Circulation				1,163
<b>Total: Administration</b>				<b>5,038</b>

<b>4.0 MEDIA CENTER</b>				
Location: 1. Core of the campus				
Adjacency: 1. Near classrooms / possible after hours access				
Notes: 1. RUSD desires a free-standing Media Center Building 2. Flexible, wireless access to technology 3. Book drop at circulation desk 4. Computer area available for testing 5. Natural light where possible				
Media Center (Reading Room)	1,560	1		1,560
Circulation Desk	120	1		120
Staff Workroom	240	1		240
Storage (Textbooks/Audio Visual)	480	1		480
Computer Lab/Area	960	1		960
<b>Total: Media Center</b>				<b>3,360</b>





5.0 MULTI-PURPOSE			
Location:	1. Front of the campus		
Adjacency:	1. Near service and delivery / significant after hours use 2. Near outdoor lunch shelter		
Notes:	1. Food service component to serve as warming facility only 2. Changing / Restroom per County Health Dept requirements 3. Natural light where possible		
Multi-Purpose Room	3,745	1	3,745
Storage (Tables/Chairs)	400	1	400
Stage/Platform	900	1	900
Storage (Stage)	240	1	240
Lobby/Foyer	360	1	360
Mens Restroom (3WC, 2U, 4L)	300	1	300
Womens Restroom (5WC, 4L)	300	1	300
Kitchen	600	1	600
Salad Bar Servery	240	1	240
Staff Restroom	70	1	70
Changing	70	1	70
Custodial	70	1	70
<b>Total: MPR</b>			<b>7,295</b>

6.0 SUPPORT SPACE			
Location:	1. Spread throughout campus		
Adjacency:	1. Adjacent to all parts of the campus		
Notes:	1. Student restrooms divided among wings/pods 2. One set of student restrooms near playground /lunch shelter 3. All Data rooms should have dedicated HVAC 4. Main Electrical near front of campus		
Boys Restrooms (4WC, 2U, 3L)	300	4	1,200
Girls Restrooms (5WC, 3L)	300	4	1,200
Teacher Restrooms (1WC, 1L)	70	4	280
Custodial	70	4	280
Electrical (satellite)	70	4	280
Electrical (main)	120	1	120
Data (satellite)	70	4	280
Data (main)	120	1	120
<b>Total: Support Space</b>			<b>3,760</b>

TOTAL CAMPUS			
<b>Total Campus Interior SF</b>		<b>31</b>	<b>56,093</b>
Interior SF per Student			74.89
Circulation (20%)			11,219
<b>Total Campus Gross SF</b>			<b>67,311</b>
Total SF per Student			90

Restroom Requirements	Occupants				
		WC	U	L	DF
Required: B		0.033	0.013	0.025	0.007
Required: G		0.040	-	0.025	
Required: M		2	0.020	0.025	
Required: W		2	-	0.025	
Boys	375	12	5	9	5
Girls	375	15	-	9	
Male Staff	31	2	0.6	0.8	
Female Staff	31	2	-	1	

**Educational Specification / Master Space Program**

Middle School Standard 900 Students

9/25/2015

Riverside Unified School District  
WLC Project No: 15-17500.02

Space Description	SF/Space	Qty	Teaching Stations	Total SF	Student Loading	Student Total
<b>1.0 CLASSROOMS/LABS</b>						
Location: 1. Core of the campus						
Adjacency: 1. Near media center 2. Teacher Work Rooms near classrooms 3. Science Labs adjacent to prep room						
Notes: 1. Consider some classrooms to have adjoining operable walls 2. Natural light where possible						
Language Arts	960	5	5	4,800	29	145
Mathematics	960	5	5	4,800	29	145
Social Science	960	5	5	4,800	29	145
Science Labs	1,440	5	5	7,200	29	145
Science Prep Room	320	2		640		
Teacher Work Room	240	4		960		
<b>Total: Classrooms/Labs</b>			<b>20</b>	<b>23,200</b>		<b>580</b>

<b>2.0 SPECIAL EDUCATION</b>						
Location: 1. Core of the campus but not in one area						
Adjacency: 1. Near drop off lane / kitchen 2. Speech and Psych Office can be located at Front Office						
Notes: 1. SE Classrooms to have sinks 2. Natural light where possible						
Special Education (LH)	960	2	2	1,920	12	24
Special Education (SH) w/ Restroom	1,920	1	1	1,920	8	8
Special Education (RSP)	480	1		480		
Speech Office	240	1		240		
Psychologist Office	240	1		240		
<b>Total: Special Education</b>			<b>3</b>	<b>4,800</b>		<b>32</b>

<b>3.0 ELECTIVES</b>						
Location: 1. Core of the campus						
Adjacency: 1. Near MPR and Classrooms						
Notes: 1. Music/Drama Rooms to have high ceilings 2. Natural light where possible						
Music (Band/Choral)	1,920	1	1	1,920	50	50
Drama	1,280	1	1	1,280	29	29
Art	1,280	1	1	1,280	29	29
Technology	1,280	1	1	1,280	29	29
AVID/Foreign Language	960	1	1	960	29	29
Storage: Electives	240	5		1,200		
<b>Total: Electives</b>			<b>5</b>	<b>7,920</b>		<b>166</b>

<b>4.0 ADMINISTRATION</b>				
Location: 1. Front of the campus				
Adjacency: 1. Near drop off lane				
Notes: 1. Single point of entry 2. Principal to have view of parking lot or campus core 3. Health Office to have easy access from campus core 4. Parent Volunteer Center doubles as conference room 5. Staff Break/Work Room subdividable with operable wall 6. Records Storage to allow for faculty work station				
Reception	360	1		360
Clerical: Front Office	80	2		160
Translator/Community Liaison	80	1		80
Principal	240	1		240
Principal Secretary	120	1		120
Asst Principal	180	2		360
AP Secretary	80	1		80
Conference	240	1		240
Special Use (Parent Volunteer)	240	1		240
Student Waiting	240	1		240
Counselor	120	2		240
Special Education Advisor	120	1		120
Conference	240	1		240
Registrar	120	1		120
Attendance Clerk	80	1		80
Records Storage	120	1		120
Health	170	1		170
Health Restroom (1WC, 1L)	70	1		70
Campus Supervisors (3)	120	1		120
Storage (Office Supplies)	240	1		240
Staff Work Room	480	1		480
Staff Break Room	480	1		480
Mens Restroom (1WC, 1U, 1L)	188	1		188
Womens Restroom (2WC, 2L)	188	1		188
Circulation				1,493
<b>Total: Administration</b>				<b>6,468</b>

<b>5.0 MEDIA CENTER</b>				
Location: 1. Core of the campus				
Adjacency: 1. Near classrooms / possible after hours access				
Notes: 1. Flexible, wireless access to technology 2. Book drop at circulation desk 3. Computer area available for testing 4. Natural light where possible				
Media Center (Reading Room)	2,520	1		2,520
Circulation Desk	120	1		120
Staff Workroom	240	1		240
Textbook Storage	480	1		480
Computer Lab/Area	960	1		960
<b>Total: Media Center</b>				<b>4,320</b>

6.0 MULTI-PURPOSE				
Location:	1. Front of the campus			
Adjacency:	1. Near service and delivery / significant after hours use 2. Near outdoor lunch shelter			
Notes:	1. Food service component to serve as warming facility only 2. Changing / Restroom per County Health Dept requirements 3. Faculty Dining Room to have access to Kitchen Serving			
MPR (1/3 enrollment dining)	4,640	1	4,640	
Storage (Tables/Chairs)	400	1	400	
Stage/Platform	900	1	900	
Storage (Stage)	240	1	240	
Lobby/Foyer	360	1	360	
Mens Restroom (3WC, 2U, 4L)	300	1	300	
Womens Restroom (5WC, 4L)	300	1	300	
Kitchen	900	1	900	
Staff Restroom	70	1	70	
Changing	70	1	70	
Custodial	70	1	70	
Kitchen Director	120	1	120	
Faculty Dining	960	1	960	
Faculty Restrooms	70	2	140	
<b>Total: MPR</b>			<b>9,470</b>	

7.0 PHYSICAL EDUCATION				
Location:	1. Front of the school			
Adjacency:	1. Near playfields / hard court			
Notes:	1. Gym/Fitness/Aerobics Room w/ high ceilings 2. Fitness/Aerobics Rooms w/ mirrored wall 3. Coaches Offices to have outside access for opposite gender and view of locker room 4. Aerobics/Weight Room w/ mirrored wall			
Gymnasium (Single Court)	6,000	1	6,000	
Fitness Room	1,600	1	1,600	
Aerobics/Dance Room	1,600	1	1,600	
PE Locker Rooms (3 High Lockers)	1,933	2	3,867	75 150
Student Restrooms (4WC/U, 4L)	300	2	600	
Coaches Office	240	2	480	
Coaches Restroom (1WC, 1L)	70	1	70	
Equipment Storage (Indoor)	360	1	360	
Equipment Storage (Outdoor)	360	1	360	
<b>Total: Physical Education</b>			<b>14,937</b>	<b>150</b>

6.0 SUPPORT SPACE				
Location:	1. Spread throughout campus			
Adjacency:	1. Adjacent to all parts of the campus			
Notes:	1. Student restrooms divided among wings/pods 2. One set of student restrooms near playground /lunch shelter 3. All Data rooms should have dedicated HVAC 4. Main Electrical near front of campus			
Boys Restrooms (4WC, 2U, 3L)	300	4	1,200	
Girls Restrooms (5WC, 3L)	300	4	1,200	
Teacher Restrooms (1WC, 1L)	70	4	280	
Custodial	70	4	280	
Electrical (satellite)	70	4	280	
Electrical (main)	120	1	120	
Data (satellite)	70	4	280	
Data (main)	120	1	120	
<b>Total: Support Space</b>			<b>3,760</b>	

TOTAL CAMPUS			
<b>Total Campus Interior SF</b>	<b>28</b>	<b>74,874</b>	<b>928</b>
Interior SF per Student		80.68	
Circulation (20%)		14,975	
<b>Total Campus Gross SF</b>		<b>89,849</b>	
Total SF per Student		97	

Restroom Requirements	Occupants				
	WC	U	L	DF	
Required: B	0.025	0.029	0.025	0.007	
Required: G	0.033	-	0.025		
Required: M	2	0.020	0.025		
Required: W	2	-	0.025		
Boys	464	12	13	12	
Girls	464	15	-	12	
Male Staff	28	2	0.6	1	
Female Staff	28	2	-	1	

**Educational Specification / Master Space Program**

High School Standard 2,500 Students

9/25/2015

Riverside Unified School District  
WLC Project No: 15-17500.02

Space Description	SF/Space	Qty	Teaching Stations	Total SF	Student Loading	Student Total
<b>1.0 CLASSROOMS/LABS</b>						
Location: 1. Core of the campus						
Adjacency: 1. Near media center 2. Teacher Work Rooms near classrooms 3. Science Labs adjacent to prep room						
Notes: 1. Consider some classrooms to have adjoining operable walls 2. Natural light where possible						
<b>Classrooms Grades 9,10,11,12</b>						
Language Arts	960	16	16	15,360	29	464
Mathematics	960	12	12	11,520	29	348
Social Science	960	12	12	11,520	29	348
Foreign Language	960	8	8	7,680	29	232
Faculty Work Room	240	4		960		
Faculty Restrooms	70	4		280		
Science Labs	1,440	12	12	17,280	29	348
Science Prep Room	320	6		1,920		
Department Office	600	4		2,400		
Department Storage	120	8		960		
<b>Total: Classrooms/Labs</b>			<b>60</b>	<b>69,880</b>		<b>1,740</b>

<b>2.0 SPECIAL EDUCATION</b>						
Location: 1. Core of the campus but not in one area						
Adjacency: 1. Near drop off lane / kitchen 2. Speech and Psych Office can be located at Front Office						
Notes: 1. SE Classrooms to have sinks 2. Natural light where possible						
Special Education (LH)	960	2	2	1,920	12	24
Special Education (SH) w/ Restroom	1,920	1	1	1,920	8	8
Special Education (RSP)	480	2		960		
Speech Office	240	1		240		
Psychologist Office	240	1		240		
<b>Total: Special Education</b>			<b>3</b>	<b>5,280</b>		<b>32</b>

<b>3.0 ELECTIVES</b>						
Location: 1. Core of the campus 2. Lecture Hall near front of school						
Adjacency: 1. Near MPR and Classrooms						
Notes: 1. Pathway Labs to be flexible spaces w/ high ceilings 2. Lecture Hall with fixed seating for staff mtgs, etc. 3. Instructional spaces with natural light where possible						
Art	1,280	2	2	2,560	29	58
Storage: Art	240	2		480		
Technology Labs	1,280	2	2	2,560	29	58
Pathway Elective Lab	2,400	4	4	9,600	29	116
Storage: Technology	240	4		960		
Lecture Hall (150 Seats)	2,000	1		2,000		
Lecture Hall Storage	120	1		120		
<b>Total: Electives</b>			<b>8</b>	<b>18,280</b>		<b>232</b>

4.0 ADMINISTRATION				
Location:		1. Front of the campus		
Adjacency:		1. Near drop off lane		
Notes:		1. Single point of entry 2. Principal to have view of parking lot or campus core 3. Health Office to have easy access from campus core 4. Parent Volunteer Center doubles as conference room 5. Staff Break/Work Room subdividable with operable wall 6. Records Storage to allow for faculty work station		
Reception	400	1		400
Receptionist	80	2		160
Principal Waiting	120	1		120
Principal	240	1		240
Principal Secretary	120	1		120
Conference Room	240	1		240
Asst Principal/Athletic Director	180	4		720
AP/AD Secretary	80	4		320
Accountant	120	1		120
Translator/Community Liaison	80	1		80
Counseling Waiting	400	1		400
Counselor	120	6		720
Counseling Clerical	80	2		160
Special Education Advisor	120	1		120
Conference Room	240	1		240
Registrar	120	1		120
Records Storage	240	1		240
Attendance Clerk	80	3		240
Special Use (Parent Volunteer)	240	1		240
Health	170	1		170
Health Restroom (1WC, 1L)	70	1		70
Discipline Waiting	240	1		240
SRO	120	1		120
Campus Supervisors (7)	120	1		120
Storage (Office Supplies)	240	1		240
Staff Work Room	480	1		480
Staff Break Room	480	1		480
Mens Restroom (1WC, 1U, 1L)	188	1		188
Womens Restroom (2WC, 2L)	188	1		188
Circulation				2,189
<b>Total: Administration</b>				<b>9,484</b>

5.0 MEDIA CENTER				
Location:		1. Core of the campus		
Adjacency:		1. Near classrooms / possible after hours access		
Notes:		1. Flexible, wireless access to technology 2. Book drop at circulation desk 3. Computer area available for testing and subdividable 4. Natural light where possible		
Media Center (Reading Room)	8,000	1		8,000
Circulation Desk	120	1		120
Staff Workroom	240	1		240
Conference Rooms	240	3		720
Textbook Storage	960	1		960
Computer Lab/Area	960	2		1,920
<b>Total: Media Center</b>				<b>11,960</b>

6.0 MULTI-PURPOSE				
Location:		1. Front of the campus		
Adjacency:		1. Near service and delivery / significant after hours use 2. Near outdoor lunch shelter		
Notes:		1. Food service component to serve as warming facility only 2. Changing / Restroom per County Health Dept requirements 3. Faculty Dining Room to have access to Kitchen Serving		
MPR (20% enrollment dining)	7,443	1		7,443
Storage (Tables/Chairs)	400	1		400
Stage/Platform	900	1		900
Storage (Stage)	240	1		240
Lobby/Foyer	360	1		360
Mens Restroom (3WC, 2U, 4L)	300	1		300
Womens Restroom (5WC, 4L)	300	1		300
Student Store	960	1	1	960 29 29
ASB Classroom	960	1	1	960 29 29
ASB Director	120	1		120
Storage: ASB/Student Store	120	2		240
Kitchen	5,000	1		5,000
Staff Restroom	70	1		70
Changing	70	1		70
Custodial	70	1		70
Kitchen Director	120	1		120
Faculty Dining	960	1		960
Faculty Restrooms	70	2		140
<b>Total: MPR</b>				<b>18,653 58</b>

7.0 PHYSICAL EDUCATION						
Location:	1. Front of the school					
Adjacency:	1. Near playfields and hard court 2. Near parking lots /significant after hours use					
Notes:	1. Gym/Aerobics/Weight/Wrestling Room w/ high ceilings 2. Aerobics/Weight/Wrestling Room w/ mirrored wall 3. Coaches Offices to have outside access for opposite gender and view of locker room 4. Aerobics/Weight Room w/ mirrored wall					
Lobby	500	1		500		
Ticket Booth	120	1		120		
Public Restrooms	360	2		720		
Snack Bar	120	1		120		
Custodian	80	1		80		
Competition Gym (Dual Court)	14,000	1	1	14,000	50	50
Practice Gym (Single Court)	7,000	1	1	7,000	50	50
Aerobic/Fitness Room	2,000	1	1	2,000	50	50
Weight Room	2,000	1	1	2,000	50	50
Wrestling Room	2,000	1	1	2,000	50	50
Health/Academic Classroom	1,920	1	1	1,920	50	50
PE Locker Rooms (3 high lockers)	3,411	2		6,823		
Team Locker Rooms	960	2		1,920		
Student Restrooms (4WC/U, 4L)	300	2		600		
Showers	300	2		600		
Trainers Room	360	1		360		
Coaches Office	360	2		720		
Coaches Restroom (1WC, 1L)	120	1		120		
Equipment Storage (Indoor)	480	2		960		
Equipment Storage (Outdoor)	480	1		480		
<b>Total: Physical Education</b>			<b>6</b>	<b>43,043</b>		<b>300</b>

8.0 PERFORMING ARTS						
Location:	1. Front of the school					
Adjacency:	1. Near delivery access 2. Near parking lots /significant after hours use					
Notes:	1. Sloped floor auditorium 2. Working stage with rear stage support facilities 3. Music Rooms clustered for stage access 4. Music/Drama rooms all with high ceilings					
Lobby	500	1		500		
Ticket Booth	120	1		120		
Public Restrooms	360	2		720		
Snack Bar	120	1		120		
Custodian	80	1		80		
Theater House (600 seats)	6,000	1		6,000		
Control Room	360	1		360		
Stage	2,100	1				
Scene Shop	960	1				
Storage: Costumes/Scenery	360	2				
Dressing Rooms	240	2		480		
Toilet Rooms: Dressing	80	2		160		
Instrumental Music	3,000	1	1	3,000	50	50
Storage: Instruments	480	1		480		
Vocal Music	2,000	1	1	2,000	40	40
Storage: Robes	240	1		240		
Storage: Sheet Music	120	1		120		
Office: Music	120	1		120		
Drama	1,600	1	1	1,600	29	29
Storage: Drama	240	1		240		
<b>Total: Performing Arts</b>			<b>3</b>	<b>16,340</b>		<b>119</b>

9.0 SUPPORT SPACE						
Location:	1. Spread throughout campus					
Adjacency:	1. Adjacent to all parts of the campus					
Notes:	1. Student restrooms divided among wings/pods 2. One set of student restrooms near playground /lunch shelter 3. All Data rooms should have dedicated HVAC 4. Main Electrical near front of campus					
Boys Restrooms (3WC, 3U, 3L)	300	8		2,400		
Girls Restrooms (5WC, 3L)	300	8		2,400		
Faculty Restrooms (1WC, 1L)	70	8		560		
Main Custodial/Receiving	960	1		960		
Custodial	70	8		560		
Electrical (satellite)	70	8		560		
Electrical (main)	240	1		240		
Data (satellite)	70	8		560		
Data (main)	120	1		120		
<b>Total: Support Space</b>				<b>8,360</b>		

<b>TOTAL CAMPUS</b>				
<b>Total Campus Interior SF</b>		<b>80</b>	<b>201,279</b>	<b>2,481</b>
Interior SF per Student			81	
Circulation (20%)			40,256	
<b>Total Campus Gross SF</b>			<b>241,535</b>	
Total SF per Student			97	

Restroom Requirements	Occupants				
		WC	U	L	DF
Required: B		0.025	0.029	0.025	0.007
Required: G		0.033	-	0.025	
Required: M		2	0.020	0.025	
Required: W		2	-	0.025	
Boys	1,241	31	35	31	17
Girls	1,241	41	-	31	
Male Staff	80	2	1.6	2	
Female Staff	80	2	-	2	

## PROCESS/PARTICIPANTS

A Long Range Facilities Master Plan is often as much about process as product. The process for developing RUSD's 2016 LFRMP was a robust one.

### Facility Assignment

From the outset RUSD made the decision to distribute the District's many school and support sites across a group of competent design professionals. This division of labor allowed the master planning process to be significantly accelerated. Each school cluster was assigned to a specific architectural firm. The assignments are listed below:

#### DLR Group

Arlington High School  
Chemawa Middle School  
Harrison ES  
Hawthorne ES  
Lake Mathews ES  
Liberty ES

RUSD Adult School  
RUSD Educational Options Center  
RUSD STEM Academy

#### HMC Group

King High School  
Earhart Middle School  
Miller Middle School  
Franklin ES  
Kennedy ES  
Rivera ES  
Taft ES  
Twain ES  
Woodcrest ES

#### Ruhnau/Ruhnau Clarke

North High School  
Lincoln High School  
University Middle School  
Beatty ES  
Emerson ES  
Fremont ES  
Highgrove ES  
Highland ES  
Longfellow ES

HMC Architects



DLR Group

RUHN AURUHN AUC LARKE  
ARCHITECTS PLANNERS

#### WLC Architects

Poly High School  
Central Middle School  
Gage Middle School  
Alcott ES  
Bryant ES  
Castle View ES  
Magnolia ES  
Pachappa ES  
Victoria ES  
Washington ES

Ramona High School  
Sierra Middle School  
Adams ES  
Jackson ES  
Jefferson ES  
Madison ES  
Monroe ES  
Mountain View ES  
Sunshine Early Childhood Center





### Master, Master Planner:

RUSD selected WLC Architects as the lead, Master Planning consultant. In that role WLC was tasked with organizing the process, setting standards for communications and graphics along with authoring the Educational Specifications. The process was a collaborative one. The four firms met repeatedly throughout the development of the LRFMP. Ideas were exchanged. Site feedback was discussed and shared. Cost estimation standards were developed. Graphic formatting was shared and edited.

### RUSD District Core Team:

Throughout the process WLC met with the District's Core Instructional, Facility and Maintenance Team. The input was invaluable to the process. This group fulfilled a unique role. The Core Team brought a district-wide perspective to the development of the LRFMP. RUSD is administrating and maintaining a "fleet of facilities". The RUSD Core Team's charge was to make sure that comprehensive instructional, facility and maintenance standards were adhered to in the discussions with each of the school sites.

### School Site Input:

An important key to any LRFMP is obtaining input from each individual school site. This process was central to the development of the RUSD LRFMP as well. Each architect met numerous times with each of their assigned school sites. The school sites were asked to consider facility 'remedies' that could be categorized as follows:

1. Build something new that the school does not currently have
2. Renovate something that the school already has but needs upgrading or changing
3. Upgrade or change the school's site and grounds (parking lots and playfields)
4. Upgrade or change the school's furnishings and technology

A series of meetings was held at each school and input was received and then assigned to the remedy categories listed above.

The first meeting was with the Principal and select school site staff representatives. The purpose of this introductory session was to get a basic understanding of the most glaring facility needs. Attendees were given permission to 'speak freely' and while a sign-in sheet was distributed and notes were taken, the intent of these sessions was to get unfiltered input from those RUSD staff members who know the site's facilities best. A school site aerial photo showing existing conditions was used as a conversation starter.



A second meeting was then held with the Principal, site staff and members of the school community. The purpose of these meetings was for the architects, now knowing more about each school's needs, to dialogue with a larger audience, gain additional feedback and discuss foreseeable facility trends. Again, attendees were given permission to 'speak freely', sign-in and give un-filtered input.

A third meeting, again with the community group, was held with some of the sites. The purpose of these meetings was to review and clarify the input received at the first community input session.

**GENERAL RECOMMENDATIONS**

The heart of the LRFMP is a series of specific, site by site recommendations for facility improvements. Those specific needs and projects are described in the chapters relating to each site later in this document. There are some district-wide themes, highlights and trends that emerged from the process. They are listed below under each type of improvement but in no particular priority:

**Elementary Schools:**

**Buildings:**

- Replacing portable buildings with permanent facilities
- Creation of music and maker labs (STEAM facilities)
- Right-sizing kindergarten and transitional kindergarten to current enrollment
- Construction of dedicated media centers (Library)
- Right-sizing multi-purpose rooms
- Right-sizing office space
- Energy efficient upgrades to lighting, HVAC, daylighting and glazing systems



**Site Improvements:**

- Improving 'curb appeal' (landscaping, fencing, and painting)
- Enhancing site security (single point of entry)
- Kindergarten playgrounds
- Playfield refurbishment including drainage and new irrigation technologies
- Development of fitness courses
- Additional parking and drop off lanes

**Furniture/Technology:**

- Consideration of more flexible furniture (group projects, more individualized instruction)
- Seamless access to desktop/handheld technology

**Middle Schools:**

**Buildings:**

- Replacing portable buildings with permanent facilities
- Expansion of PE locker rooms
- Gymnasium renovations
- Creation of STEAM facilities
- Expanding/Constructing/Upgrading science labs
- Energy efficient upgrades to lighting, HVAC, daylighting and glazing systems

**Site Improvements:**

- Improving 'curb appeal' (landscaping, fencing, and painting)
- Enhancing site security (single point of entry)
- Playfield drainage and irrigation technologies
- Development of fitness courses
- Additional parking and drop off lanes

**Furniture/Technology:**

- Consideration of more flexible furniture (group projects, more individualized instruction)
- Seamless access to desktop/handheld technology



**High Schools:**

Unlike the elementary and middle school categories above, the RUSD high schools are each very unique having a particular curriculum focus and/or instructional pathway. Therefore each school's generalized recommendations are listed individually below:

**Ramona High School:**

- Replacing portable buildings with permanent facilities
- Creation of a dedicated multi-purpose room
- Addition of a weight room
- Creation of a black-box theater space

**Poly High School:**

- Replacing portable buildings with permanent facilities
- Expansion of the performing arts theater
- Construction of a second gymnasium
- Creation of a dedicated multi-purpose room



**Arlington High School:**

- Replacing portable buildings with permanent facilities
- Construction/completion of the football/track stadium
- Reconstruction of the swimming pool
- Construction of a second gymnasium
- Redevelopment of the campus quadrangle

**North High School:**

- Replacing portable buildings with permanent facilities
- Construction of a second gymnasium
- Internal re-organization of department spaces

**King High School:**

- Replacing portable buildings with permanent facilities
- Expansion of the performing arts theater
- Construction of a second gymnasium
- Creation of a new STEM building
- Reconstruction of the swimming pool
- Parking lot expansion

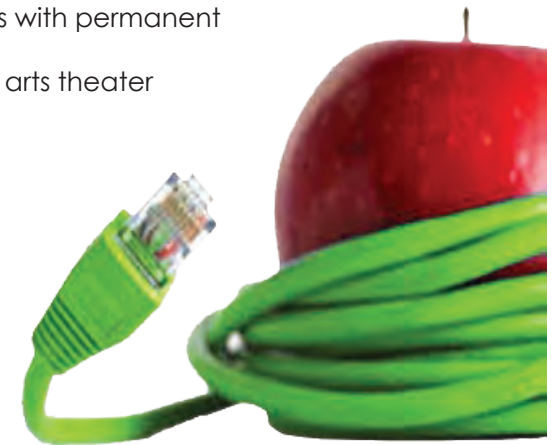
All of the high schools share the following needs and goals:

**Site Improvements:**

- Enhancing site security (single point of entry)
- Playfield drainage and irrigation technologies

**Furniture/Technology:**

- Consideration of more flexible furniture (group projects, more individualized instruction)
- Seamless access to desktop/handheld technology



## TRENDING TOPICS

The universe of school facilities discussions changes regularly. Some topics fade while others emerge or ascend. In 2016 there are a few trending topics that no master plan can ignore. They include the following:

### Sustainability:

The topic of sustainability as it relates to school facilities has been on the radar for over a decade. In 2016 it remains so but now with some particularly acute challenges and some never before possible solutions. In general the core principles of sustainability include the following:

- Decreasing the amount of energy that the facilities consume (primarily water and electricity)

- Employing materials that are less resource consuming (recycled and less volatile products)

- Enhancing the indoor environment (creating healthier learning environments)

There are many ways that these principles can be implemented and no two school districts approach them in the exact same way. Keenly specific to 2016 is the dual-focus on the current California drought, therefore water resource management, and the availability of programs to provide for and produce electricity through site based solar power.

In keeping with the guiding principles of parity, evolution and maintenance, the 2016 RUSD LRFMP must consider these trending topics on a district-wide basis.



### Technology:

Since the introduction of the personal computer into the instructional tool-kit of California public schools back in the late 1980's districts have struggled with the topic of installation, application, and maintenance. The first hurdle was connectivity. Creating pathways to connect computers to each other, to the district, and to the internet was the central focus. Next came the long process of determining how these devices should be used and what for.

In 2016 the focus has shifted to a more robust inclusion in the everyday instructional program. The days of visiting the computer lab are probably gone forever. The devices need to be in the hands of the users (both teachers and students)...everywhere and anywhere within the school. That availability of machines and connectivity has brought with it today's challenge of band width, wireless access, and device provision/replacement.

In keeping with the guiding principles of parity, evolution and maintenance, the 2016 RUSD LRFMP must consider these trending topics on a district-wide basis.



### School Safety and Security:

While incidents of school safety failures are still incredibly rare increased media attention has made school districts and the general public acutely aware of the inherent vulnerability (both real and perceived) that confronts the typical public school facility on a daily basis. In 2016 no LRFMP is complete without addressing this important topic.

Schools have traditionally been open to the public. Volunteers, parents and the general public have been welcome on campus wherever and whenever they have the time to help. That openness is rapidly changing. Schools are now looking to ensure that once the school day begins there is just one, securable 'single point of entry'. At many schools this is simple while at others it may require fencing, locks and sometimes a complete campus re-organization.

Other trending security solutions include the implementation of a VMS (visitor management system) and/or an access control system (electronic card reading locks) in order to assist school based staff with controlling who is on campus or in implementing a 'lock down'.

In keeping with the guiding principles of parity, evolution and maintenance, the 2016RUSD LRFMP must consider these trending topics on a district-wide basis.

### 21st Century Learning Environments:

The typical public school classroom has remained more or less unchanged for the last 100 years. An instructor lectures to, questions, and tests the same cohesive group of 30+ students on a daily basis. In 2016 much of that model is being challenged. The 'sage on the stage' curriculum delivery format is giving way to more individually based instruction. Rote memorization is evolving into project based instruction highlighted by concept based problem solving. Small group instructional environments are beginning to dominate classroom time. The standard 960 square foot classroom is being challenged.

Solutions to these challenges vary from school district to school district based on the age of the facilities, their layout, class sizes and student body makeup. One size does not fit all.

Two things are certain. First, as the technology devices become more portable and access to information becomes more omnipresent the instructional modality will likewise need to evolve. Second, there is probably no way to tear down and reconstruct every instructional space in the school district. Instead solutions will naturally come from an evolutionary remodeling of the existing classrooms, shops and labs. Walls may come down, doors may be opened up, small group zones may be introduced and in-classroom centers will almost certainly become the norm. The 'front' of the classroom will become less discernable as instruction and learning evolve to happen everywhere.

In keeping with the guiding principles of parity, evolution and maintenance, the 2016RUSD LRFMP must consider these trending topics on a district-wide basis.



## SITE BY SITE MASTER PLANNING

The LRFMP encompasses every site within the Riverside Unified School District. This includes all school and support sites. While the master plan is indeed a 'master' plan, each site has a dedicated 'chapter' within the document. Each chapter includes the following information.

### Site Description:

The school/site's general information including location, address, mascot, colors and administration and visioning are listed.

The school/site's existing layout is described in narrative form. This narrative describes the type of the school's construction and gives an overview of the school's initial construction and recent renovation history.

A black and white aerial photo is included. This photo shows the existing conditions at the time of the LRFMP's preparation.

### Anticipated New Additions/Renovations:

A narrative is included which summarizes the anticipated improvements at the school/site. This narrative is a synopsis of the input received from the community, site and district staff. It is not a verbatim list of all of the suggestions made. A more comprehensive list of the various committee's input can be found in the LRFMP appendix.

### Master Plan Site Diagram:

A full color aerial photo is included. This photo is overlaid with 'proposed actions' shown in diagrammatic form. A legend is included but the numbering is not a priority ranking of the proposed actions.

The diagrams are not specific design solutions but are easy to understand. Each of main improvement categories are covered including new construction, renovation, site improvements, furniture and technology.

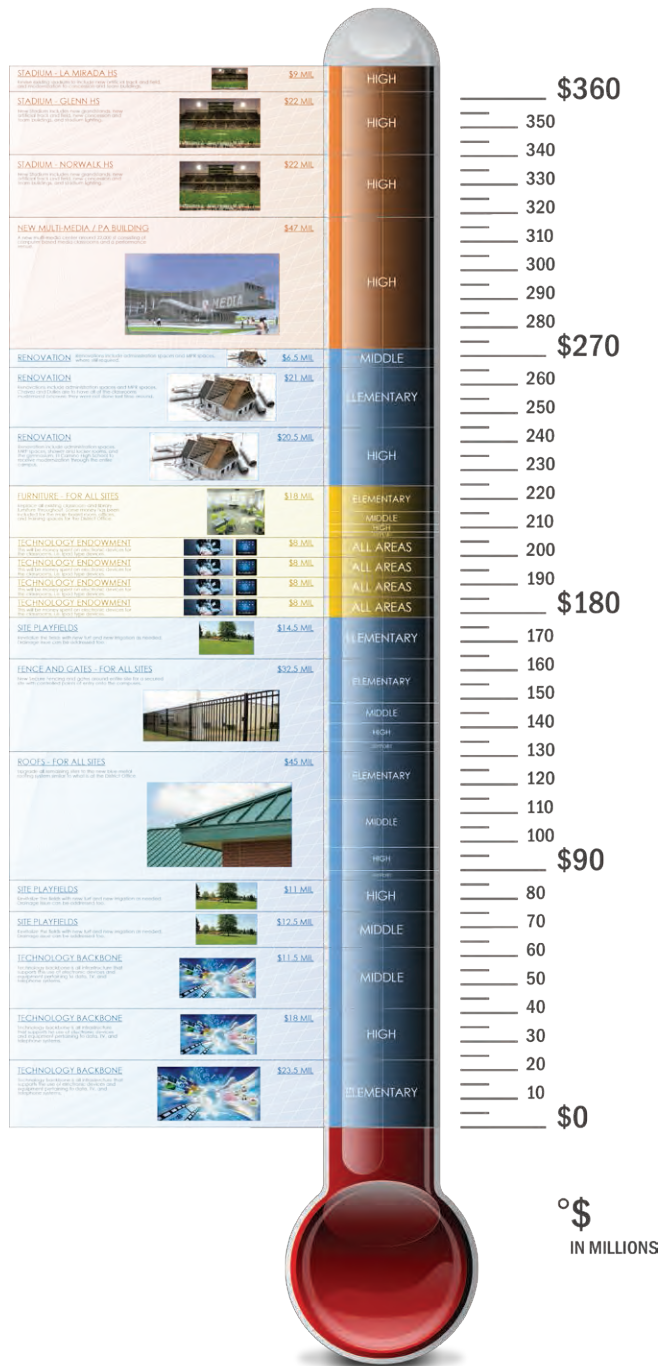
New Construction elements are shown in yellow and they are depicted in relative scale to the existing facilities. Locations for these new facilities are not completely arbitrary but they are also not a fully vetted 'design' for each suggested additions.

Renovation scope is shown in red. Within each existing building outline a number corresponds to the legend where the scope of the renovation is summarized. Again, this is not a design and there is little doubt that certain scope will need to be added, or deleted, as time passes and designs develop.

Site improvements are also highlighted. Numbers in the fields and parking lots correspond to the legend where the scope of the site work is summarized. As with the new additions the diagram is only a suggestion of where these site improvements might occur. An eventual design process will bring further clarity.

Furniture/Technology is also highlighted. Like with the renovation category, a number appears in the outline of each building. The number corresponds to the legend where the scope of the improvement is more fully described.





\$  
IN MILLIONS

**COST ESTIMATING:**

Conceptual cost estimates for all the proposed improvements are included in their own dedicated section within the LRFMP. The estimates address each school, each site and each district program and are specifically assigned and categorized.

At the stage of district-wide facility master planning cost estimates are purposefully conceptual in nature. Every detail about every project is not yet known. Much will be learned as the designs for each proposed improvement evolve.

**Units Costs:** At the master planning stage, cost estimating is grounded in industry standard unit costs. The unit costs established for new construction, renovation and site improvements included within the LRFMP are a result of a collaborative effort by RUSD's team of design professional consultants. These median unit costs were developed from a data base of literally millions of square feet of similar project scope and experience.

**Project Costs/Construction Costs:** Project cost estimates differ from construction cost estimates. Hard construction costs include the actual 'brick and mortar' costs for the contemplated on-site improvements along with a reasonable multiplier for the contractor's administration, overhead, etc. Soft costs are in addition to hard construction costs and generally include design, plan review, inspection and agency fees. Here again industry standard multipliers are included.

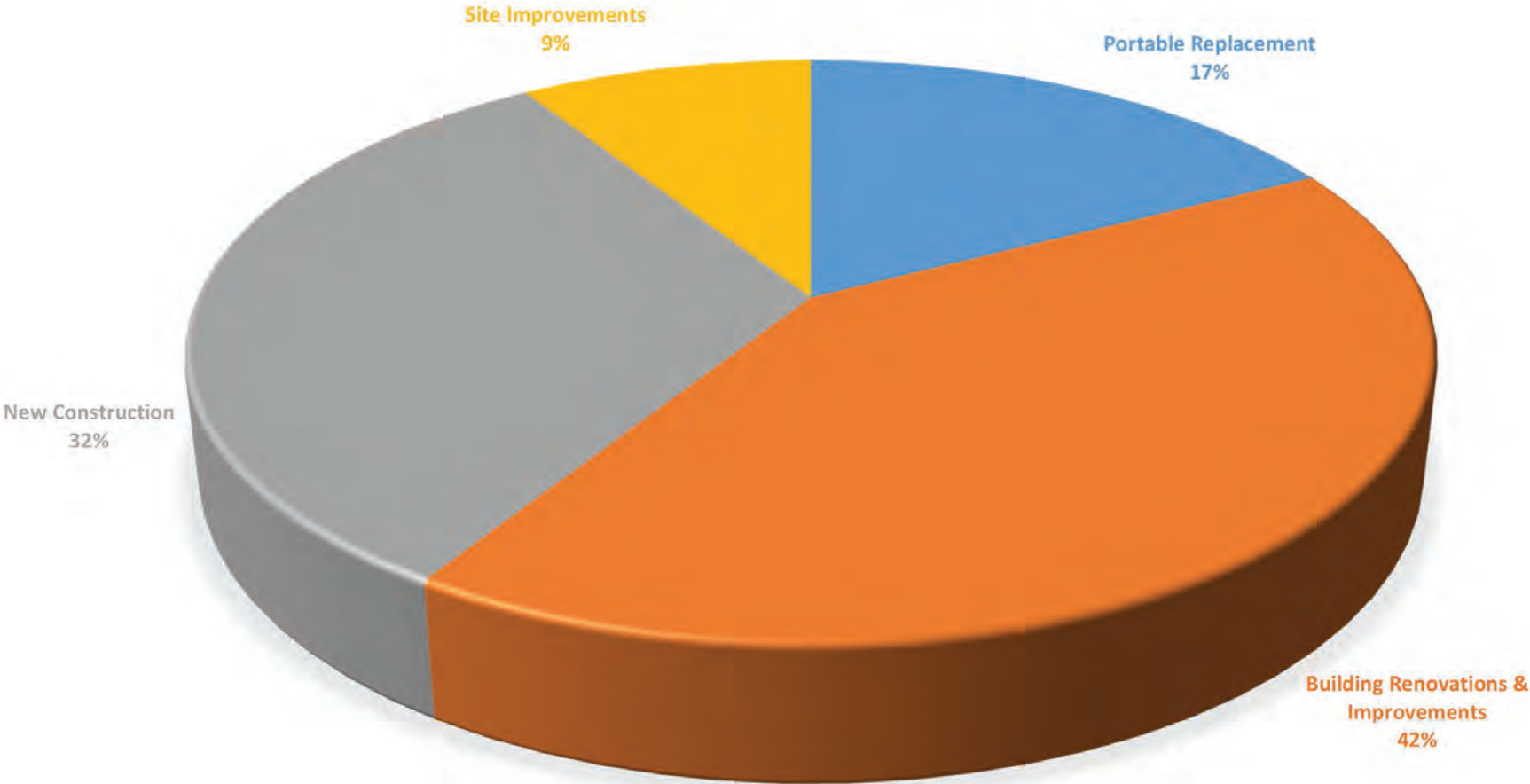
**Contingency:** Contingency planning is as much an art as a science. Contingency factors typically shrink as projects evolve through design, final drawings, permitting, bidding and construction. They are the highest at the master planning stage. In this earliest of diagrammatic stages there is much still to be known about each project's scope, budget and schedule. Rather than carrying this factor as a distinct line item the contingency factor included in the RUSD LRFMP has been built into the unit costs for each proposed improvement.

**Escalation:** Escalation may be the most difficult aspect of assigning costs at the master planning level. Escalation, or inflation, is tied to time. The design/construction industry uses the mid-point of construction as the standard when preparing hard bids and estimates. However, with a masterplan it is difficult to assign a particular year to each particular project without first developing a hard and fast implementation plan (project timeline). The RUSD LRFMP does not include such an implementation plan. The document instead assumes an industry standard 5.0% per year escalation and assigns the median year (Year 10) as the mid-point on construction for all projects. This then means that earlier projects will be less impacted by escalation whereas later projects will be more impacted.





### RIVERSIDE UNIFIED SCHOOL DISTRICT LRFMP BUDGET CATEGORIES





Riverside Unified School District - IDEA LIST

A	B	C	D	E	F	G	H	I	J
ELEMENTARY SCHOOLS	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
	Team								
Adams ES	WLC	509	47,608	94	\$ 8,351,850	\$ -4,147,200	\$ 3,902,400	57,814	600
Alcott ES	WLC	788	59,917	76	\$ 8,842,250	\$ 7,776,000	\$ 3,635,190	63,875	800
Beatty ES	RRC	665	66,576	100	\$ 3,071,250	\$ -	\$ 2,057,400	71,148	700
Bryant ES	WLC	406	27,663	68	\$ 5,127,650	\$ 1,555,200	\$ 3,658,500	36,369	450
Castle View ES	WLC	631	48,345	77	\$ 6,141,250	\$ 6,220,800	\$ 5,767,650	63,466	650
Emerson ES	RRC	792	51,859	65	\$ 1,778,400	\$ 4,147,200	\$ 14,207,850	65,100	900
Franklin ES	HMC	791	64,142	81	\$ 8,800,000	\$ 4,665,600	\$ 5,909,400	79,002	800
Fremont ES	RRC	552	66,049	120	\$ 864,000	\$ 5,702,400	\$ 11,940,750	75,591	650
Harrison ES	DLR	502	49,375	98	\$ 5,520,000	\$ -4,752,000	\$ -	47,375	750
Hawthorne ES	DLR	773	55,446	72	\$ 7,211,000	\$ 518,400	\$ 1,748,700	59,524	750
Highgrove ES	RRC	738	55,495	75	\$ 1,350,000	\$ 8,812,800	\$ 9,254,700	68,806	850
Highland ES	RRC	782	43,728	56	\$ 1,914,100	\$ 5,702,400	\$ 17,502,300	66,300	880
Jackson ES	WLC	799	53,329	67	\$ 7,659,500	\$ 9,331,200	\$ 3,591,450	64,766	800
Jefferson ES	WLC	1,069	70,442	66	\$ 7,872,100	\$ 6,220,800	\$ 9,331,200	81,069	1,100
Kennedy ES	HMC	1,057	71,830	68	\$ 8,900,000	\$ 3,110,400	\$ 3,918,600	81,690	1,100
Lake Mathews ES	DLR	879	42,860	49	\$ 960,000	\$ 518,400	\$ 2,087,100	47,690	880
Liberty ES	DLR	792	64,404	81	\$ 9,665,000	\$ 3,628,800	\$ 1,245,600	68,516	800
Longfellow ES	RRC	782	48,741	62	\$ 1,440,000	\$ 6,220,800	\$ 14,523,750	83,320	750
Madison ES	WLC	713	45,062	63	\$ 4,138,850	\$ 10,886,400	\$ 5,370,300	56,468	750
Magnolia ES	WLC	639	45,543	71	\$ 5,442,300	\$ 7,257,600	\$ 1,440,000	51,431	650
Monroe ES	WLC	664	51,045	77	\$ 7,395,700	\$ 3,628,800	\$ 7,518,600	67,497	700
Mountain View ES	WLC	786	64,735	83	\$ 8,403,150	\$ 2,592,000	\$ 1,641,600	65,839	800
Pachappa ES	WLC	733	46,117	63	\$ 7,272,500	\$ 4,147,200	\$ 4,677,750	52,252	750
Rivera ES	HMC	757	66,140	87	\$ 7,200,000	\$ 9,849,600	\$ 5,837,400	82,760	750
Sunshine ES	WLC	300	24,528	82	\$ 2,130,600	\$ 1,555,200	\$ 3,355,200	32,560	300
Taft ES	HMC	724	60,879	84	\$ 8,600,000	\$ 3,628,800	\$ 7,036,200	77,859	750
Twain ES	HMC	1,052	88,777	84	\$ 13,775,000	\$ -	\$ 2,913,750	95,252	1,100
Victoria ES	WLC	606	40,237	66	\$ 6,635,850	\$ 5,184,000	\$ 7,079,220	54,780	650
Washington ES	WLC	823	48,126	58	\$ 4,979,200	\$ 7,257,600	\$ 3,731,400	59,106	850
Woodcrest ES	HMC	704	48,700	69	\$ 5,830,000	\$ -	\$ 9,000,000	68,700	750
<b>Elementary School Total</b>		<b>21,808</b>	<b>1,617,698</b>		<b>\$ 177,271,500</b>	<b>\$ 139,017,600</b>	<b>\$ 173,883,960</b>		<b>22,980</b>
MIDDLE SCHOOLS	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
Team									
Central MS	WLC	639	81,273	127	\$ 15,239,550	\$ -	\$ 1,944,000	85,593	800
Chemawa MS	DLR	899	84,093	94	\$ 13,672,950	\$ 4,665,600	\$ 5,306,400	94,213	900
Earhart MS	HMC	1,029	136,600	133	\$ 20,433,250	\$ 4,665,600	\$ 2,894,400	144,760	1,200
Frank Augustus Miller MS	HMC	1,072	128,904	120	\$ 17,305,000	\$ -	\$ 7,650,000	145,904	1,200
Gage MS	WLC	855	84,845	99	\$ 16,244,100	\$ -	\$ 4,719,600	88,501	900
Sierra MS	WLC	833	90,437	109	\$ 18,370,550	\$ -	\$ 989,100	92,635	900
Hyatt (STEM) ES /MS	DLR	636	35,376	56	\$ 1,000,000	\$ 4,147,200	\$ 39,952,800	107,096	900
University MS	RRC	779	83,110	107	\$ 5,037,400	\$ 4,665,600	\$ 8,909,550	104,637	900
<b>Middle School Total</b>		<b>6,742</b>	<b>724,638</b>		<b>\$ 107,302,800</b>	<b>\$ 18,144,000</b>	<b>\$ 72,365,850</b>		<b>7,700</b>
HIGH SCHOOLS	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
Team									
Arlington HS	DLR	1,905	204,416	107	\$ 24,460,000	\$ 10,886,400	\$ 36,813,600	223,456	2,500
King HS	HMC	3,375	279,998	83	\$ 53,693,000	\$ 15,033,600	\$ 28,886,400	349,758	3,400
North HS	RRC	2,332	175,110	75	\$ 11,799,800	\$ 16,070,400	\$ 63,179,100	240,751	2,500
Poly HS	WLC	2,614	190,515	73	\$ 31,309,950	\$ 9,849,600	\$ 25,993,350	246,390	2,700
Ramona HS	WLC	2,130	202,285	95	\$ 32,932,950	\$ 4,147,200	\$ 4,883,850	214,674	2,200
Lincoln HS	RRC	218	33,661	154	\$ 4,092,000	\$ -	\$ 3,998,700	40,547	250
<b>High School Total</b>		<b>12,574</b>	<b>1,085,985</b>		<b>\$ 158,287,700</b>	<b>\$ 55,987,200</b>	<b>\$ 163,755,000</b>		<b>13,550</b>
SUPPORT CENTERS	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
Team									
Adult Education/RAS Incl Proj TEAM	DLR	400	22,787	.57	\$ -	\$ 4,147,200	\$ 7,912,800	26,207	800
Ed. Option Ctr. / Summit View IS	DLR	533	32,368	.61	\$ 8,260,000	\$ 9,331,200	\$ 568,800	19,808	550
<b>Support Center Total</b>		<b>933</b>	<b>202,143</b>		<b>\$ 8,260,000</b>	<b>\$ 13,478,400</b>	<b>\$ 8,481,600</b>		<b>1,350</b>
RUSD TOTAL	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
Team									
<b>RUSD TOTAL</b>		<b>42,057</b>	<b>3,630,464</b>		<b>\$ 451,122,000</b>	<b>\$ 226,627,200</b>	<b>\$ 418,486,410</b>		<b>45,580</b>

K	L	M	N	O	P	Q	R	State Funding	T
FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
96	7.6	\$ 2,358,540	\$ 578,160	\$ 289,080	\$ 231,264	\$ 173,448	\$ 20,031,942	\$ 787,800	\$ 19,244,142
80	10.0	\$ 3,060,700	\$ 638,752	\$ 319,376	\$ 255,501	\$ 191,626	\$ 24,719,394	\$ 1,477,125	\$ 23,242,269
102	11.3	\$ 1,094,851	\$ 711,480	\$ 355,740	\$ 284,592	\$ 213,444	\$ 7,788,757	\$ -	\$ 7,788,757
81	2.5	\$ 964,815	\$ 363,690	\$ 181,845	\$ 145,476	\$ 109,107	\$ 12,106,283	\$ 295,425	\$ 11,810,858
98	11.7	\$ 2,581,875	\$ 634,660	\$ 317,330	\$ 253,864	\$ 190,398	\$ 22,107,827	\$ 1,181,700	\$ 20,926,127
72	9.5	\$ 1,786,800	\$ 651,000	\$ 325,500	\$ 260,400	\$ 195,300	\$ 23,352,450	\$ 787,800	\$ 22,564,650
99	10.0	\$ 2,874,320	\$ 790,020	\$ 395,010	\$ 316,008	\$ 237,006	\$ 23,987,364	\$ 886,275	\$ 23,101,089
116	9.8	\$ 2,082,576	\$ 755,910	\$ 377,955	\$ 302,364	\$ 226,773	\$ 22,252,728	\$ 1,083,225	\$ 21,169,503
63	10.0	\$ 2,316,384	\$ 473,750	\$ 236,875	\$ 189,500	\$ 142,125	\$ 13,630,634	\$ 1,083,225	\$ 12,547,409
79	9.6	\$ 1,711,808	\$ 595,240	\$ 297,620	\$ 238,096	\$ 178,572	\$ 12,499,436	\$ 98,475	\$ 12,400,961
81	10.3	\$ 1,527,158	\$ 688,060	\$ 344,030	\$ 275,224	\$ 206,418	\$ 22,458,390	\$ 1,674,075	\$ 20,784,315
78	10.0	\$ 1,497,042	\$ 663,000	\$ 331,500	\$ 265,200	\$ 198,900	\$ 28,074,442	\$ 1,083,225	\$ 26,991,217
81	10.8	\$ 3,181,740	\$ 647,660	\$ 323,830	\$ 259,064	\$ 194,298	\$ 25,188,742	\$ 1,772,550	\$ 23,416,192
74	10.0	\$ 3,093,629	\$ 810,690	\$ 405,345	\$ 324,276	\$ 243,207	\$ 28,301,247	\$ 1,181,700	\$ 27,119,547
74	10.2	\$ 2,051,880	\$ 816,900	\$ 408,450	\$ 326,760	\$ 245,070	\$ 19,778,060	\$ 590,850	\$ 19,187,210
54	12.7	\$ 1,739,722	\$ 476,900	\$ 238,450	\$ 190,760	\$ 143,070	\$ 6,354,402	\$ 98,475	\$ 6,255,927
86	6.3	\$ 1,777,448	\$ 685,160	\$ 342,580	\$ 274,064	\$ 205,548	\$ 17,824,200	\$ 689,325	\$ 17,134,875
111	5.7	\$ 2,168,411	\$ 833,200	\$ 416,600	\$ 333,280	\$ 249,960	\$ 26,186,001	\$ 1,181,700	\$ 25,004,301
76	10.0	\$ 2,528,260	\$ 566,680	\$ 283,340	\$ 226,672	\$ 170,004	\$ 24,170,506	\$ 2,067,975	\$ 22,102,531
79	8.5	\$ 1,887,795	\$ 514,310	\$ 257,155	\$ 205,724	\$ 154,293	\$ 17,159,177	\$ 1,378,650	\$ 15,780,527
96	10.0	\$ 2,317,660	\$ 674,970	\$ 337,485	\$ 269,988	\$ 202,491	\$ 22,345,694	\$ 689,325	\$ 21,656,369
82	12.7	\$ 1,816,662	\$ 658,390	\$ 329,195	\$ 263,356	\$ 197,517	\$ 15,901,870	\$ 492,375	\$ 15,409,495
70	6.5	\$ 2,193,813	\$ 522,520	\$ 261,260	\$ 209,008	\$ 156,756	\$ 19,440,807	\$ 787,800	\$ 18,653,007
110	10.0	\$ 3,520,120	\$ 827,600	\$ 413,800	\$ 331,040	\$ 248,280	\$ 28,227,840	\$ 1,871,025	\$ 26,356,815
109	3.3	\$ 1,057,665	\$ 325,600	\$ 162,800	\$ 130,240	\$ 97,680	\$ 8,814,985	\$ 295,425	\$ 8,519,560
104	10.0	\$ 2,987,360	\$ 778,590	\$ 389,295	\$ 311,436	\$ 233,577	\$ 23,965,258	\$ 689,325	\$ 23,275,933
87	11.2	\$ 2,036,000	\$ 952,520	\$ 476,260	\$ 381,008	\$ 285,756	\$ 20,820,294	\$ -	\$ 20,820,294
84	6.3	\$ 2,140,192	\$ 547,796	\$ 273,898	\$ 219,118	\$ 164,339	\$ 22,244,413	\$ 984,750	\$ 21,259,663
70	9.7	\$ 2,891,745	\$ 591,060	\$ 295,530	\$ 236,424	\$ 177,318	\$ 20,160,277	\$ 1,378,650	\$ 18,781,627
92	10.0	\$ 2,780,000	\$ 687,000	\$ 343,500	\$ 274,800	\$ 206,100	\$ 19,121,400	\$ -	\$ 19,121,400
		\$ 66,026,971	\$ 19,461,268	\$ 9,730,634	\$ 7,784,507	\$ 5,838,380	\$ 599,014,821	\$ 26,588,250	\$ 572,426,571

Project Costs (Hard and Soft Cost)

Reno. - Low	\$150.00	Furniture	\$10.00
Reno. - Mid.	\$200.00	Technology	\$5.00
Reno. - High	\$250.00	Sustainability	\$4.00
New Const.	\$450.00	Security	\$3.00
Shade Structure	\$150.00	Demo Cost/SF	\$13.00

FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
107	21.0	\$ 1,833,300	\$ 855,930	\$ 427,965	\$ 342,372	\$ 256,779	\$ 20,899,896	\$ -	\$ 20,899,896
105	20.5	\$ 4,189,240	\$ 942,130	\$ 471,065	\$ 376,852	\$ 282,639	\$ 29,906,876	\$ 1,012,581	\$ 28,894,295
121	20.0	\$ 3,912,320	\$ 1,447,600	\$ 723,800	\$ 579,040	\$ 434,280	\$ 35,090,290	\$ 1,012,581	\$ 34,077,709
122	22.0	\$ 2,648,000	\$ 1,459,040	\$ 729,520	\$ 583,616	\$ 437,712	\$ 30,812,888	\$ -	\$ 30,812,888
98	18.0	\$ 3,345,916	\$ 885,010	\$ 442,505	\$ 354,004	\$ 265,503	\$ 26,256,638	\$ -	\$ 26,256,638
103	20.0	\$ 2,646,000	\$ 926,350	\$ 463,175	\$ 370,540	\$ 277,905	\$ 24,043,620	\$ -	\$ 24,043,620
119	7.5	\$ 510,010	\$ 1,070,960	\$ 535,480	\$ 428,384	\$ 321,288	\$ 47,966,122	\$ 900,072	\$ 47,066,050
116	18.4	\$ 1,378,171	\$ 1,046,370	\$ 523,185	\$ 418,548	\$ 313,911	\$ 22,292,735	\$ 1,012,581	\$ 21,280,154
		\$ 20,462,957	\$ 8,633,390	\$ 4,316,695	\$ 3,453,356	\$ 2,590,017	\$ 237,269,065	\$ 3,937,815	\$ 233,331,250

FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
89	47.00	\$ 8,240,700	\$ 2,234,560	\$ 1,117,280	\$ 893,824	\$ 670,368	\$ 85,316,732	\$ 3,092,985	\$ 82,223,747
103	50.00	\$ 5,389,920	\$ 3,497,580	\$ 1,748,790	\$ 1,399,032	\$ 1,049,274	\$ 110,697,596	\$ 4,271,265	\$ 106,426,331
96	43.00	\$ 3,570,097	\$ 2,407,510	\$ 1,203,755	\$ 963,004	\$ 722,253	\$ 99,915,919	\$ 4,565,835	\$ 95,350,084
91	40.00	\$ 5,151,088	\$ 2,463,900	\$ 1,231,950	\$ 985,560	\$ 739,170	\$ 77,724,568	\$ 2,798,415	\$ 74,926,153
98	54.20	\$ 4,998,585	\$ 2,146,740	\$ 1,073,370	\$ 858,696	\$ 644,022	\$ 51,685,413	\$ 1,178,280	\$ 50,507,133
162	3.90	\$ 630,100	\$ 405,470	\$ 202,735	\$ 162,188	\$ 121,641	\$ 9,612,834	\$ -	\$ 9,612,834
		\$ 27,980,490	\$ 13,155,760	\$ 6,577,880	\$ 5,262,304	\$ 3,946,728	\$ 434,953,062	\$ 15,906,780	\$ 419,046,282

FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
33	6.10	\$ 2,117,068	\$ 262,070	\$ 131,035	\$ 104,828	\$ 78,621	\$ 14,753,622	\$ -	\$ 14,753,622
36	6.50	\$ 1,764,076	\$ 198,080	\$ 99,040	\$ 79,232	\$ 59,424	\$ 20,359,852	\$ 2,651,130	\$ 17,708,722
		\$ 3,881,144	\$ 460,150	\$ 230,075	\$ 184,060	\$ 138,045	\$ 35,113,474	\$ 2,651,130	\$ 32,462,344

FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
		\$ 118,351,562	\$ 41,710,568	\$ 20,855,284	\$ 16,684,227	\$ 12,513,170	\$ 1,306,350,422	\$ 49,083,975	\$ 1,257,266,447



Riverside Unified School District - OPTION "A"

A	B	C	D	E	F	G	H	I	J
ELEMENTARY SCHOOLS	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
	Team								
Adams ES	WLC	509	47,608	94	\$ 1,670,370	\$ 4,147,200	\$ 2,586,600	45,676	600
Alcott ES	WLC	788	59,917	76	\$ 1,768,450	\$ 7,776,000	\$ 3,168,900	52,559	800
Beatty ES	RRC	665	66,576	100	\$ 614,250	\$ -	\$ 2,057,400	71,148	700
Bryant ES	WLC	406	27,663	68	\$ 1,281,913	\$ 1,555,200	\$ 1,152,000	27,343	450
Castle View ES	WLC	631	48,345	77	\$ 1,535,313	\$ 6,220,800	\$ 3,762,000	45,185	650
Emerson ES	RRC	792	51,859	65	\$ 444,600	\$ 4,147,200	\$ 3,762,000	42,539	900
Franklin ES	HMC	791	64,142	81	\$ 2,200,000	\$ 4,665,600	\$ 4,212,000	64,862	800
Fremont ES	RRC	552	66,049	120	\$ 216,000	\$ 5,702,400	\$ 2,682,000	61,449	650
Harrison ES	DLR	502	49,375	98	\$ 1,380,000	\$ 5,702,400	\$ 2,772,000	44,975	750
Hawthorne ES	DLR	773	55,446	72	\$ 1,802,750	\$ 518,400	\$ 1,152,000	57,046	750
Highgrove ES	RRC	738	55,495	75	\$ 337,500	\$ 8,812,800	\$ 5,472,000	40,816	850
Highland ES	RRC	782	43,728	56	\$ 478,525	\$ 5,702,400	\$ 5,472,000	26,894	850
Jackson ES	WLC	799	53,329	67	\$ 1,914,875	\$ 9,331,200	\$ 3,626,550	44,108	800
Jefferson ES	WLC	1,069	70,442	66	\$ 1,968,025	\$ 6,220,800	\$ 4,500,900	56,511	1,100
Kennedy ES	HMC	1,057	63,680	60	\$ 2,225,000	\$ 3,110,400	\$ 1,152,000	60,480	1,100
Lake Mathews ES	DLR	879	42,860	49	\$ 240,000	\$ 518,400	\$ 2,605,500	47,690	880
Liberty ES	DLR	792	64,404	81	\$ 2,416,250	\$ 3,628,800	\$ 2,862,000	64,044	800
Longfellow ES	RRC	782	48,741	62	\$ 360,000	\$ 6,220,800	\$ 4,437,000	47,081	750
Madison ES	WLC	713	45,062	63	\$ 1,034,713	\$ 10,886,400	\$ 2,893,500	26,972	750
Magnolia ES	WLC	639	45,543	71	\$ 1,360,575	\$ 7,257,600	\$ 2,592,000	37,863	650
Monroe ES	WLC	664	51,045	77	\$ 1,848,925	\$ 3,628,800	\$ 4,077,000	51,785	700
Mountain View ES	WLC	786	64,735	82	\$ 2,100,788	\$ 2,592,000	\$ 4,077,000	65,491	800
Pachappa ES	WLC	733	46,117	63	\$ 1,818,125	\$ 4,147,200	\$ 2,277,000	37,701	750
Rivera ES	HMC	757	66,140	87	\$ 1,800,000	\$ 9,849,600	\$ 3,177,000	54,960	750
Sunshine ES	WLC	300	24,528	82	\$ 532,650	\$ 1,555,200	\$ 1,350,000	24,648	300
Taft ES	HMC	724	60,879	84	\$ 2,150,000	\$ 3,628,800	\$ 4,077,000	63,219	750
Twain ES	HMC	1,052	68,620	65	\$ 3,443,750	\$ -	\$ 3,222,000	75,780	1,100
Victoria ES	WLC	606	40,237	66	\$ 1,658,963	\$ 5,184,000	\$ 3,537,000	35,388	650
Washington ES	WLC	823	48,126	58	\$ 1,244,800	\$ 7,257,600	\$ 6,426,450	48,967	850
Woodcrest ES	HMC	704	39,392	56	\$ 1,457,500	\$ -	\$ 5,112,000	50,752	750
<b>Elementary School Total</b>		<b>21,808</b>	<b>1,580,083</b>		<b>\$ 43,304,608</b>	<b>\$ 139,968,000</b>	<b>\$ 100,252,800</b>		<b>22,980</b>
MIDDLE SCHOOLS	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
Team									
Central MS	WLC	639	81,273	127	\$ 3,047,910	\$ -	\$ 1,944,000	85,593	800
Chemawa MS	DLR	899	84,093	94	\$ 2,734,590	\$ 4,665,600	\$ 7,138,800	87,917	900
Earhart MS	HMC	1,029	136,600	133	\$ 4,086,650	\$ 4,665,600	\$ -	127,960	1,200
Frank Augustus Miller MS	HMC	1,072	128,904	120	\$ 3,461,000	\$ -	\$ 6,750,000	143,904	1,200
Gage MS	WLC	855	84,845	99	\$ 3,248,820	\$ -	\$ 1,350,000	81,013	900
Sierra MS	WLC	833	90,437	109	\$ 3,674,110	\$ -	\$ -	90,437	900
Hyatt (STEM) ES /MS	DLR	636	35,376	56	\$ 200,000	\$ 4,147,200	\$ 7,138,800	24,960	900
University MS	RRC	779	83,110	107	\$ 1,007,480	\$ 4,665,600	\$ 7,600,950	91,361	900
<b>Middle School Total</b>		<b>6,742</b>	<b>724,638</b>		<b>\$ 21,460,560</b>	<b>\$ 18,144,000</b>	<b>\$ 31,922,550</b>		<b>7,700</b>
HIGH SCHOOLS	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
Team									
Arlington HS	DLR	1,905	204,416	107	\$ 4,892,000	\$ 10,886,400	\$ 22,654,800	167,800	2,500
King HS	HMC	3,375	279,998	83	\$ 6,980,090	\$ 15,033,600	\$ 18,720,000	293,758	3,400
North HS	RRC	2,332	175,110	75	\$ 2,359,960	\$ 16,070,400	\$ 18,251,100	105,199	2,500
Poly HS	WLC	2,614	190,515	73	\$ 6,261,990	\$ 9,849,600	\$ 22,585,950	216,930	2,700
Ramona HS	WLC	2,130	202,285	95	\$ 6,586,590	\$ 4,147,200	\$ 6,861,150	209,852	2,200
Lincoln HS	RRC	218	33,661	154	\$ 818,400	\$ -	\$ 3,555,000	39,561	250
<b>High School Total</b>		<b>12,574</b>	<b>1,085,985</b>		<b>\$ 27,899,030</b>	<b>\$ 55,987,200</b>	<b>\$ 92,628,000</b>		<b>13,550</b>
SUPPORT CENTERS	Architect	Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
Team									
Adult Education/RAS Incl Proj TEAM	DLR	400	22,787	57	\$ -	\$ 4,147,200	\$ 7,912,800	26,207	800
Ed. Option Ctr. / Summit View IS	DLR	533	32,368	61	\$ 8,260,000	\$ 9,331,200	\$ 568,800	19,808	550
<b>Support Center Total</b>		<b>933</b>	<b>202,143</b>		<b>\$ 8,260,000</b>	<b>\$ 13,478,400</b>	<b>\$ 8,481,600</b>		<b>1,350</b>
RUSD TOTAL		Enrollment	Existing Total SF	Exist. SF/ Student	Renovation	New Construction Portable Replace	New Construction Campus Additions	FMP Total SF	FMP Capacity
<b>RUSD TOTAL</b>		<b>42,057</b>	<b>3,592,849</b>		<b>\$ 100,924,198</b>	<b>\$ 227,577,600</b>	<b>\$ 233,284,950</b>		<b>45,580</b>

K	L	M	N	O	P	Q	R	State Funding	T
FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
76	7.4	\$ 1,363,320	\$ 456,760	\$ 228,380	\$ 182,704	\$ 159,866	\$ 10,795,200	\$ 787,800	\$ 10,007,400
66	10.0	\$ 1,660,200	\$ 525,590	\$ 262,795	\$ 210,236	\$ 183,957	\$ 15,556,128	\$ 1,477,125	\$ 14,079,003
102	11.3	\$ 1,586,490	\$ 711,480	\$ 355,740	\$ 284,592	\$ 249,018	\$ 5,858,970	\$ -	\$ 5,858,970
61	2.5	\$ 855,690	\$ 273,430	\$ 136,715	\$ 109,372	\$ 95,701	\$ 5,460,020	\$ 295,425	\$ 5,164,595
70	11.7	\$ 2,071,170	\$ 451,850	\$ 225,925	\$ 180,740	\$ 158,148	\$ 14,605,945	\$ 1,181,700	\$ 13,424,245
47	9.5	\$ 1,659,190	\$ 425,390	\$ 212,695	\$ 170,156	\$ 148,887	\$ 10,970,118	\$ 787,800	\$ 10,182,318
81	10.0	\$ 1,885,320	\$ 648,620	\$ 324,310	\$ 259,448	\$ 227,017	\$ 14,422,315	\$ 886,275	\$ 13,536,040
95	9.8	\$ 1,592,820	\$ 614,490	\$ 307,245	\$ 245,796	\$ 215,072	\$ 11,575,823	\$ 1,083,225	\$ 10,492,598
60	10.0	\$ 1,610,280	\$ 449,750	\$ 224,875	\$ 179,900	\$ 157,413	\$ 12,476,618	\$ 1,083,225	\$ 11,393,393
76	9.6	\$ 1,150,560	\$ 570,460	\$ 285,230	\$ 228,184	\$ 199,661	\$ 5,907,245	\$ 98,475	\$ 5,808,770
48	10.3	\$ 1,848,097	\$ 408,160	\$ 204,080	\$ 163,264	\$ 142,856	\$ 17,388,757	\$ 1,674,075	\$ 15,714,682
32	10.0	\$ 1,849,922	\$ 268,940	\$ 134,470	\$ 107,576	\$ 94,129	\$ 14,107,962	\$ 1,083,225	\$ 13,024,737
55	10.8	\$ 1,767,480	\$ 441,080	\$ 220,540	\$ 176,432	\$ 154,378	\$ 17,632,535	\$ 1,772,550	\$ 15,859,985
51	10.0	\$ 1,784,129	\$ 565,110	\$ 282,555	\$ 226,044	\$ 197,789	\$ 15,745,352	\$ 1,181,700	\$ 14,563,652
55	10.2	\$ 1,868,832	\$ 604,800	\$ 302,400	\$ 241,920	\$ 211,680	\$ 9,717,032	\$ 590,850	\$ 9,126,182
54	12.7	\$ 2,017,698	\$ 476,900	\$ 238,450	\$ 190,760	\$ 166,915	\$ 6,454,623	\$ 98,475	\$ 6,356,148
80	6.3	\$ 1,237,350	\$ 640,440	\$ 320,220	\$ 256,176	\$ 224,154	\$ 11,585,390	\$ 689,325	\$ 10,896,065
63	5.7	\$ 1,247,370	\$ 470,810	\$ 235,405	\$ 188,324	\$ 164,784	\$ 13,324,493	\$ 1,181,700	\$ 12,142,793
36	10.0	\$ 2,091,760	\$ 269,720	\$ 134,860	\$ 107,888	\$ 94,402	\$ 17,513,243	\$ 2,067,975	\$ 15,445,268
58	8.5	\$ 1,516,770	\$ 378,630	\$ 189,315	\$ 151,452	\$ 132,521	\$ 13,578,863	\$ 1,378,650	\$ 12,200,213
74	10.0	\$ 1,881,160	\$ 517,850	\$ 258,925	\$ 207,140	\$ 181,248	\$ 12,601,048	\$ 689,325	\$ 11,911,723
82	12.7	\$ 1,816,662	\$ 654,910	\$ 327,455	\$ 261,964	\$ 229,219	\$ 12,059,997	\$ 492,375	\$ 11,567,622
50	6.5	\$ 1,342,638	\$ 377,010	\$ 188,505	\$ 150,804	\$ 131,954	\$ 10,433,236	\$ 787,800	\$ 9,645,436
73	10.0	\$ 2,010,120	\$ 549,600	\$ 274,800	\$ 219,840	\$ 192,360	\$ 18,073,320	\$ 1,871,025	\$ 16,202,295
82	3.3	\$ 625,530	\$ 246,480	\$ 123,240	\$ 98,592	\$ 86,268	\$ 4,617,960	\$ 295,425	\$ 4,322,535
84	10.0	\$ 1,860,360	\$ 632,190	\$ 316,095	\$ 252,876	\$ 221,267	\$ 13,138,588	\$ 689,325	\$ 12,449,263
69	11.2	\$ 1,874,268	\$ 757,800	\$ 378,900	\$ 303,120	\$ 265,230	\$ 10,245,068	\$ -	\$ 10,245,068
54	6.3	\$ 1,315,207	\$ 353,880	\$ 176,940	\$ 141,552	\$ 123,858	\$ 12,491,400	\$ 984,750	\$ 11,506,650
58	9.7	\$ 1,621,530	\$ 489,670	\$ 244,835	\$ 195,868	\$ 171,385	\$ 17,652,138	\$ 1,378,650	\$ 16,273,488
68	10.0	\$ 1,773,000	\$ 507,520	\$ 253,760	\$ 203,008	\$ 177,632	\$ 9,484,420	\$ -	\$ 9,484,420
		\$ 48,784,923	\$ 14,739,320	\$ 7,369,660	\$ 5,895,728	\$ 5,158,762	\$ 365,473,801	\$ 26,588,250	\$ 338,885,551

Project Costs (Hard and Soft Cost)

Reno. - Low	\$150.00	Furniture	\$10.00
Reno. - Mid.	\$200.00	Technology	\$5.00
Reno. - High	\$250.00	Sustainability	\$4.00
New Const.	\$450.00	Security	\$3.50
Shade Structure	\$150.00	Demo Cost/SF	\$13.00

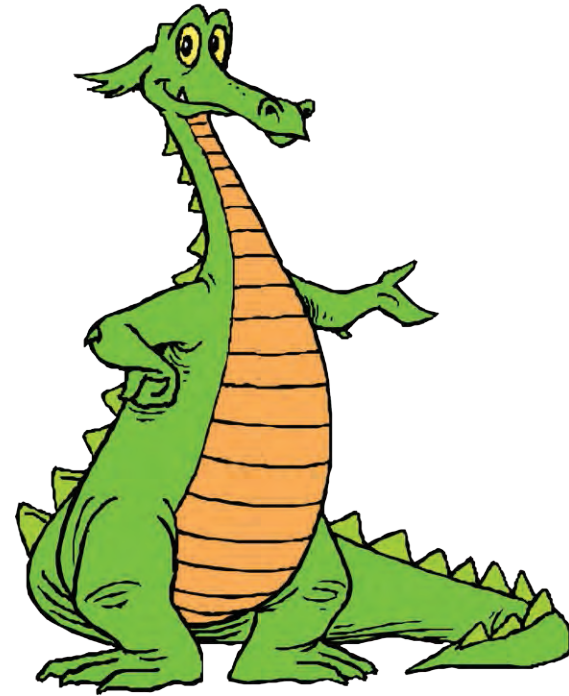
FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
107	21.0	\$ 1,283,310	\$ 855,930	\$ 427,965	\$ 342,372	\$ 299,576	\$ 8,201,063	\$ -	\$ 8,201,063
98	20.5	\$ 2,932,468	\$ 879,170	\$ 439,585	\$ 351,668	\$ 307,710	\$ 19,449,591	\$ 1,012,581	\$ 18,437,010
107	20.0	\$ 2,140,824	\$ 1,279,600	\$ 639,800	\$ 511,840	\$ 447,860	\$ 13,772,174	\$ 1,012,581	\$ 12,759,593
120	22.0	\$ 2,184,420	\$ 1,439,040	\$ 719,520	\$ 575,616	\$ 503,664	\$ 15,633,260	\$ -	\$ 15,633,260
90	18.0	\$ 1,792,151	\$ 810,130	\$ 405,065	\$ 324,052	\$ 283,546	\$ 8,213,764	\$ -	\$ 8,213,764
100	20.0	\$ 1,852,200	\$ 904,370	\$ 452,185	\$ 361,748	\$ 316,530	\$ 7,561,143	\$ -	\$ 7,561,143
28	7.5	\$ 1,054,473	\$ 249,600	\$ 124,800	\$ 99,840	\$ 87,360	\$ 13,102,073	\$ 900,072	\$ 12,202,001
102	18.4	\$ 1,833,048	\$ 913,610	\$ 456,805	\$ 365,444	\$ 319,764	\$ 17,162,701	\$ 1,012,581	\$ 16,150,120
		\$ 15,072,894	\$ 7,331,450	\$ 3,665,725	\$ 2,932,580	\$ 2,566,008	\$ 103,095,767	\$ 3,937,815	\$ 99,157,952

FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
67	47.00	\$ 5,356,455	\$ 1,678,000	\$ 839,000	\$ 671,200	\$ 587,300	\$ 47,565,155	\$ 3,092,985	\$ 44,472,170
86	50.00	\$ 3,503,448	\$ 2,937,580	\$ 1,468,790	\$ 1,175,032	\$ 1,028,153	\$ 50,846,693	\$ 4,271,265	\$ 46,575,428
42	43.00	\$ 2,320,563	\$ 1,051,990	\$ 525,995	\$ 420,796	\$ 368,197	\$ 41,369,001	\$ 4,565,835	\$ 36,803,166
80	40.00	\$ 3,348,207	\$ 2,169,300	\$ 1,084,650	\$ 867,720	\$ 759,255	\$ 46,926,672	\$ 2,798,415	\$ 44,128,257
95	54.20	\$ 3,249,080	\$ 2,098,520	\$ 1,049,260	\$ 839,408	\$ 734,482	\$ 25,565,690	\$ 1,178,280	\$ 24,387,410
158	3.90	\$ 630,100	\$ 395,610	\$ 197,805	\$ 158,244	\$ 138,464	\$ 5,893,623	\$ -	\$ 5,893,623
		\$ 18,407,854	\$ 10,331,000	\$ 5,165,500	\$ 4,132,400	\$ 3,615,850	\$ 218,166,834	\$ 15,906,780	\$ 202,260,054

FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
33	6.10	\$ 1,587,801	\$ 262,070	\$ 131,035	\$ 104,828	\$ 91,725	\$ 14,237,459	\$ -	\$ 14,237,459
36	6.50	\$ 1,323,057	\$ 198,080	\$ 99,040	\$ 79,232	\$ 69,328	\$ 19,928,737	\$ 2,651,130	\$ 17,277,607
		\$ 2,910,858	\$ 460,150	\$ 230,075	\$ 184,060	\$ 161,053	\$ 34,166,196	\$ 2,651,130	\$ 31,515,066

FMP SF/ Student	Site Size	Site Improvements	Furniture	Technology	Sustainability	Security	Campus Total	**Potential State Funding	RUSD Local Funding
		\$ 85,176,529	\$ 32,861,920	\$ 16,430,960	\$ 13,144,768	\$ 11,501,672	\$ 720,902,596	\$ 49,083,975	\$ 671,818,621

# John Adams Elementary School



**JOHN ADAMS ELEMENTARY SCHOOL**

Phone: (951) 352-6709 | Fax: (951) 328-2547  
8362 Colorado Avenue, Riverside, CA 92504

Principal: Carolina Michel

Grade: K-6

Enrollment: 509

LRFMP Capacity: 600

Constructed: 1962

Colors: Blue and Gold

Mascot: Dragon

School Visioning/  
Instructional Goals: Core Knowledge

**Campus Description:**

Adams Elementary School was built in 1962. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has seven portable buildings. The primary layout of the campus consists the two-story buildings currently housing Administration, classrooms and the Multi-Purpose, with the school entrance to the Administration on the upper level. The remaining classroom building is single-story.

In 2007, Adams Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces two streets with the other two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus with primary access to parking from Colorado Avenue. Administration is located off of Colorado Avenue. The campus has an elevation change from the street level of more than 10 feet.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new bus drop-off and visitor parking lot, new flexible spaces for collaborative learning, new Band/Choir classrooms with instrument/equipment storage and restroom facilities, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structure for drop-off and pick-up, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Adams Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Library/Media Center building, and a new Kindergarten classroom building, and a new Kindergarten playground with direct access to the classrooms. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

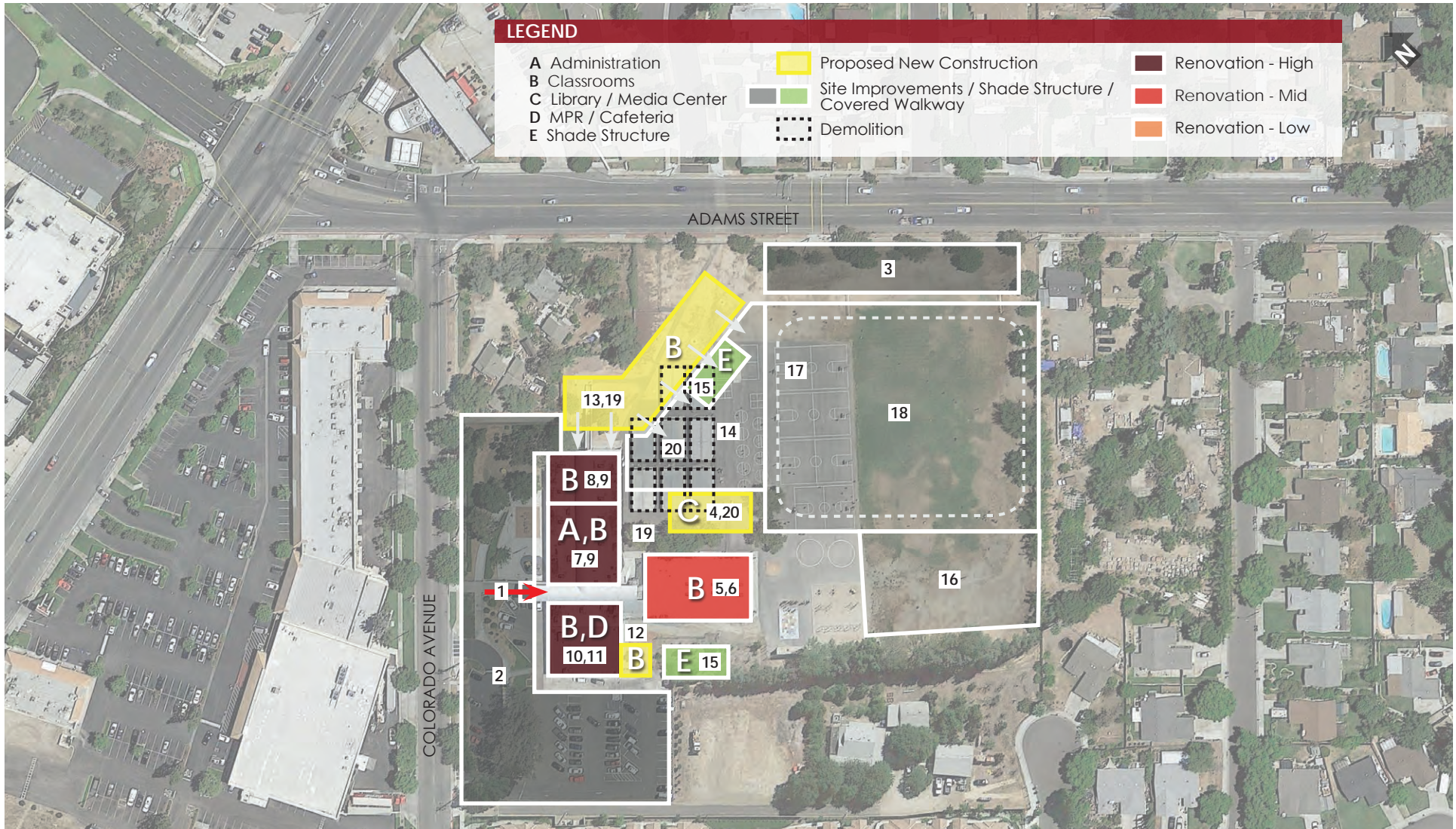
Refer to attached Appendix for more information.



Existing Campus







**PROPOSED ACTIONS**

- 1 (N) School Main Entrance at Lower Level of (E) 2-Story Building
- 2 Parking lot Regrade, Renovation and Expansion
- 3 Bus Drop-off Area
- 4 (N) Library/Media Center With Flex Lab Spaces for Collaborative Activities
- 5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between

- 6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment
- 7 Administration Reconfiguration and Relocation to Lower Level for Ease of Access. Administration Renovation to Include a Separate Staff Lounge and Workroom.
- 8 Special Education Classrooms Adjacent to Administration and Direct Access to Parking Lot
- 9 Classrooms Renovation at the Upper Level
- 10 Conversion of the Entire Lower Level to MPR/ Cafeteria Space
- 11 Conversion of (E) Administration (Upper Level) to Classrooms
- 12 (N) Band/Choir Classroom With Instrument/ Equipment Storage Restroom Facilities on the Lower Level
- 13 (N) TK/Kindergarten Classroom Building
- 14 (N) TK/Kindergarten Playground Area With Direct Access to Classrooms
- 15 (N) Shade Structure
- 16 Hardscape Expansion
- 17 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield
- 18 (N) Playfield Equipment/Apparatus
- 19 Landscape Renovation Throughout Campus
- 20 Portable Removal



# Alcott Elementary School



**ALCOTT ELEMENTARY SCHOOL**

Phone: (951) 788-7451 | Fax: (951) 328-5480  
 2433 Central Avenue, Riverside, CA 92506

Principal: Trish Tran

Grade: K-6

Enrollment: 788

LRFMP Capacity: 800

Constructed: 1961

Colors: Blue and Yellow

Mascot: Alley Cat

School Visioning/  
 Instructional Goals: No Excuses University

**Campus Description:**

Alcott Elementary School was built in 1961. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has fourteen portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 2006, Alcott Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces four streets with two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the northern part of the campus with primary access to parking from Archdale Street. Administration is located off of Archdale Street.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new bus drop-off and visitor parking lot, new flexible spaces for collaborative learning, new Band/Choir classrooms with instrument/equipment storage and restroom facilities, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structure for drop-off and pick-up, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

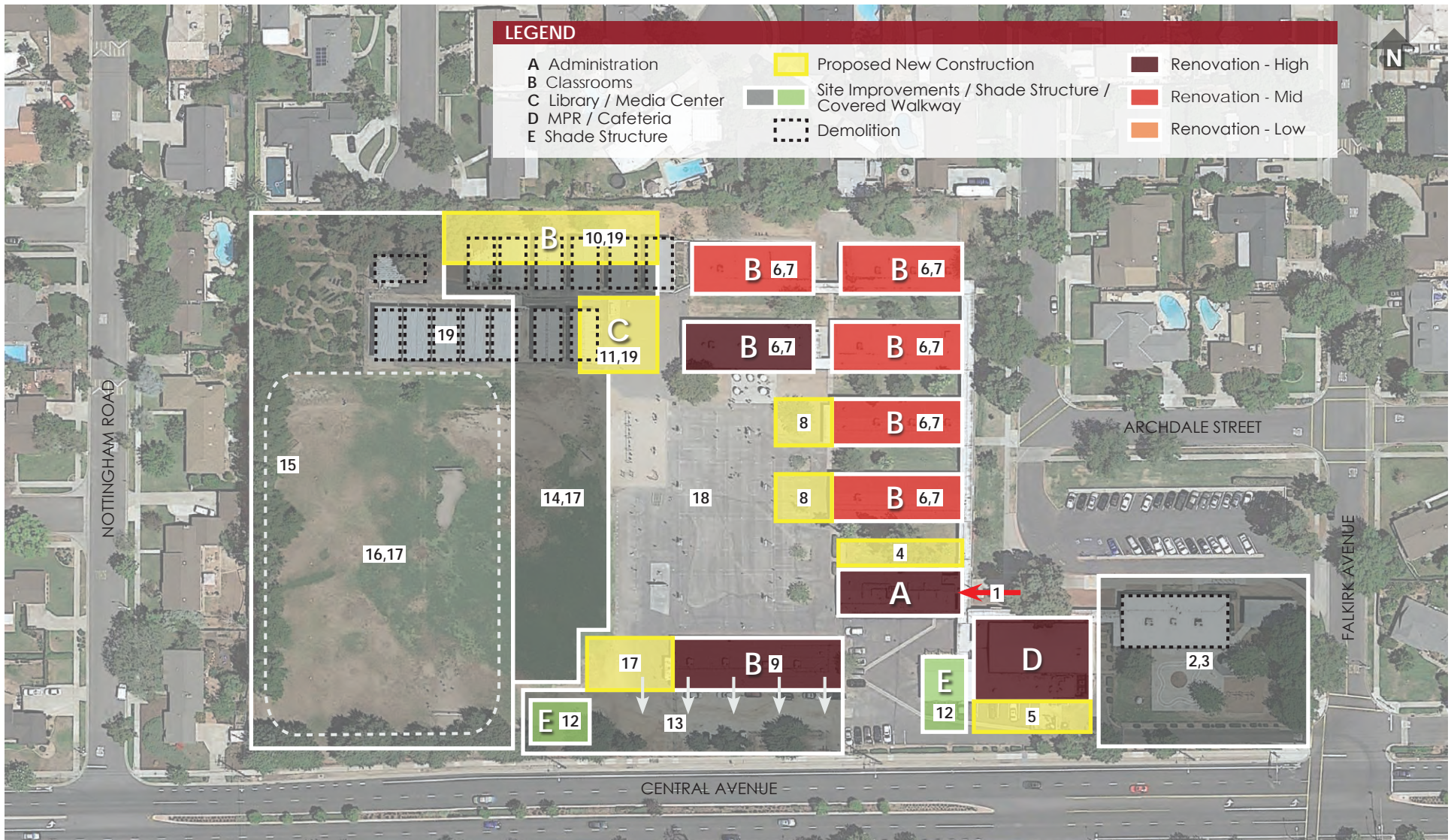
The District-Wide Facilities Master Plan anticipates that Alcott Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Library/Media Center building, and a Kindergarten classroom expansion, and a new Kindergarten playground with direct access to the classrooms. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.



Existing Campus





**PROPOSED ACTIONS**

- |  |  |  |  |
|--|--|--|--|
| 1 School Main Entrance   | Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows  | 9 Conversion of (E) Classroom Building to Kindergarten Classrooms With Restroom Facilities and Storage | 14 Hardscape Expansion   |
| 2 Parking Lot Expansion  | 7 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment For 21st Century Learning Environment | 10 (N) Classroom Bldg With Restroom Facilities   | 15 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield |
| 3 Demolition of (E) Preschool/Kindergarten Bldg and Playground Area                          | 8 Classroom Expansion With Restroom Facilities and Storage   | 11 (N) Dedicated Library/Media Center With Flex Lab Spaces   | 16 (N) Playfield Equipment/Apparatus                                     |
| 4 Administration Expansion   |  | 12 (N) Shade Structure   | 17 Kindergarten Classroom Expansion                                      |
| 5 MPR/Cafeteria Expansion With Band and Choir Classrooms                                     |  | 13 (N) TK/Kindergarten Playground Area Expansion With Direct Access to Classrooms                      | 18 Landscape Renovation Throughout Campus                                |
| 6 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, |  |  | 19 Portable Removal  |

# Beatty Elementary School



**BEATTY ELEMENTARY SCHOOL**

Phone: (951) 276-2070 | Fax: (951) 274-4231  
4261 Latham Street, Riverside, CA 92501

Principal: Jacqueline Hall

Grade: K-6

Enrollment: 665

LRFMP Capacity: 700

Constructed: 2006

Colors: Orange, Green

Mascot: Tiger

School Visioning/  
Instructional Goals: AVID

**Campus Description:**

Beatty Elementary School is an excellent facility with few urgent needs. Recently constructed in 2006, its classrooms are well sized for the student body and the grounds are in good condition. One of its strongest features is its orientation around a central courtyard with young trees. It also features a bright color scheme and large play fields for the children.

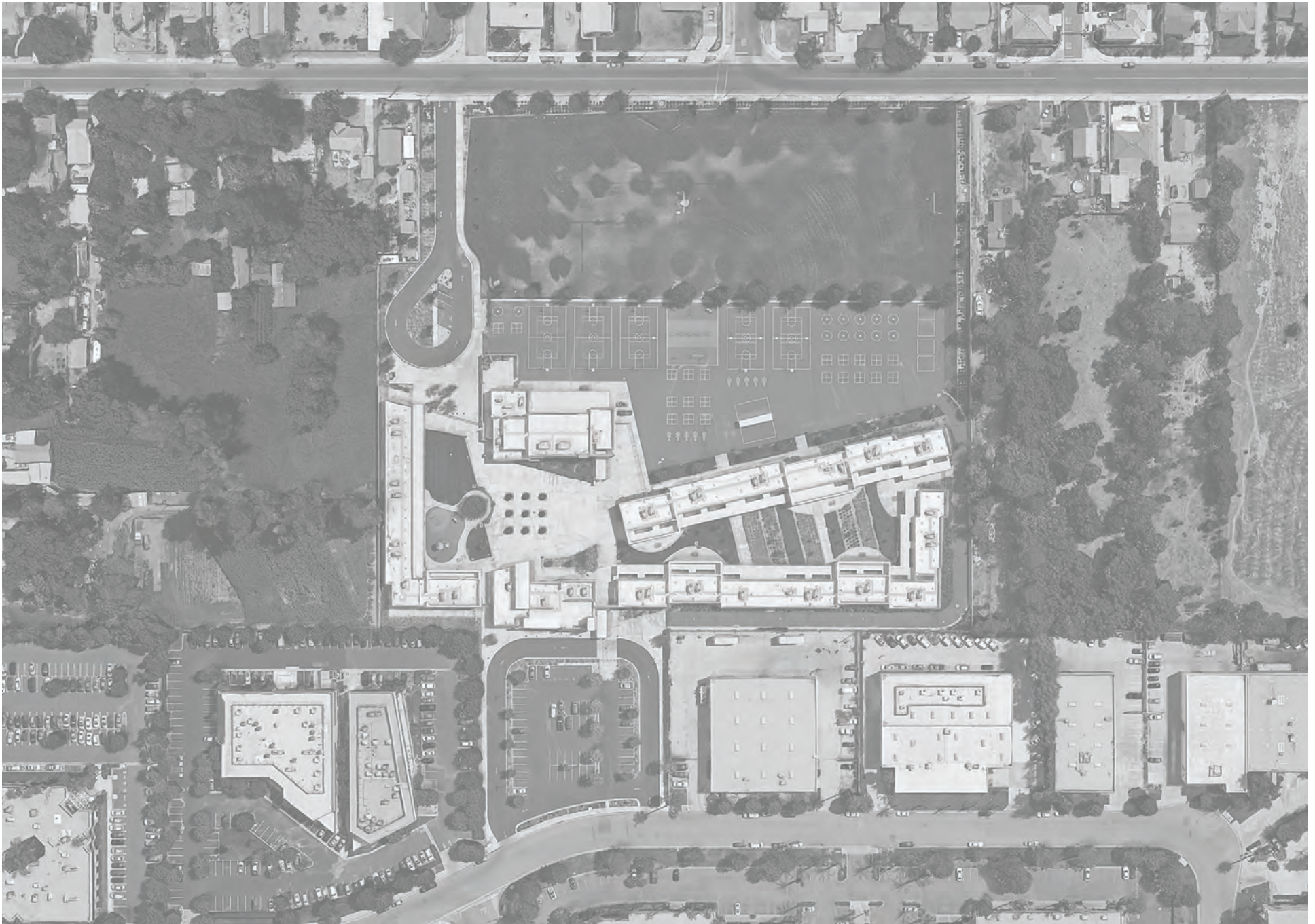
**Anticipated New Additions & Renovations**

Despite an overall good school, the library is in need of additional media space. Beatty is also in need of a dedicated music room and career pathway lab. We propose the creation of two new buildings to house these needs.

The central courtyard of the school is a vibrant location where students socialize and outdoor assemblies are held. We propose to maximize this space's utility by creating a covered auditorium. In order to improve the parking situation for staff, the northern parking lot should be expanded. This will also help alleviate kindergarten drop-off by making more spaces available in the front primary parking lot.

The plumbing and water run-off infrastructure of Beatty needs renovation due to a strong odor emanating from the exterior drains during certain times of the year. Both teachers and parents have spoken about this unfortunate phenomenon. The school will also receive a landscape renovation throughout the campus.

Refer to attached Appendix for more information.



Existing Campus



**LEGEND**

- |                          |   |  |
|--------------------------|---|--|
| A Administration         |  Proposed New Construction                             |  Renovation - High |
| B Classrooms             |  Site Improvements / Shade Structure / Covered Walkway |  Renovation - Mid  |
| C Library / Media Center |  Demolition  |  Renovation - Low  |
| D MPR / Cafeteria        |   |  |
| E Shade Structure        |   |  |



**PROPOSED ACTIONS**

- |  |  |
|--|--|
| 1. School Main Entrance                    | 6. (N) Perimeter Running Track With Turf, Trees and Benches at Playfield |
| 2. (N) Media Center and Career Pathway Lab | 7. (N) Shade Structure   |
| 3. (N) Music Lab                           | 8. Landscape Renovation Throughout Campus                                |
| 4. (N) Outdoor Auditorium                  | 9. Drainage Infrastructure Renovation to Remove Odor                     |
| 5. (E) Parking Expansion                   |  |

# Bryant Elementary School



**BRYANT ELEMENTARY SCHOOL**

Phone: (951) 788-7453 | Fax: (951) 328-4080  
 4324 Third Street, Riverside, CA 92501

Principal:                 Lari Nelson

Grade:                     K-6

Enrollment:             406

LRFMP Capacity:       450

Constructed:           1911

Colors:                   Blue and White

Mascot:                   No Mascot

School Visioning/  
 Instructional Goals:   Core Knowledge,  
                                   School of Arts and Innovation

**Campus Description:**

Bryant Elementary School was built in 1911. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has three portable buildings. The primary layout of the campus consists of single-story Administration, classroom, and Multi-Purpose buildings, and a two-story classroom and Library building.

In 1999, Bryant Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded. In 2006, a new two-story classroom and Library building was constructed.

This campus faces four streets with Administration located off of Third Street. Parking and drop-off/pick-up occurs on the streets as there is no parking lot on the campus.

Bryant Elementary School has two beautiful murals at the front of the campus that were painted to reflect the wonderful historical heritage the school represents.

**Anticipated New Additions/Renovations**

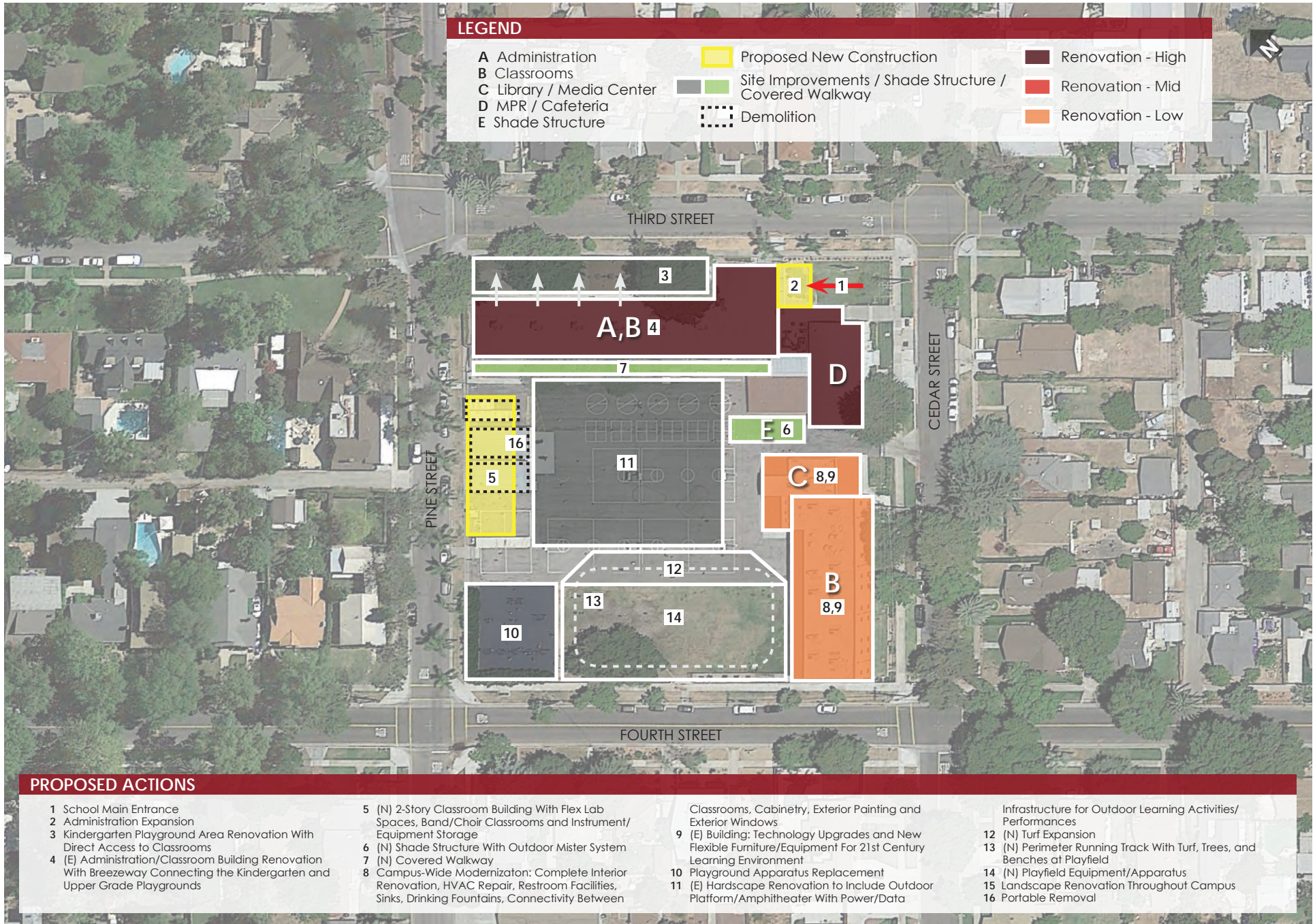
Site interviews were conducted and the followings items were identified for areas of improvement: new flexible spaces for collaborative learning, new Band/Choir classrooms with instrument/equipment storage and restroom facilities, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, playground hardscape renovation, new shade structure and covered walkway, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Bryant Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new classroom building with Band/Choir classrooms with instrument/equipment storage and restroom facilities, and playground hardscape renovation with outdoor amphitheater platform. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.



Existing Campus



# Castle View Elementary School



**CASTLE VIEW ELEMENTARY SCHOOL**

Phone: (951) 788-7460 | Fax: (951) 778-5780  
 6201 Shaker Drive, Riverside, CA 92506

Principal: Erica Square

Grade: K-6

Enrollment: 631

LRFMP Capacity: 650

Constructed: 1967

Colors: Green and White

Mascot: Dragon

School Visioning/  
 Instructional Goals: DLI

**Campus Description:**

Castle View Elementary School was built in 1967 on a hilltop in the Canyon Crest neighborhood of Riverside. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has twelve portable buildings. The primary layout of the campus consists of single-story buildings that are hexagonal pods currently housing Administration, classrooms, and the Multi-Purpose building on the upper playfield. The majority of the portable buildings are located on the lower playfield.

In 2005, Castle View Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces two streets with the other two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus with primary access to parking from Shaker Drive. Administration is located off of Shaker Drive.

**Anticipated New Additions/Renovations**

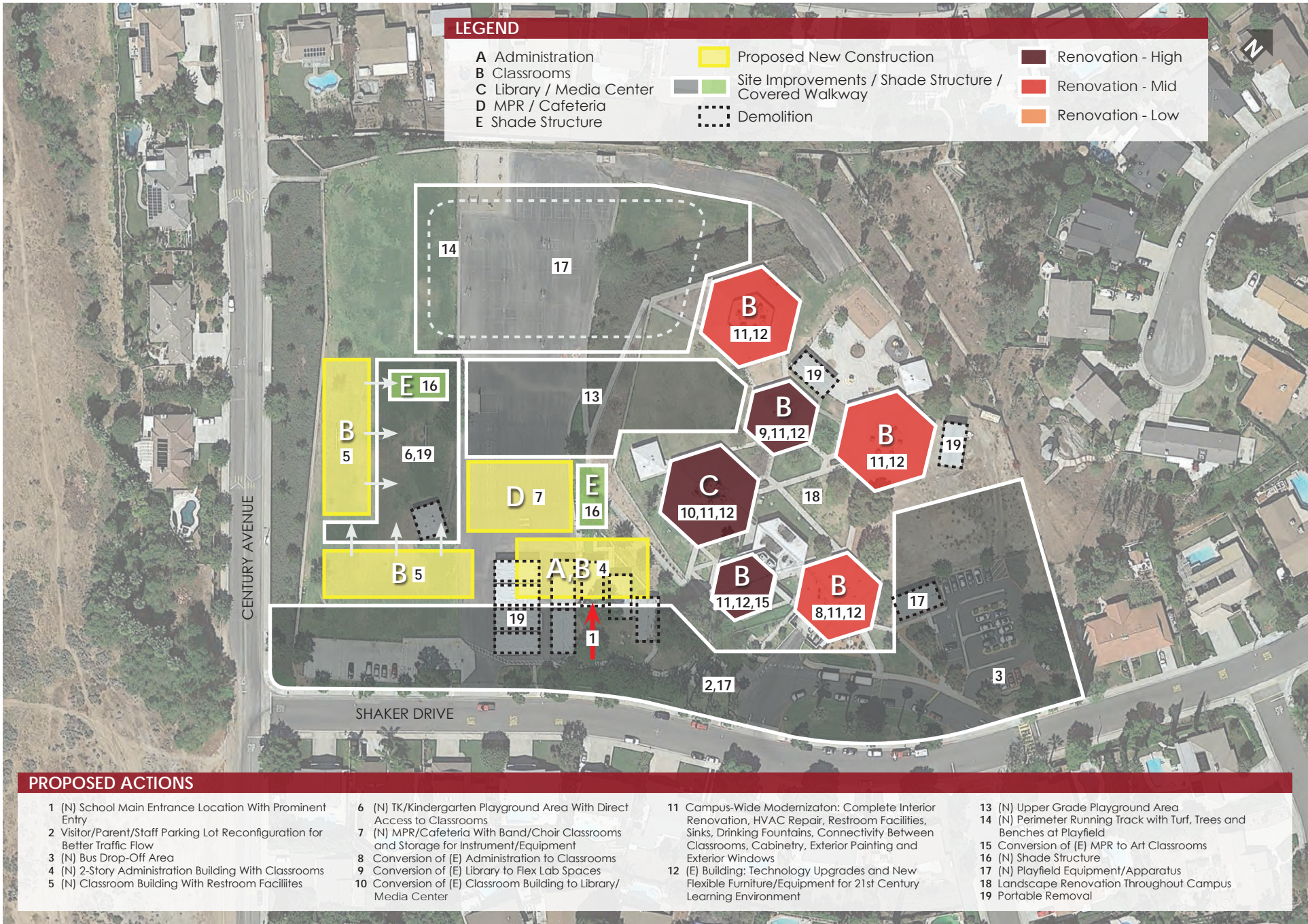
Site interviews were conducted and the followings items were identified for areas of improvement: new bus drop-off and visitor parking lot, new flexible spaces for collaborative learning, new Band/Choir classrooms with instrument/equipment storage and restroom facilities, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structure for drop-off and pick-up, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Castle View Elementary School will see the revitalization of the two-story Administration and classroom building with flexible teaching spaces. The campus shall also see a new Multi-Purpose building, new Kindergarten classroom buildings, and Kindergarten playground that has direct access to the classrooms. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.



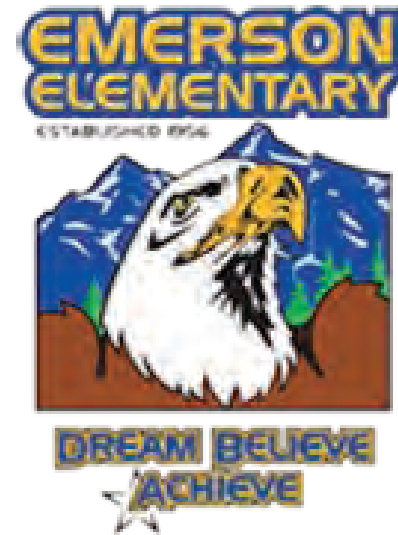




**PROPOSED ACTIONS**

- |  |   |   |   |
|--|---|---|---|
| <p>1 (N) School Main Entrance Location With Prominent Entry</p> <p>2 Visitor/Parent/Staff Parking Lot Reconfiguration for Better Traffic Flow</p> <p>3 (N) Bus Drop-Off Area</p> <p>4 (N) 2-Story Administration Building With Classrooms</p> <p>5 (N) Classroom Building With Restroom Facilities</p> | <p>6 (N) TK/Kindergarten Playground Area With Direct Access to Classrooms</p> <p>7 (N) MPR/Cafeteria With Band/Choir Classrooms and Storage for Instrument/Equipment</p> <p>8 Conversion of (E) Administration to Classrooms</p> <p>9 Conversion of (E) Library to Flex Lab Spaces</p> <p>10 Conversion of (E) Classroom Building to Library/Media Center</p> | <p>11 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows</p> <p>12 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</p> | <p>13 (N) Upper Grade Playground Area</p> <p>14 (N) Perimeter Running Track with Turf, Trees and Benches at Playfield</p> <p>15 Conversion of (E) MPR to Art Classrooms</p> <p>16 (N) Shade Structure</p> <p>17 (N) Playfield Equipment/Apparatus</p> <p>18 Landscape Renovation Throughout Campus</p> <p>19 Portable Removal</p> |
|--|---|---|---|

# Emerson Elementary School



**EMERSON ELEMENTARY SCHOOL**

Phone: (951) 788-7462  
4600 Ottawa Avenue, Riverside, CA 92507

Principal: Russ Bouton

Grade: K-6

Enrollment: 792

LRFMP Capacity: 900

Constructed: 1957

Colors: Blue and Gold

Mascot: Eagle

School Visioning/  
Instructional Goals: AVID, HEARTS

**Campus Description:**

Originally constructed in 1957, Emerson Elementary school has been part of the community for almost 60 years. Throughout this period, new classroom wings were added to serve special education needs and the school's significant growth.

While some of the new spaces like the library and southern wing are in excellent condition, many buildings such as the MPR, cafeteria, and kindergarten are undersized. The kindergarten does not meet code requirements for the number of classrooms with restrooms. It also has a very small playground, thereby not being able to provide ample activities to kindergarten students.

**Anticipated New Additions & Renovations**

In order to expand the Kindergarten, we propose creating a brand new kindergarten wing and demolishing the existing structure to make room for a large playground. A new 2-story classroom building will be created in the north east corner of the site. In order to better serve drop-off and pickup, a new lane will be created for busses along with an expanded parking lot.

The MPR will be replaced with a larger building with ample food service, event, and storage space. This new MPR will connect to a large shade structure and dining courtyard.

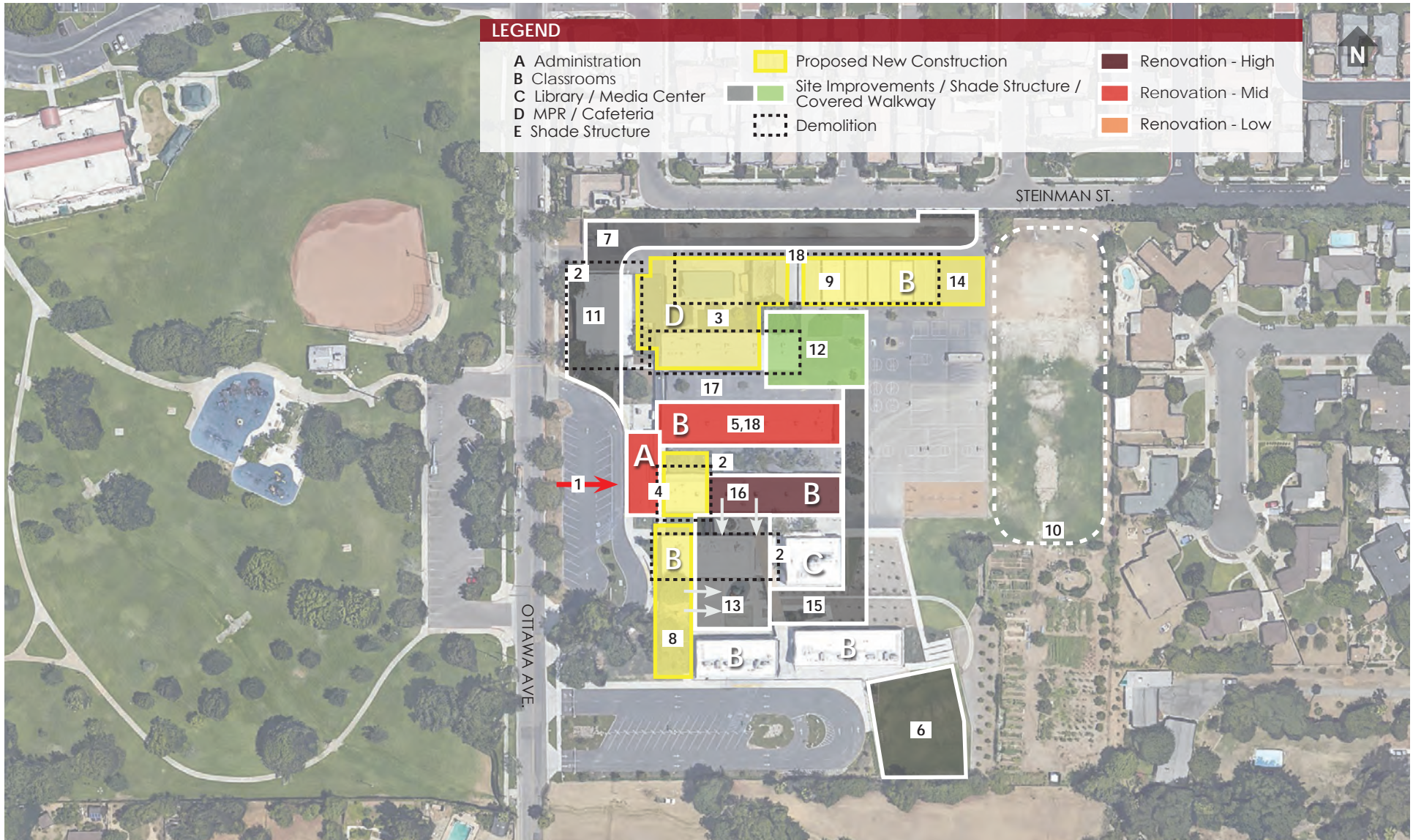
The administration space will be expanded to help serve the 900 students that are estimated to attend Emerson Elementary School in the near future. The school will also receive a landscape renovation throughout the campus.

Refer to attached Appendix for more information.



Existing Campus





**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure
- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>1. (N) School Main Entrance</li> <li>2. (E) MPR, Shade Structure, and Classrooms Demolition</li> <li>3. (N) MPR and Food Service Building</li> <li>4. (E) Administration Expansion</li> <li>5. Campus-wide Modernization: Complete interior renovation, HVAC Repair, Restroom</li> </ul> | <ul style="list-style-type: none"> <li>6. (N) Playground for Special Education.</li> <li>7. (N) Service and Bus Drive</li> <li>8. (N) Kindergarten</li> <li>9. (N) 2-Story Classroom Building</li> <li>10. (N) Perimeter Running Track With Turf, Trees and Benches at Playfield</li> <li>11. (E) Parking Reconfiguration</li> <li>12. (N) Shade Structure</li> <li>13. (N) Kindergarten Playground Area with Direct Access to Classrooms</li> <li>14. (N) Career Pathway Lab</li> <li>15. (N) Pedestrian Connection</li> <li>16. (E) Classroom Conversion to Kindergarten</li> <li>17. Landscape Renovation Throughout Campus</li> <li>18. (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>19. Portable Removal</li> </ul> |  |
|---|---|--|

# Franklin Elementary School



**BENJAMIN FRANKLIN ELEMENTARY SCHOOL**

Phone: (951) 571-6502 |  
19661 Orange Terrace Pkwy, Riverside, CA 92508

Principal: Dawn L. Smith  
Grade: K-6  
Enrollment: 791  
LRFMP Capacity: 800  
Constructed: 1992  
Colors: Red/White/Blue  
Mascot: Franklin Flyer Kite

School Visioning/  
Instructional Goals: GATE

**Campus Description:**

Benjamin Franklin Elementary School was built in 1992. Spanning across a ten acre lot, it has a total building area of 64,140. Additional portable classroom buildings have been added to the site over time to accommodate the growing number of students. The site currently has eleven portable buildings.

In 2006, Franklin Elementary replaced carpets in all classrooms and repaired all teaching walls. Upgrades have been made to the telephone system, the heating, ventilation and air conditioning controls for energy efficiency, and the wiring, infrastructure, and equipment to meet technology needs.

This campus faces one main street and one side street with the other sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the western part of the campus with primary access to parking from Orange Terrace Parkway and Silk Oak Drive.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new construction of a classroom building, replacement of portable buildings with permanent facilities, creation of music and Makerspace labs, right-sizing quantity of kindergarten classrooms to current enrollment, and energy efficient upgrades to lighting, HVAC and windows. Also identified were the addition of shade structures, a running track, improved landscape, fencing, and paint.

The District-Wide Facilities Master Plan anticipates that Benjamin Franklin Elementary School will see expansion and renovation of the Administration building and library, a new Multi-Purpose Room, additional parking spaces, new play equipment, and furniture replacement that allows for flexible learning and teaching activities.

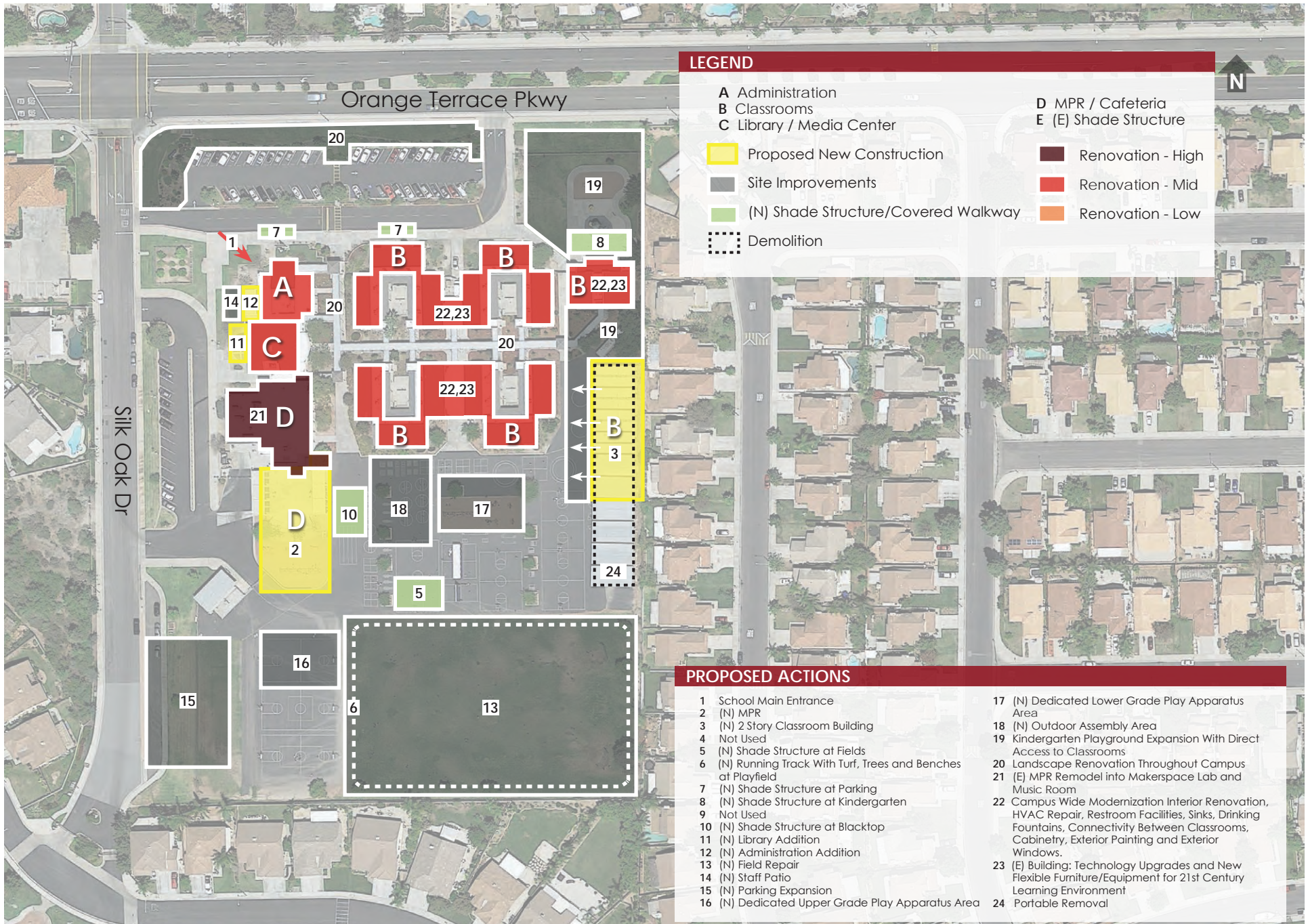
Refer to attached Appendix for more information.



Existing Campus







**LEGEND**

<b>A</b> Administration	<b>D</b> MPR / Cafeteria
<b>B</b> Classrooms	<b>E</b> (E) Shade Structure
<b>C</b> Library / Media Center	
Proposed New Construction	Renovation - High
Site Improvements	Renovation - Mid
(N) Shade Structure/Covered Walkway	Renovation - Low
Demolition	

**PROPOSED ACTIONS**

1 School Main Entrance	17 (N) Dedicated Lower Grade Play Apparatus Area
2 (N) MPR	18 (N) Outdoor Assembly Area
3 (N) 2 Story Classroom Building	19 Kindergarten Playground Expansion With Direct Access to Classrooms
4 Not Used	20 Landscape Renovation Throughout Campus
5 (N) Shade Structure at Fields	21 (E) MPR Remodel into Makerspace Lab and Music Room
6 (N) Running Track With Turf, Trees and Benches at Playfield	22 Campus Wide Modernization Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows.
7 (N) Shade Structure at Parking	23 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment
8 (N) Shade Structure at Kindergarten	24 Portable Removal
9 Not Used	
10 (N) Shade Structure at Backlot	
11 (N) Library Addition	
12 (N) Administration Addition	
13 (N) Field Repair	
14 (N) Staff Patio	
15 (N) Parking Expansion	
16 (N) Dedicated Upper Grade Play Apparatus Area	

# Fremont Elementary School



**FREMONT ELEMENTARY SCHOOL**

Phone: (951) 788-7466  
1925 Orange Street, Riverside, CA 92501

Principal: Shani Dahl

Grade: K-6

Enrollment: 552

LRFP Capacity: 650

Constructed: 1917

Colors: Purple, Grey

Mascot: Huskies

School Visioning/  
Instructional Goals: AVID, HEARTS

**Campus Description:**

Fremont Elementary School is one of the oldest schools in the district. Originally constructed in 1917, it has grown with the community and currently serves about 552 students. Its age has taken a toll on the classrooms and many of the support buildings. The library is dark and undersized, the administration is lacking necessary health and work spaces, and the kindergarten is located inside one of the oldest buildings on the site.

The site itself presents a challenge due to the extreme topography between the upper and lower campus areas. Currently, all wheelchair paths of travel are non-compliant and will need replacing. The newest structure on campus is a recently constructed MPR and food service building. Located on the upper campus, it is sufficient for current and future enrollment.

**Anticipated New Additions & Renovations**

In order to solve some of the topography challenges, we propose the creation of a 2-story split level administration, library, and classroom building. The administration and library will be located on the upper level, with direct access to an expanded parking lot. The lower level will feature classrooms that open onto a newly re-graded site.

A new kindergarten wing and playground will have direct access to the expanded parking lot. The original school building will be replaced with a new classroom wing on the south of the site. A new parking lot and drop-off area will be created from the southern entrance of the site to help ease the load from the primary parking lot near the administration building. The school will also receive a landscape renovation throughout the campus.

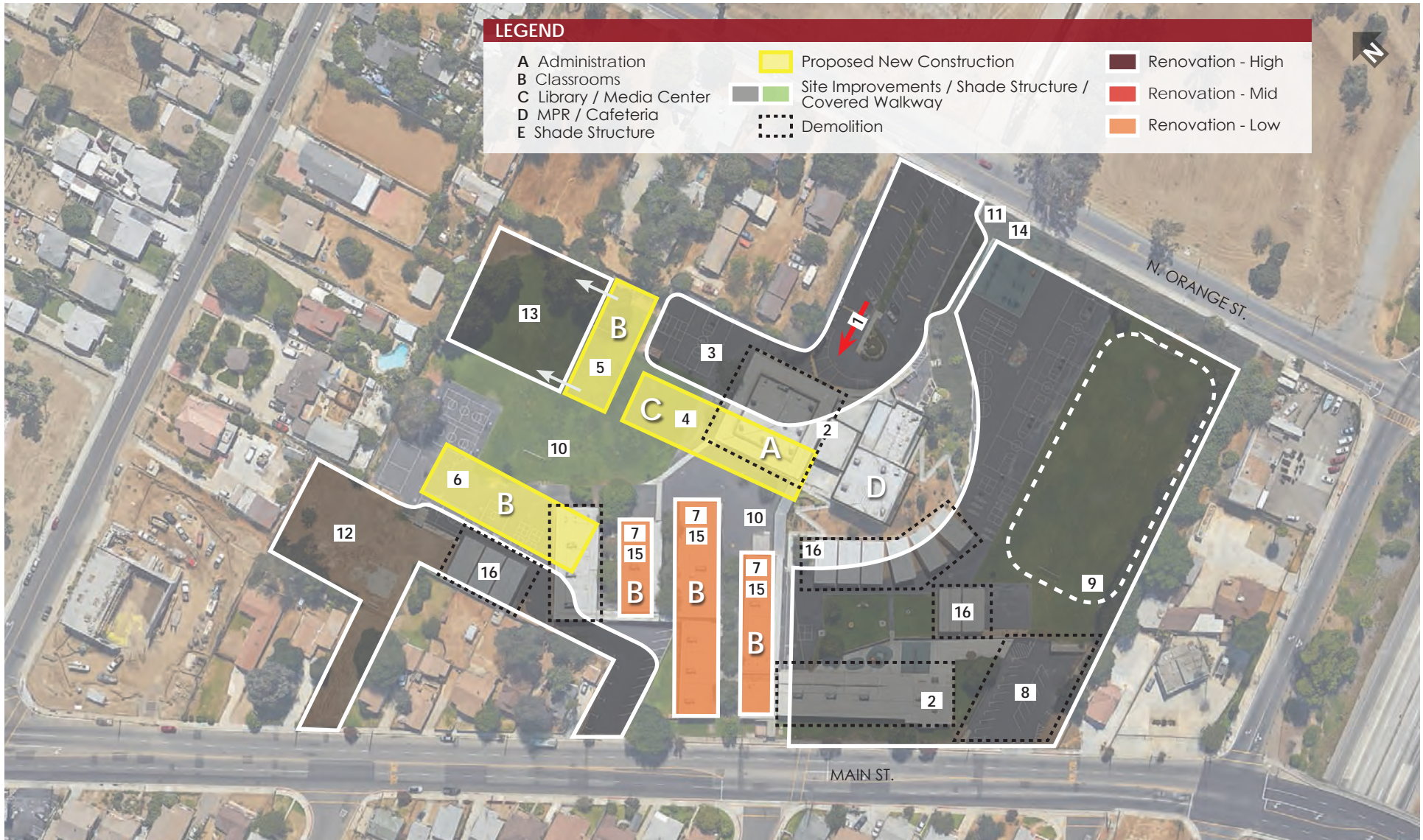
The upper and lower campus playgrounds will be merged into a large lower campus playground with a walking track, play structures, and enhanced site security measures.

Refer to attached Appendix for more information.



Existing Campus





**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure
- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>1. Main School Entrance</li> <li>2. Admin, Library, and Classroom Demolition</li> <li>3. (E) Parking Reconfiguration</li> <li>4. (N) 2-Story Split-level Admin &amp; Classrooms</li> <li>5. (N) Kindergarten</li> <li>6. (N) Classrooms</li> </ul> | <ul style="list-style-type: none"> <li>7. Campus-wide Modernization: Complete interior renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows</li> <li>8. Remove Parking &amp; Expand Playground</li> </ul> | <ul style="list-style-type: none"> <li>9. (N) Perimeter Running Track With Turf, Trees and Benches at Playfield</li> <li>10. Regrade to Level Out Site</li> <li>11. (N) Electronic Marquee</li> <li>12. (N) Drop-off &amp; parking lot</li> <li>13. (N) Kindergarten Playground Area</li> <li>14. Landscape Renovation Throughout Campus</li> <li>15. (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>16. Portable Removal</li> </ul> |
|---|--|---|

**Harrison**  
Elementary School



**Harrison Elementary School**

Phone: (951) 352-6712 | Fax: no fax  
2901 Harrison Street, Riverside, CA 92503

Principal: Jamelia Oliver

Grades: K-6

Enrollment: 502

LRFMP Capacity: 750

Constructed: 1964

Colors: Blue/Yellow

Mascot: Tigers

School Visioning/  
Instructional Goals: Read 180 program  
100-mile club

**Campus Description:**

Harrison Elementary School was built in 1964. Additional portable classroom buildings were added to the site to accommodate growth. The site currently has eleven portable classrooms. The campus has two different layouts - a circular classroom pod with a library located in the center of the pod; and a U-shaped classroom building with a concrete courtyard. The buildings are all single-story.

In 2004, Harrison Elementary was modernized. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were not modernized. In 2005, a new multi-purpose room and kitchen were constructed. Students eat inside the multi-purpose rooms as there is no outdoor eating area.

This campus faces one street with the other sides surrounded by residential properties and a park. Parking and drop-off/pick-up occurs at the front of the campus and at the eastern part of the campus with primary access to parking from Harrison Street.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: administration office is too small; add windows to classrooms; resurface and expand hard courts; modernize existing classrooms; reconfigure student drop off; reconfigure guest parking lot.

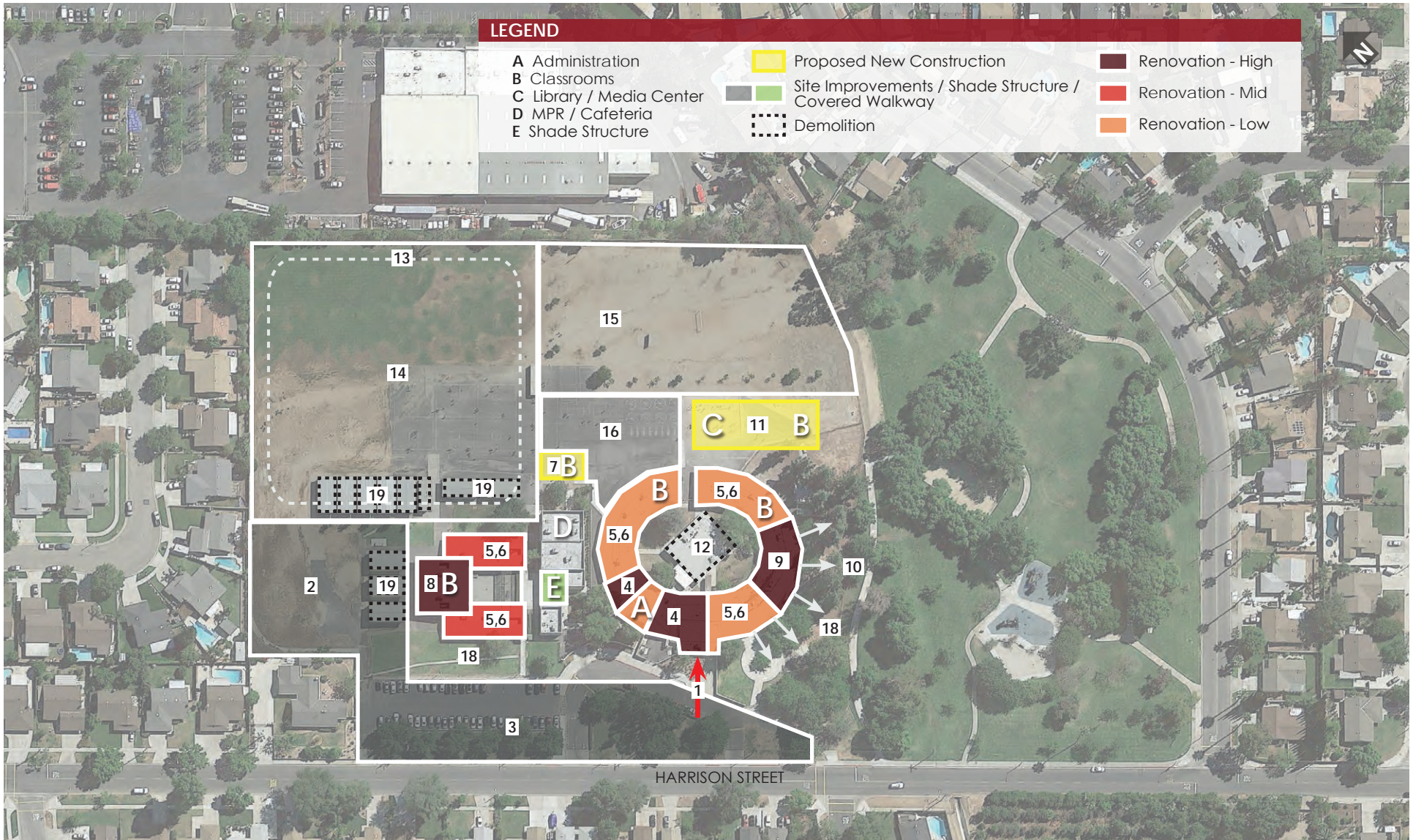
The District-wide Facilities Master Plan anticipates that Harrison Elementary School will see the expansion of the parking lot for Special Education student drop off; expansion and reconfiguration of parking lot; reconfiguration of existing administration building and one classroom to create larger administration area; modernization of interior classrooms; HVAC repair; add connectivity between classrooms; add cabinetry and windows; construct a new music classroom; reconfigure three existing classrooms into special education classrooms; demolish existing library; construct new media center, maker lab, and four classrooms; add new perimeter running track with turf, trees and benches and landscape renovation throughout the campus; repair turf playfields with irrigation; resurface and expand hard courts; add new shade structure; remove portable classrooms.

Refer to attached Appendix for more information.



Existing Campus





**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure

- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition

- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>1 (N) School Main Entrance</li> <li>2 (N) Parking Lot Expansion</li> <li>3 (E) Parking Lot Reconfiguration</li> <li>4 (E) Administration and Classroom Reconfiguration</li> <li>5 Campus-wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between</li> </ul> | <ul style="list-style-type: none"> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century</li> <li>7 (N) Music Lab</li> <li>8 Classroom Reconfiguration of (E) Three Classrooms to Special Education Classrooms</li> <li>9 Classroom Reconfiguration of (E) Three Classrooms into Two Kindergarten Classrooms</li> <li>10 TK/Kindergarten Playground Area Expansion with Direct Access to Classrooms</li> <li>11 (N) Media Center, Maker Lab, and Four Classrooms</li> <li>12 Demolition of (E) Library</li> <li>13 (N) Perimeter Running Track with Turf, Trees and</li> </ul> | <ul style="list-style-type: none"> <li>Benches at Playfield</li> <li>14 Irrigation Replacement at Playfield</li> <li>15 (N) Hardscape Expansion</li> <li>16 (N) Outdoor Gathering Area</li> <li>17 (N) Outdoor Learning Court</li> <li>18 Landscape Renovation Throughout Campus</li> <li>19 Portable Removal</li> </ul> |
|--|--|--|

# Hawthorne Elementary School



**Hawthorne Elementary School**

Phone: (951) 352-6716 | Fax: (951) 778-5180  
 2700 Irving Street, Riverside, CA 92504

Principal: Ellen Parker

Grade: K-6

Enrollment: 773

LRFMP Capacity: 750

Constructed: 2008

Colors: Green/White

Mascot: Hawks

School Visioning/  
 Instructional Goals: HEARTS After School Program,  
 Personalized Learning,  
 AVID Elementary,  
 State Funded Preschool,  
 ARTECH  
 100-mile club

**Campus Description:**

The new campus of Hawthorne Elementary School, located at 2700 Irving Street, was completed in January 2008. Hawthorne has one portable classroom used for State preschool and two portable containers that are located on the hardscape and used for ball walls. Hawthorne is fully equipped with SmartBoards, ceiling-mounted projectors, wireless access, and student devices at all grades. Hawthorne offers a strong learning program supported by online resources and extensive technology hardware for students and teachers.

Insufficient parking and traffic on Irving Street creates difficulty during drop-off and pick-up times, as well as for evening events. The City of Riverside ordinances does not allow parking on the street, therefore causing severe traffic congestion. The kindergarten area needs additional classrooms and parking. The restrooms in the kindergarten area are too far away and need to be located either in the classrooms or nearby. The main classroom buildings need to be modernized and opened so that visual observation between classrooms and workrooms is provided. Outdoor learning spaces need to be added between buildings to connect buildings to each other, as well as provide additional project space.

In October 2015, Hawthorne Elementary School participated in the AAF Gates Foundation, “Design for Learning” Challenge.

**Anticipated New Additions/Renovations**

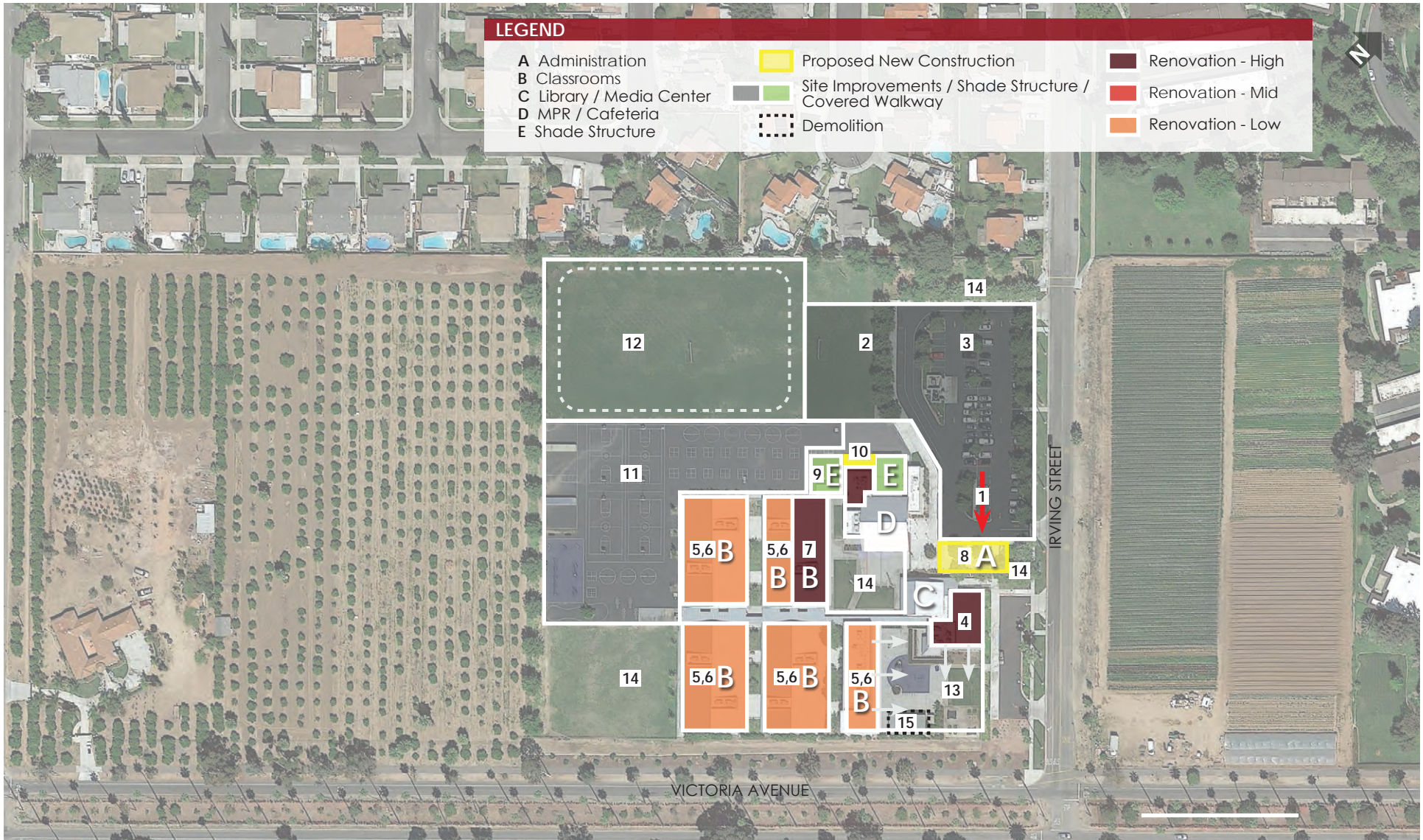
Site interviews were conducted and the followings items were identified for areas of improvement: additional classrooms needed for both regular and kindergarten students; construct outdoor learning environments between classroom wings; new flexible spaces for collaborative learning; modernization of the Administration building; connectivity between classrooms; campus-wide modernization with complete interior renovation; new perimeter running track with shade structure/turf/seating; parking lot expansion; playground hardscape expansion; new shade structure for drop-off and pick-up; kindergarten playground expansion; new technology; and new furniture.

The District-wide Facilities Master Plan anticipates that Hawthorne Elementary School will see the reconfiguration of the administration office into three kindergarten classrooms; construct a new administration building; reconfigure existing classrooms into a new dedicated music lab; reconfigure existing classrooms into maker labs; expansion of the lunch area to include shade structure; expansion of the food service area; reconfigure hard court play areas; add perimeter running track with turf, trees and benches and landscape renovation throughout the campus; expand existing kindergarten playground area; remove portable classroom.

Refer to attached Appendix for more information.



Existing Campus



**LEGEND**

A Administration	Proposed New Construction	Renovation - High
B Classrooms	Site Improvements / Shade Structure / Covered Walkway	Renovation - Mid
C Library / Media Center	Demolition	Renovation - Low
D MPR / Cafeteria		
E Shade Structure		

**PROPOSED ACTIONS**

- |   |  |  |   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>1 (N) School Main Entrance</li> <li>2 Parking Lot Expansion</li> <li>3 Parking Lot Reconfiguration</li> <li>4 (E) Administration Reconfiguration into Three Kindergarten Classrooms</li> <li>5 Campus-wide Modernization: Complete interior renovation, HVAC Repair, Restroom Facilities,</li> </ul> | <ul style="list-style-type: none"> <li>Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows</li> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/ Equipment for 21st Century Learning Environment</li> <li>7 Conversion of (E) Four Classrooms into Maker</li> </ul> | <ul style="list-style-type: none"> <li>Space and Music Lab</li> <li>8 (N) Administration Building</li> <li>9 Expansion of (E) Shade Structure</li> <li>10 Expansion of (E) Food Service</li> <li>11 Hardscape Reconfiguration</li> <li>12 (N) Perimeter Running Track with Turf, Trees and Benches at Playfield</li> </ul> | <ul style="list-style-type: none"> <li>13 TK/Kindergarten Playground Area Expansion with Direct Access to Classrooms</li> <li>14 Landscape Renovation Throughout Campus</li> <li>15 Portable Removal</li> </ul> |
|---|--|--|---|

# Highgrove Elementary School



**HIGHGROVE ELEMENTARY SCHOOL**

Phone: (951) 788 - 7296 | Fax: 951-274-4291  
690 Center Street, Riverside, CA 92507

Principal: Elizabeth Gosnell

Grade: K-6

Enrollment: 738

LRFMP Capacity: 850

Constructed: 1956

Colors: Royal blue

Mascot: Husky

School Visioning/  
Instructional Goals: No Excuses University, HEARTS

**Campus Description:**

Constructed in 1956 and with a history stretching back to 1888, Highgrove Elementary School has long been an active member of the community. Over the years, the school's growth has been managed by adding relocatable classrooms. This has left the school completely dependent on undersized and inflexible learning spaces.

With a growing enrollment of 738 students, Highgrove is in need of considerable support space improvements. The MPR and food service building was never expanded and is in need of modernization. The kindergarten has only 2 of the required 4 classrooms and the library is currently housed in 2 combined classrooms.

**Anticipated New Additions & Renovations**

We propose the replacement of all relocatables with 2 new classroom buildings. The kindergarten would also be expanded to double the number of classrooms. As part of the construction of these new structures, the topography of the site will be leveled to make the school ADA compliant.

In order to serve these new classrooms, a larger MPR and food service would be constructed. This would coincide with the creation of a new covered auditorium space in the center of campus, an already popular spot for events and students. The school will also receive a landscape renovation throughout the campus.

To help with the pick-up and drop-off process, we proposed the creation of a new shade shelter beside the southern parking lot. As directly requested by the principal, the playground and play structures would be enhanced with specific items like a wall-ball and walking track.

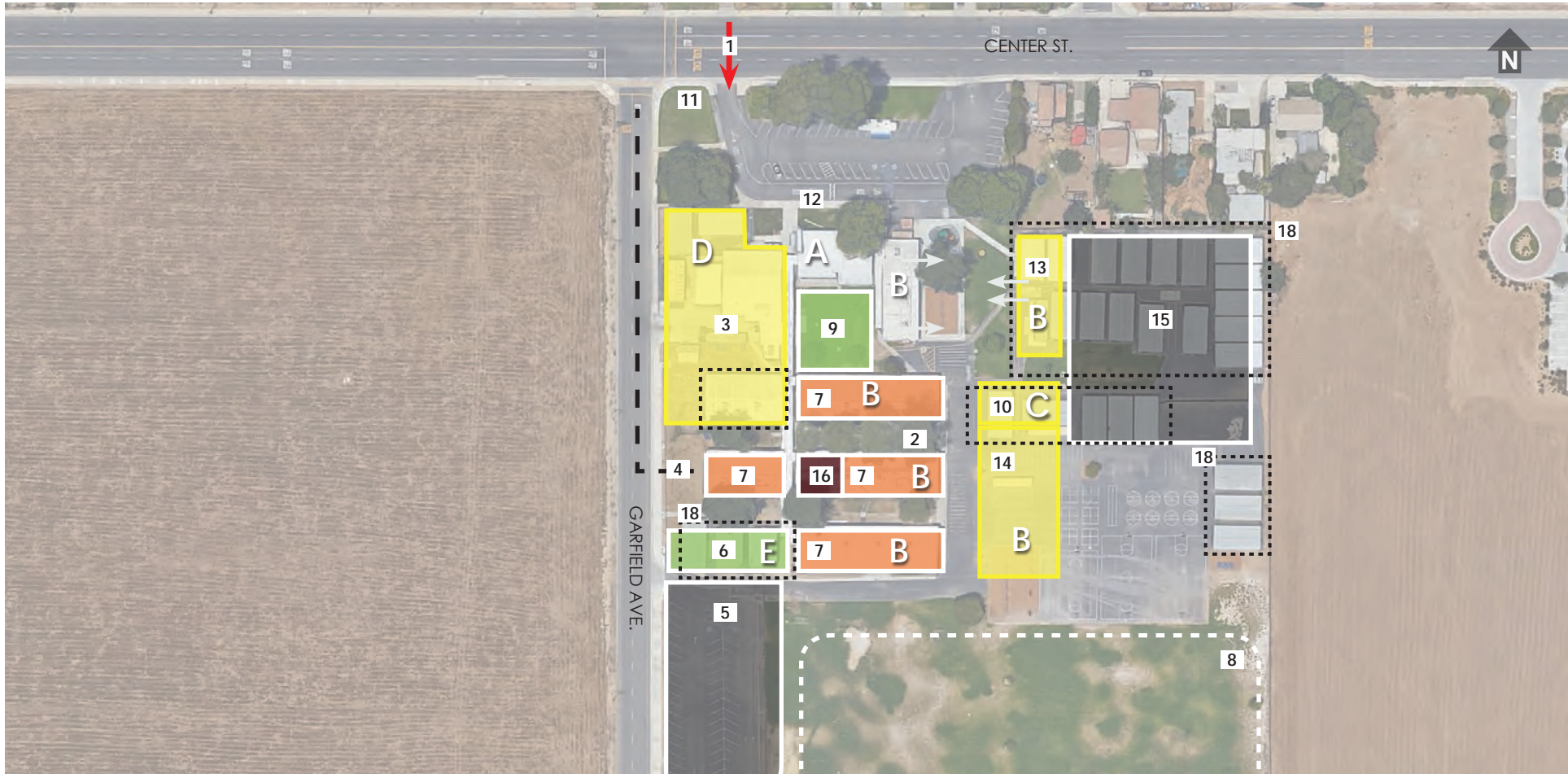
Refer to attached Appendix for more information.



Existing Campus







**LEGEND**

A Administration	Proposed New Construction	Renovation - High
B Classrooms	Site Improvements / Shade Structure / Covered Walkway	Renovation - Mid
C Library / Media Center		Renovation - Low
D MPR / Cafeteria	Demolition	
E Shade Structure		

**PROPOSED ACTIONS**

1. Main School Entrance	6. (N) Shade Shelter	Trees and Benches at Playfield	Career Pathway and Music Lab
2. MPR & Food Service Demolition	7. Campus-wide Modernization: Complete interior renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows	9. Renovated Amphitheater	15. (N) Hardcourts
3. (N) MPR, Food Service, Shade Structure, and Parent Center		10. (N) Library & Media Center	16. (E) Library Reconfiguration into Classrooms
4. (E) Septic System Removal, add Connection to Sewer		11. (N) Electronic Marquee	17. (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment
5. Parking Reconfiguration		12. Landscape Renovation Throughout Campus	18. Portable Removal
		13. (N) Kindergarten Building	
		14. (N) 2-story Classroom Building w/	

# Highland Elementary School



**HIGHLAND ELEMENTARY SCHOOL**

Phone: (951) 788-7292 |  
700 Highlander Drive, Riverside, CA 92507

Principal: Donna Dorsey

Grade: K-6

Enrollment: 792

LRFMP Capacity: 850

Constructed: 1958

Colors: Blue, Yellow

Mascot: Hornet

School Visioning/  
Instructional Goals: AVID, HEARTS

**Campus Description:**

Originally constructed in 1958, Highland Elementary school is located in a densely populated community close to the University of California Riverside campus. The growth that has occurred around the site has increased Highland's enrollment to about 792 students, despite its small size.

Because of the high enrollment, Highland has used relocatable classrooms to handle the growth. Space issues are further complicated by the layout of the campus. It is currently landlocked by train tracks and single-family homes. It does not have room to expand or direct access to a main street. All traffic enters through one corner of the site and creates significant logistical challenges for the school and high traffic for the surrounding community.

**Anticipated New Additions & Renovations**

We are proposing a significant upgrade to Highland Elementary by creating an additional access point from Massachusetts Avenue. This new entrance will connect to the Highlander Drive entrance and help to decongest the school's parking and drop-off zones. The school will also receive a landscape renovation throughout the campus.

In order to accommodate the new driveway, the kindergarten, MPR, library, and 4 classroom wings will be replaced with new structures. The new kindergarten will be situated in the northern end of the site and will feature a beautiful new playground. Classrooms will be housed in new 2-story structures that will help form an interior courtyard and provide much needed science lab space.

An upgraded and modern MPR will be created in the south western corner. The administration building will be renovated and expanded to help support the enrollment. In addition to this, all remaining classroom wings will be modernized.

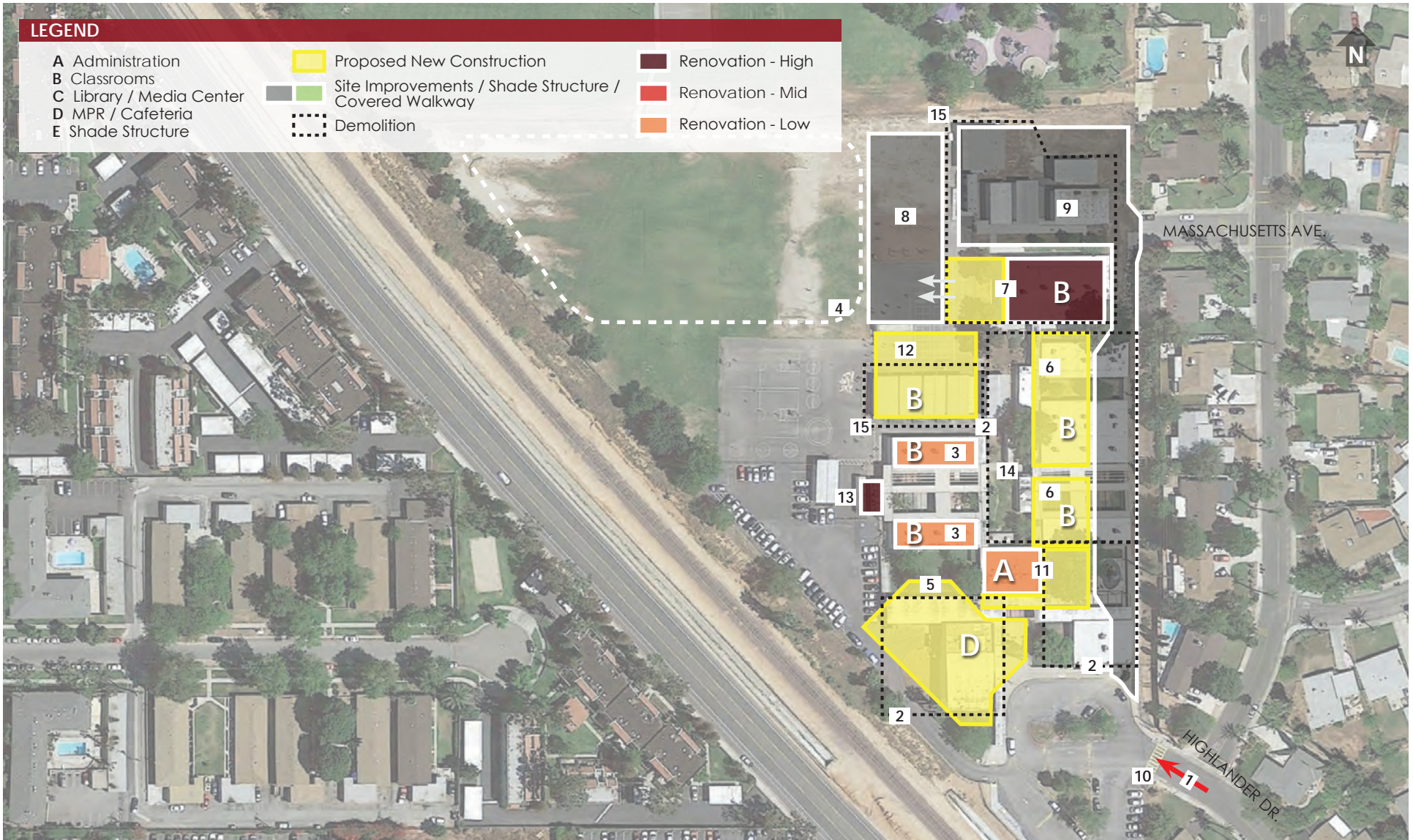
Refer to attached Appendix for more information.



Existing Campus

**LEGEND**

- |                          |   |                   |
|--------------------------|---|-------------------|
| A Administration         | Proposed New Construction                             | Renovation - High |
| B Classrooms             | Site Improvements / Shade Structure / Covered Walkway | Renovation - Mid  |
| C Library / Media Center | Demolition  | Renovation - Low  |
| D MPR / Cafeteria        |   |                   |
| E Shade Structure        |   |                   |



**PROPOSED ACTIONS**

- |  |  |  |  |
|--|--|--|--|
| 1. Main School Entrance  | Exterior Painting and Exterior Windows                                   | 8. (N) Kindergarten Playground Area With Direct Access to Classrooms | 12. (N) Library and Media Center           |
| 2. Demolition of Wings K, C, D, MPR, & Library   | 4. (N) Perimeter Running Track With Turf, Trees and Benches at Playfield | 9. (N) Entrance, Parking, and Drop-off                               | 13. (E) Restroom                           |
| 3. Campus-wide Modernization: Complete interior renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, | 5. (N) MPR, Food Service, and Shade Structure                            | 10. (N) Electronic Marquee   | 14. Landscape Renovation Throughout Campus |
|  | 6. (N) Classroom Building w/ Career Pathway Lab                          | 11. (E) Administration Expansion and Elevate School Identity         | 15. Portable Removal                       |
|  | 7. (E) Library conversion into Kindergarten                              |  |  |

# Jackson Elementary School



**JACKSON ELEMENTARY SCHOOL**

Phone: (951) 352-8211 | Fax: (951) 358-2509  
4585 Jackson Street, Riverside, CA 92503

Principal: Lynne Ennis

Grade: K-6

Enrollment: 799

LRFMP Capacity: 800

Constructed: 1959

Colors: Blue and White

Mascot: Jaguar

School Visioning/  
Instructional Goals: AVID

**Campus Description:**

Jackson Elementary School was built in 1959. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has seventeen portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 1999, Jackson Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces three streets with one side surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the northwestern part of the campus with primary access to parking from Colorado Avenue.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new bus drop-off and staff parking lot, new flexible spaces for collaborative learning, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structure for drop-off and pick-up, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Jackson Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Library/Media Center and a new two-story classroom, and security gates and fencing around the entire site. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

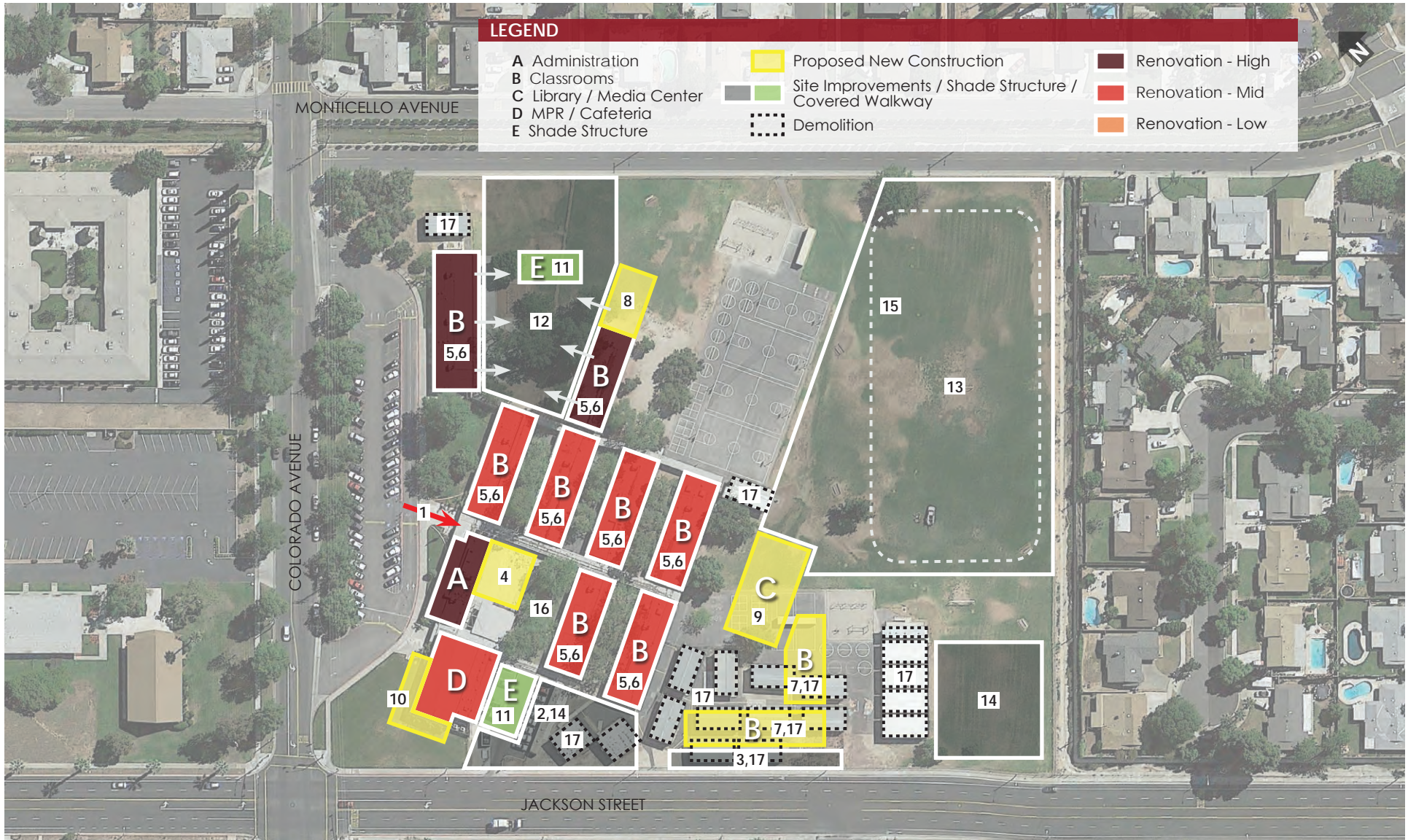
Refer to attached Appendix for more information.



Existing Campus







**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure

- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition

- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>1 School Main Entrance</li> <li>2 (E) Parking Lot Expansion</li> <li>3 (N) Bus Drop-Off Area</li> <li>4 Administration Expansion</li> <li>5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between</li> </ul> | <ul style="list-style-type: none"> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>7 (N) 2-Story Classroom Building With Restroom Facilities</li> </ul> | <ul style="list-style-type: none"> <li>8 (E) Classroom Expansion</li> <li>9 (N) Library/Media Center With Flex Lab Spaces</li> <li>10 MPR/Cafeteria Expansion With Band, Choir Classrooms</li> <li>11 (N) Shade Structure</li> <li>12 TK/Kindergarten Playground Area Expansion With Removal of Adjacent Fencing and Direct Access</li> </ul> | <ul style="list-style-type: none"> <li>13 Site Drainage Repair</li> <li>14 Apple Orchard Relocated Area</li> <li>15 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield</li> <li>16 Landscape Renovation Throughout Campus</li> <li>17 Portable Removal</li> </ul> |
|--|---|---|--|

**Jefferson**  
Elementary School



**JEFFERSON ELEMENTARY SCHOOL**

Phone: (951) 352-8218 | Fax: (951) 274-4296  
 4285 Jefferson Street, Riverside, CA 92504

Principal: Maria Ortega

Grade: K-6

Enrollment: 1,069

LRFMP Capacity: 1,100

Constructed: 1948

Colors: Yellow and Blue

Mascot: Jaguar

School Visioning/  
 Instructional Goals: AVID, DLI

**Campus Description:**

Jefferson Elementary School was built in 1948. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has twelve portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 1999, Jefferson Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces three streets with one side surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the southwestern part of the campus with primary access to parking from Jefferson Street.

**Anticipated New Additions/Renovations**

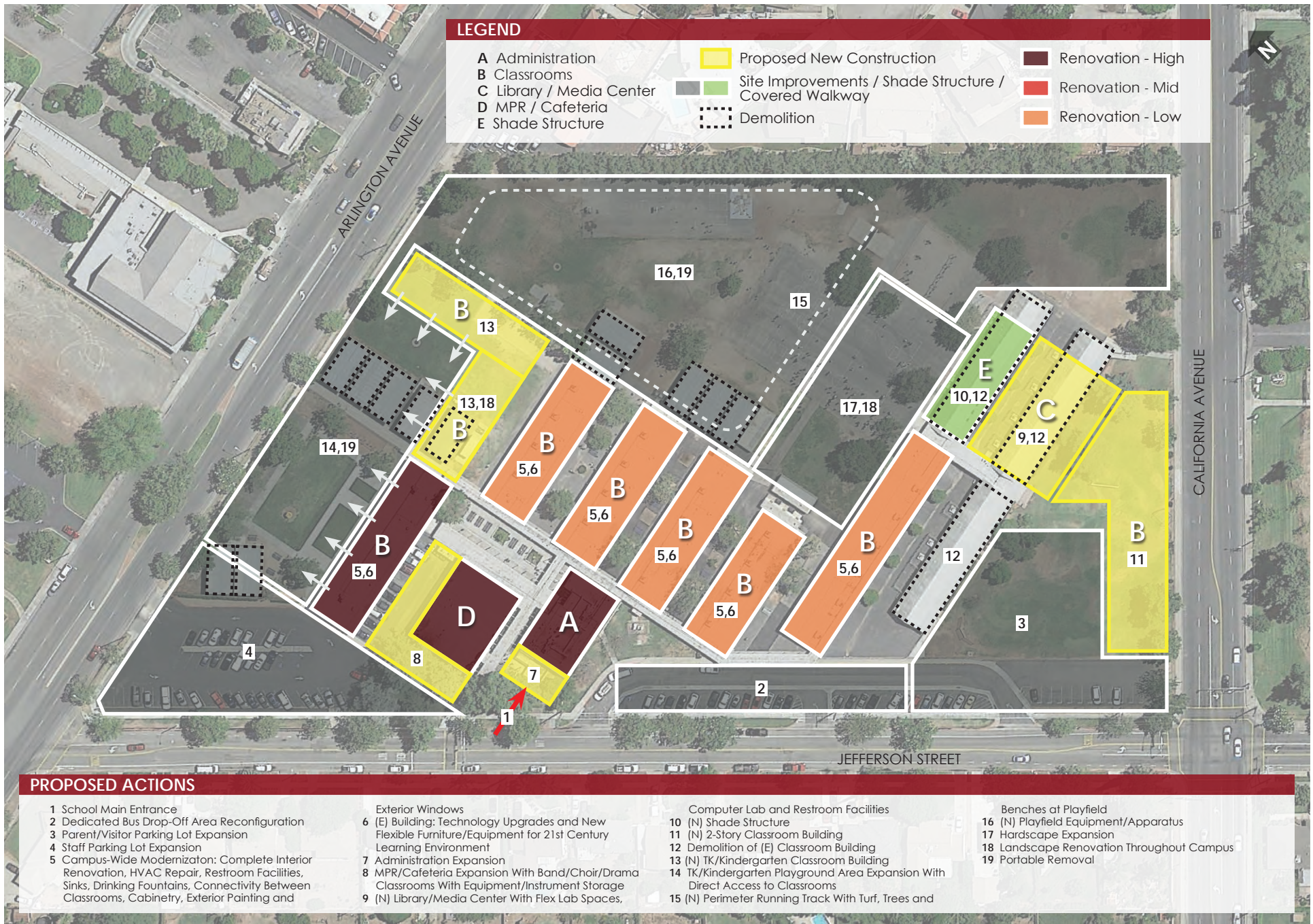
Site interviews were conducted and the followings items were identified for areas of improvement: new flexible spaces for collaborative learning, construction of new classroom building with the removal of the 50+ year-old classroom building, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structure for drop-off and pick-up, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Jefferson Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Library/Media Center and a new two-story classroom, and security gates and fencing around the entire site. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.



Existing Campus



**LEGEND**

- |                          |   |                   |
|--------------------------|---|-------------------|
| A Administration         | Proposed New Construction                             | Renovation - High |
| B Classrooms             | Site Improvements / Shade Structure / Covered Walkway | Renovation - Mid  |
| C Library / Media Center | Demolition  | Renovation - Low  |
| D MPR / Cafeteria        |   |                   |
| E Shade Structure        |   |                   |

**PROPOSED ACTIONS**

- |   |  |   |   |
|---|--|---|---|
| 1 School Main Entrance  | Exterior Windows   | Computer Lab and Restroom Facilities  | Benches at Playfield                      |
| 2 Dedicated Bus Drop-Off Area Reconfiguration   | 6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment | 10 (N) Shade Structure  | 16 (N) Playfield Equipment/Apparatus      |
| 3 Parent/Visitor Parking Lot Expansion  | 7 Administration Expansion   | 11 (N) 2-Story Classroom Building   | 17 Hardscape Expansion                    |
| 4 Staff Parking Lot Expansion   | 8 MPR/Cafeteria Expansion With Band/Choir/Drama Classrooms With Equipment/Instrument Storage                   | 12 Demolition of (E) Classroom Building                                       | 18 Landscape Renovation Throughout Campus |
| 5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and | 9 (N) Library/Media Center With Flex Lab Spaces,   | 13 (N) TK/Kindergarten Classroom Building                                     | 19 Portable Removal                       |
|   |  | 14 TK/Kindergarten Playground Area Expansion With Direct Access to Classrooms |   |
|   |  | 15 (N) Perimeter Running Track With Turf, Trees and                           |   |

# Kennedy Elementary School



**JOHN F. KENNEDY ELEMENTARY SCHOOL**

Phone: (951) 789-7570 | Fax: (951) 328-7380  
 19125 Schoolhouse Ln, Riverside, CA 92508

Principal: Lisa Gonzalez

Grade: K-6

Enrollment: 1,057

LRFMP Capacity: 1,100

Constructed: 2002

Colors: Red/Blue

Mascot: Knights

School Visioning/  
 Instructional Goals: GATE, Accelerated Reader

**Campus Description:**

Kennedy Elementary School was built in 2002. It spans across a 10.24 acre lot, with a building area of 63,680 square feet. The site currently has eight portable buildings.

The latest improvements Kennedy Elementary has seen on its campus are campus security enhancements, with fencing added to direct visitors through the administration office before entering the campus.

This campus faces two streets with the other two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the northern part of the campus with primary access to parking from Barnwood Lane and School House Lane.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new construction of a classroom building, replacement of portable buildings with permanent facilities, creation of music and Makerspace labs, right-sizing quantity of kindergarten classrooms to current enrollment, and energy efficient upgrades to lighting, HVAC and windows, improved landscape, fencing, paint, the addition of shade structures and a running track.

The District-Wide Facilities Master Plan anticipates that John F. Kennedy Elementary School will see expansion and renovation of the administration building, additional student drop-off area, new play equipment and furniture that allows for flexible learning and teaching activities.

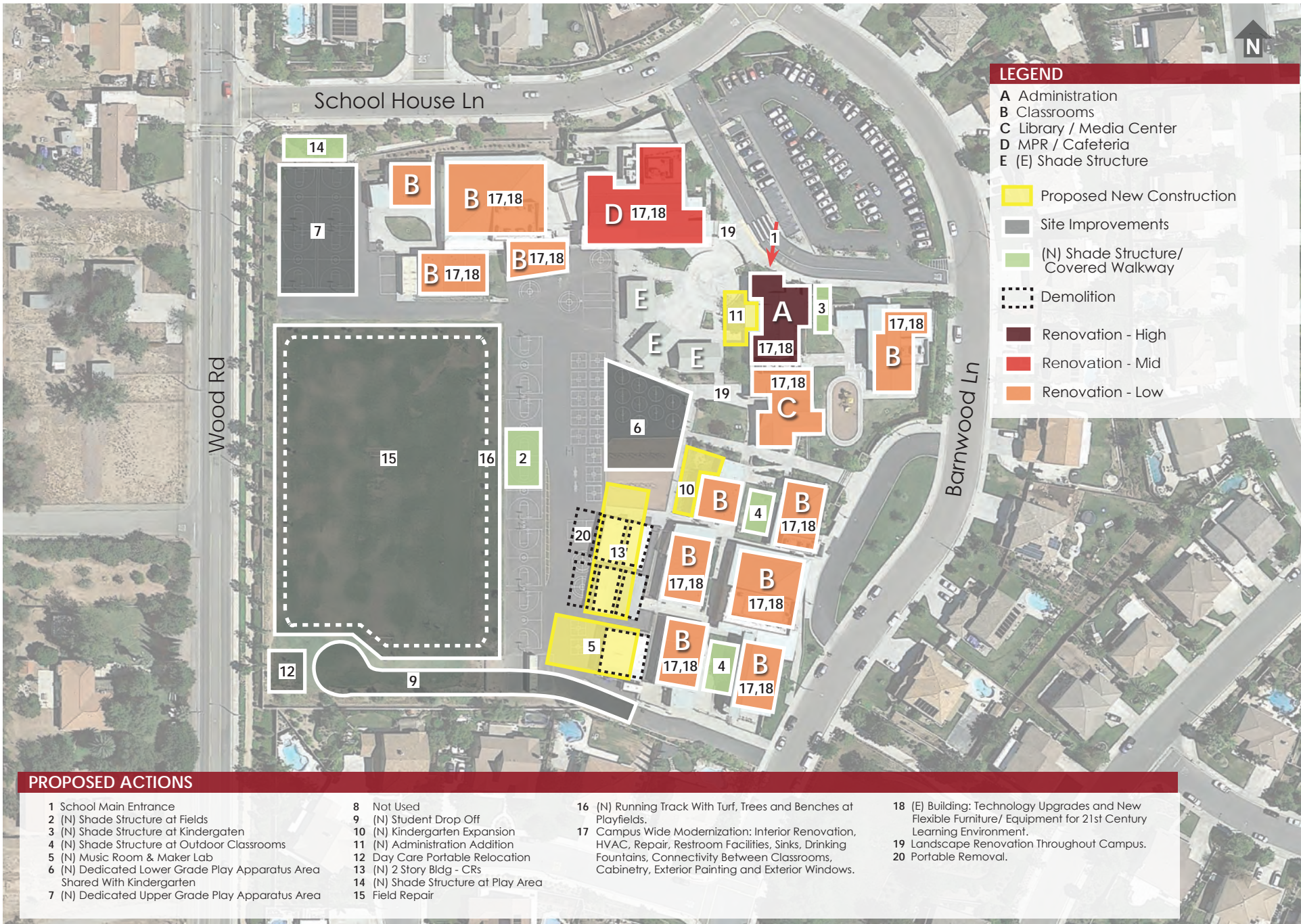
Refer to attached Appendix for more information.



Existing Campus







**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E (E) Shade Structure

- Proposed New Construction
- Site Improvements
- (N) Shade Structure/ Covered Walkway
- Demolition
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |  |   |  |   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>1 School Main Entrance</li> <li>2 (N) Shade Structure at Fields</li> <li>3 (N) Shade Structure at Kindergarten</li> <li>4 (N) Shade Structure at Outdoor Classrooms</li> <li>5 (N) Music Room &amp; Maker Lab</li> <li>6 (N) Dedicated Lower Grade Play Apparatus Area Shared With Kindergarten</li> <li>7 (N) Dedicated Upper Grade Play Apparatus Area</li> </ul> | <ul style="list-style-type: none"> <li>8 Not Used</li> <li>9 (N) Student Drop Off</li> <li>10 (N) Kindergarten Expansion</li> <li>11 (N) Administration Addition</li> <li>12 Day Care Portable Relocation</li> <li>13 (N) 2 Story Bldg - CRs</li> <li>14 (N) Shade Structure at Play Area</li> <li>15 Field Repair</li> </ul> | <ul style="list-style-type: none"> <li>16 (N) Running Track With Turf, Trees and Benches at Playfields.</li> <li>17 Campus Wide Modernization: Interior Renovation, HVAC, Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows.</li> </ul> | <ul style="list-style-type: none"> <li>18 (E) Building: Technology Upgrades and New Flexible Furniture/ Equipment for 21st Century Learning Environment.</li> <li>19 Landscape Renovation Throughout Campus.</li> <li>20 Portable Removal.</li> </ul> |
|--|---|--|---|

# Lake Mathews Elementary School



**LAKE  
MATHEWS  
ELEMENTARY SCHOOL**



**Lake Mathews Elementary School**

Phone: (951) 352-5520 | Fax: (951) 328-7180  
 12252 Blackburn Road, Riverside, CA 92503

- Principal: Pam Williams
- Grade: K-6
- Enrollment: 879
- LRFMP Capacity: 880
- Constructed: 2003
- Colors: Blue/Black
- Mascot: Bobcats
- School Visioning/  
Instructional Goals: Personalized Learning  
Communities;  
Bobcat Running Club

**Campus Description:**

Lake Mathews was constructed in 2003 and is a personalized learning community. Currently, parking and student safety is the number one concern. The parking lot needs reconfigured to provide two entrances/exits and additional parking.

There is not enough shade throughout the campus and there are no covered walkways for students to walk from building to building. The school is at capacity and every classroom is used. Playground equipment is too hot for students to play on. Classrooms need to be flexible with flexible furniture. Additional kindergarten classrooms are needed. Classrooms are isolated, moveable walls and windows are needed for visibility. The restrooms in the kindergarten wing are poorly located and there is poor visibility of students using them.

A walkway/staircase is needed in order for students to access the bottom fields. Campus does not have ceiling mounted projectors. Technology upgrades are needed.

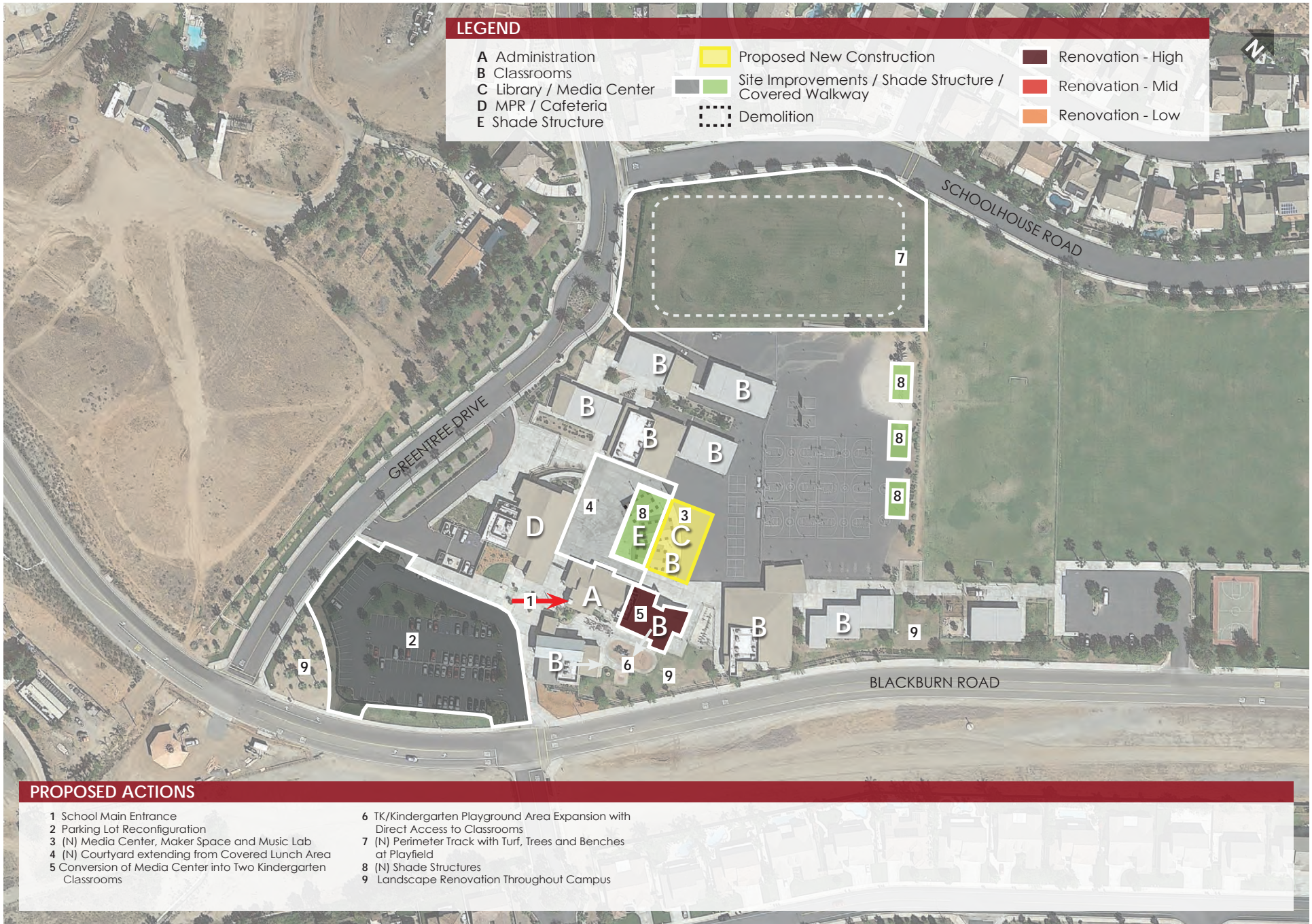
**Anticipated New Additions/Renovations**

Site interviews were conducted and the following items were identified for areas of improvement: new flexible spaces for collaborative learning; modernization and expansion of the administration; connectivity between classrooms; campus-wide modernization with complete interior renovation; HVAC repair; restroom facilities; casework and exterior painting; new perimeter running track with shades/turf/seating; parking lot expansion; playground hardscape expansion; new shade structures; kindergarten playground expansion; new technology; and new furniture.

The District-wide Facilities Master Plan anticipates that Lake Mathews Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new media center, with maker lab and music lab; new covered lunch area and gathering space; new courtyard extending from covered lunch area to expand student gathering; convert existing library into two kindergarten classrooms; reconfigure existing drop-off to have one way entrance and separate one way exit from parking lot; add a connection to existing parking drop-off area to bus drop-off area; add an electronic marque. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus.

Refer to attached Appendix for more information.





**LEGEND**

A Administration	Proposed New Construction	Renovation - High
B Classrooms	Site Improvements / Shade Structure / Covered Walkway	Renovation - Mid
C Library / Media Center	Demolition	Renovation - Low
D MPR / Cafeteria		
E Shade Structure		

**PROPOSED ACTIONS**

- |   |  |
|---|--|
| 1 School Main Entrance  | 6 TK/Kindergarten Playground Area Expansion with Direct Access to Classrooms |
| 2 Parking Lot Reconfiguration                                 | 7 (N) Perimeter Track with Turf, Trees and Benches at Playfield              |
| 3 (N) Media Center, Maker Space and Music Lab                 | 8 (N) Shade Structures   |
| 4 (N) Courtyard extending from Covered Lunch Area             | 9 Landscape Renovation Throughout Campus                                     |
| 5 Conversion of Media Center into Two Kindergarten Classrooms |  |

# Liberty Elementary School



**Liberty Elementary School**

Phone: (951) 352-8225 | Fax: (951) 328-5580  
 9631 Hayes Street, Riverside, CA 92503

Principal: Esther Garcia

Grade: K-6

Enrollment: 792

LRFMP Capacity: 800

Constructed: 1918

Colors: Red/White/Blue

Mascot: Eagles

School Visioning/  
 Instructional Goals: HEARTS After School Program,  
 Personalized Learning

**Campus Description:**

Liberty Elementary School, built in 1918, has served the community for almost 100 years. The campus was modernized in 2006, but significant facility needs remain. Eleven portables were removed and a two-story classroom building was constructed in 2012 under the Overcrowded Relief Grant program through the State School Facility Program. A new multi-purpose building was added in 2006 allowing the students to eat inside.

The playfields are too small and additional green space/grass is needed. During street sweeping days done by the City, parking becomes a problem as cars are not allowed to park on the street during drop-off and pick-up times. Liberty is a neighborhood school with the majority of students walking to school. Some parents drop-off students at the back of the school on Garfield Avenue. The County Juvenile Hall is located behind the two-story building causing concern for window coverings on the 2nd floor. Cubbies or areas for storage of backpacks is needed throughout campus.

In October 2015, Liberty Elementary School participated in the AAF Gates Foundation, "Design for Learning" Challenge.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new flexible space for collaborative learning; new construction of classroom building and removal of portable classrooms; connectivity between classrooms; modernization and expansion of the Administration; campus-wide modernization with complete interior renovation; HVAC repair; restroom facilities; casework and exterior painting; new perimeter running track with shades/turf/seating; parking lot expansion; playground hardscape expansion; and new shade structures.

The District-wide Facilities Master Plan anticipates that Liberty Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new media center, with maker lab and five additional classrooms; conversion of existing classrooms into larger "ageless, gradeless" classroom pods; a new parking lot and drop-off area on Garfield Avenue; reconfiguration of the existing parking lot to separate drop-off lane from parking; expand administration office by adding additional square footage; remove existing portable classrooms; add outdoor learning patios; landscape renovation throughout the campus.

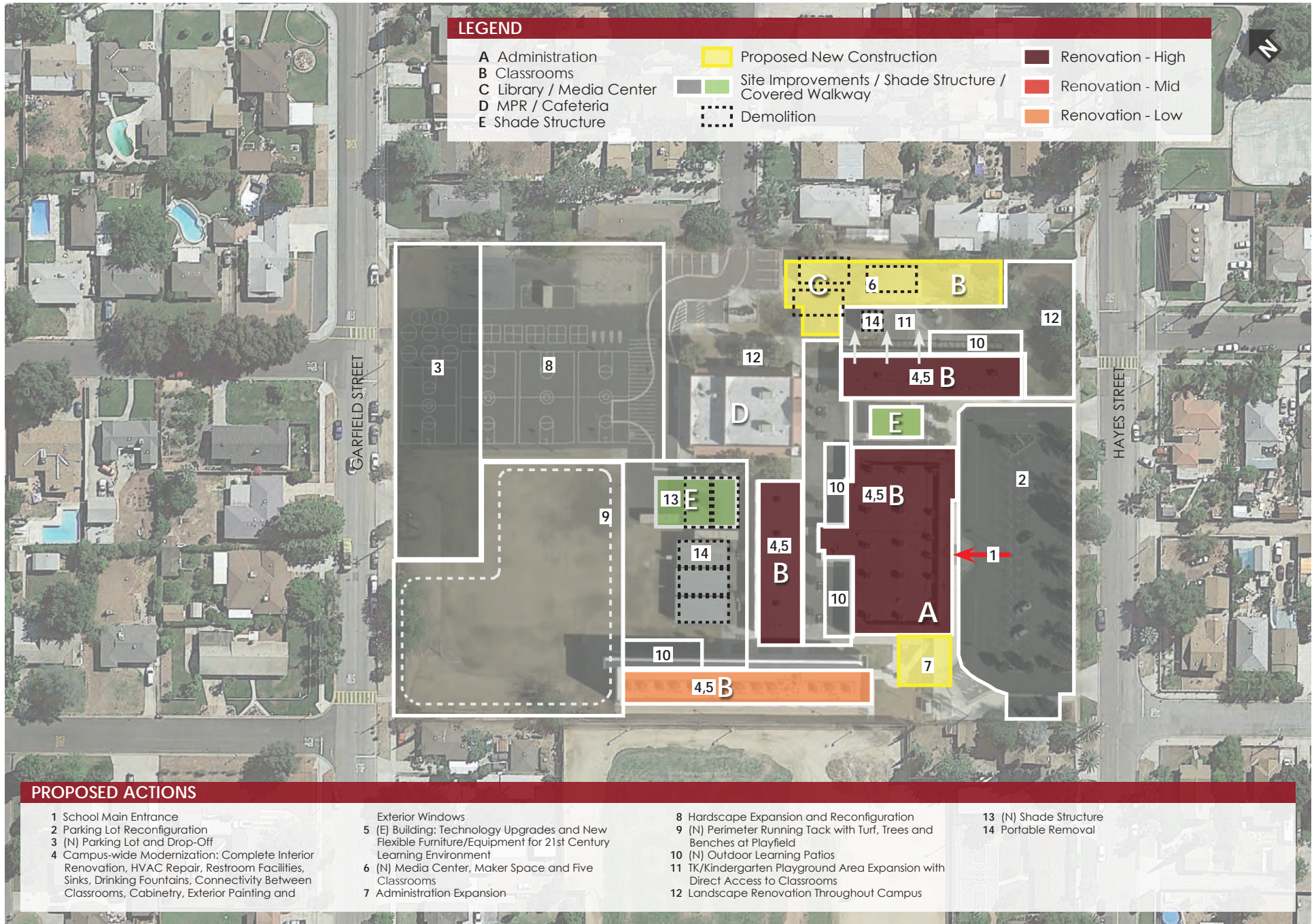
Refer to attached Appendix for more information.



Existing Campus







**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure

- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition

- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>1 School Main Entrance</li> <li>2 Parking Lot Reconfiguration</li> <li>3 (N) Parking Lot and Drop-Off</li> <li>4 Campus-wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and</li> </ul> | <ul style="list-style-type: none"> <li>5 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>6 (N) Media Center, Make Space and Five Classrooms</li> <li>7 Administration Expansion</li> </ul> | <ul style="list-style-type: none"> <li>8 Hardscape Expansion and Reconfiguration</li> <li>9 (N) Perimeter Running Track with Turf, Trees and Benches at Playfield</li> <li>10 (N) Outdoor Learning Patios</li> <li>11 TK/Kindergarten Playground Area Expansion with Direct Access to Classrooms</li> <li>12 Landscape Renovation Throughout Campus</li> </ul> | <ul style="list-style-type: none"> <li>13 (N) Shade Structure</li> <li>14 Portable Removal</li> </ul> |
|--|--|--|---|

# Longfellow Elementary School



**LONGFELLOW ELEMENTARY SCHOOL**

Phone: (951) 788 - 7296  
600 Center Street, Riverside, CA 92507

Principal: Geri Castro

Grade: K-6

Enrollment: 782

LRFMP Capacity: 750

Constructed: 1947

Colors: Red

Mascot: Lion

School Visioning/  
Instructional Goals: AVID

**Campus Description:**

Originally constructed in 1947, Longfellow Elementary School is one of the oldest schools in the RUSD. It faces considerable logistical challenges due to its small foot print, aging buildings, and no on-site parking.

The administration, MPR, cafeteria, and Kindergarten are bursting at the seams inside one of the original buildings. Not only is the square footage insufficient, the building has drainage problems.

The remainder of the site is served by 3 classroom buildings, which are in good condition, and relocatable classrooms. The recently constructed library is located on the eastern side of campus. A highlight of the campus is a large garden space in the center of campus, featuring trees and sitting areas for students.

**Anticipated New Additions & Renovations**

In order to bring parking on-site, we propose flipping the school's orientation and creating a new entrance on the eastern side of the site. A new administration building will be placed on the south eastern corner, next to a new parking lot and drop-off zone. The new MPR and cafeteria will face Administration to create a landscaped corridor between the two buildings.

In order to replace the relocatable classrooms, 2 new wings will be built behind the library. These classrooms will be beside new hardcourt playgrounds and across from a new kindergarten wing. The school will also receive a landscape renovation throughout the campus.

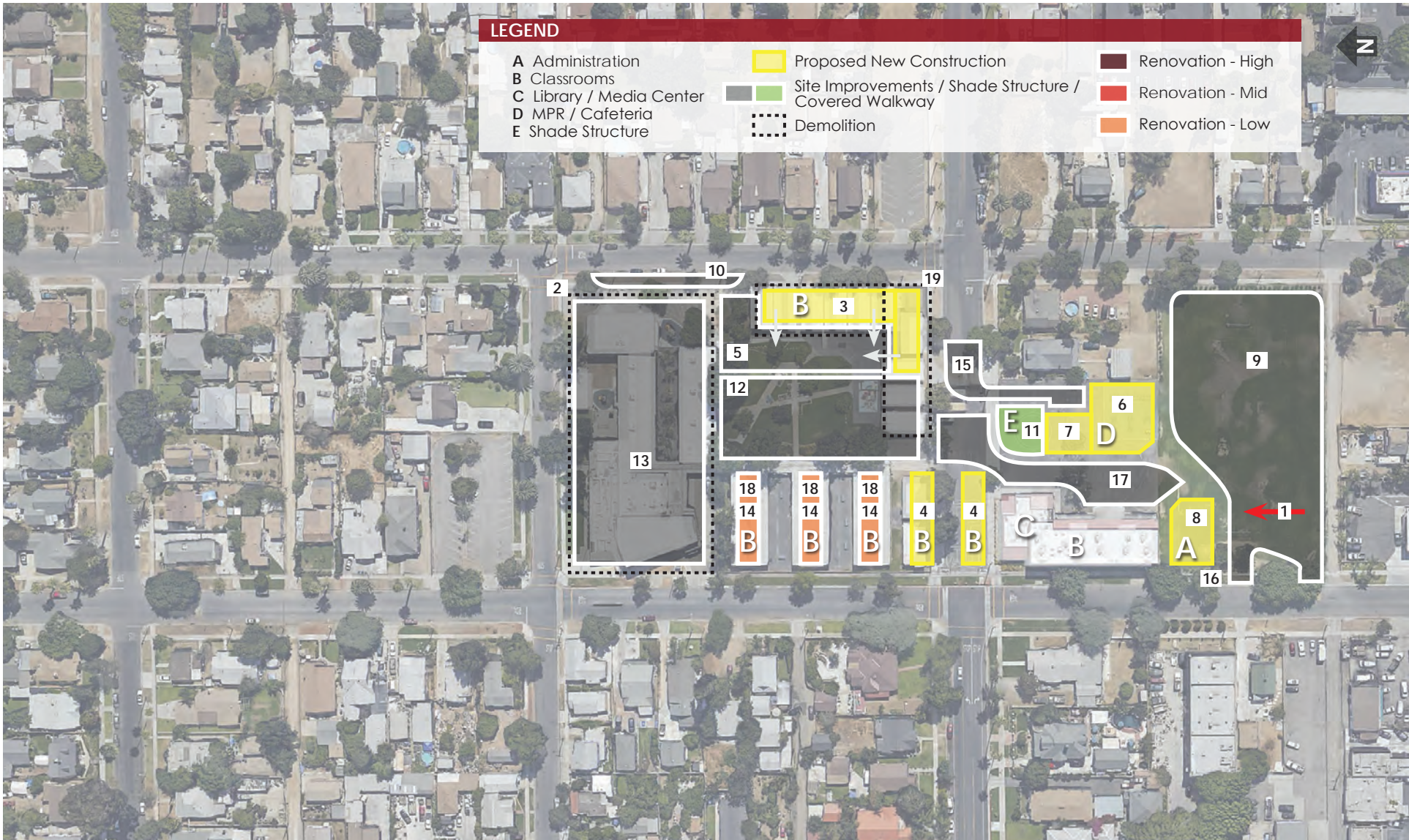
The large garden will be replaced with a meandering garden that links the parking lot with the remainder of the site and creates interaction spaces between the classrooms, MPR, and administration building.

Refer to attached Appendix for more information.



Existing Campus





**PROPOSED ACTIONS**

- |  |   |  |  |
|--|---|--|--|
| 1. (N) School Main Entrance  | 7. (N) Food Service Building                      | With Turf, Trees and Benches at Playfield  | 16. (N) Electronic Marquee   |
| 2. Demolition of Classrooms & Admin                                  | 8. (N) Administration                             | 14. Campus-wide Modernization: Complete interior renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows | 17. Landscape Renovation Throughout Campus   |
| 3. (N) Kindergarten  | 9. (N) Parking Lot and Drop-off                   | 15. (N) Service Access   | 18. (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment |
| 4. (N) Classrooms w/ Career Pathway Lab                              | 10. (N) Kinder Drop-off                           |  | 19. Portable Removal   |
| 5. (N) Kindergarten Playground Area With Direct Access to Classrooms | 11. (N) Shade Structure                           |  |  |
| 6. (N) MPR   | 12. (N) Hardcourts                                |  |  |
|  | 13. (N) Playfield and (N) Perimeter Running Track |  |  |

# Madison Elementary School



**MADISON ELEMENTARY SCHOOL**

Phone: (951) 352-8236 | Fax: (951) 328-2516  
3635 Madison Street, Riverside, CA 92504

Principal: John McCombs

Grade: K-6

Enrollment: 713

LRFMP Capacity: 750

Constructed: 1952

Colors: Blue and Gold

Mascot: Mustang

School Visioning/  
Instructional Goals: N/A

**Campus Description:**

Madison Elementary School was built in 1952. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has twenty-one portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 2006, Madison Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces two streets with one side facing the church facilities and the other side surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the southwestern part of the campus with primary access to parking from Madison Street.

**Anticipated New Additions/Renovations**

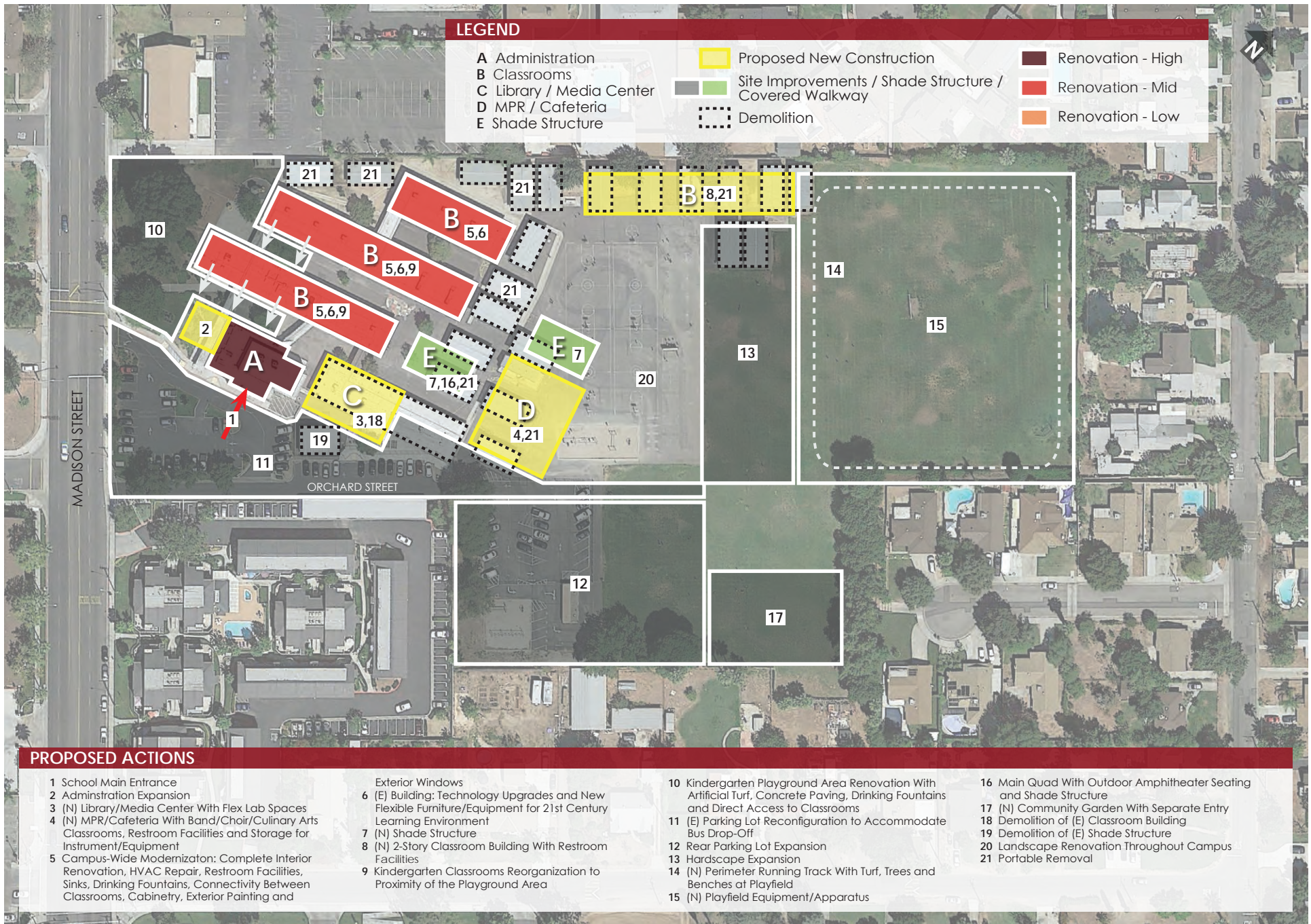
Site interviews were conducted and the followings items were identified for areas of improvement: reconfiguration of the existing parking lot to accommodate bus drop-off area, new flexible spaces for collaborative learning, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structures, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Madison Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Library/Media Center, new Multi-Purpose building, construction of a new two-story classroom building with the removal of the 50+ year-old classroom building, and security gates and fencing around the entire site. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.







**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure

- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition

- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>1 School Main Entrance</li> <li>2 Administration Expansion</li> <li>3 (N) Library/Media Center With Flex Lab Spaces</li> <li>4 (N) MPR/Cafeteria With Band/Choir/Culinary Arts Classrooms, Restroom Facilities and Storage for Instrument/Equipment</li> <li>5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and</li> </ul> | <ul style="list-style-type: none"> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>7 (N) Shade Structure</li> <li>8 (N) 2-Story Classroom Building With Restroom Facilities</li> <li>9 Kindergarten Classrooms Reorganization to Proximity of the Playground Area</li> </ul> | <ul style="list-style-type: none"> <li>10 Kindergarten Playground Area Renovation With Artificial Turf, Concrete Paving, Drinking Fountains and Direct Access to Classrooms</li> <li>11 (E) Parking Lot Reconfiguration to Accommodate Bus Drop-Off</li> <li>12 Rear Parking Lot Expansion</li> <li>13 Hardscape Expansion</li> <li>14 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield</li> <li>15 (N) Playfield Equipment/Apparatus</li> </ul> | <ul style="list-style-type: none"> <li>16 Main Quad With Outdoor Amphitheater Seating and Shade Structure</li> <li>17 (N) Community Garden With Separate Entry</li> <li>18 Demolition of (E) Classroom Building</li> <li>19 Demolition of (E) Shade Structure</li> <li>20 Landscape Renovation Throughout Campus</li> <li>21 Portable Removal</li> </ul> |
|--|--|---|--|

# Magnolia Elementary School



**MAGNOLIA ELEMENTARY SCHOOL**

Phone: (951) 788-7274 | Fax: (951) 328-2556  
3975 Maplewood Place, Riverside, CA 92506

Principal: Annette Raspudic

Grade: K-6

Enrollment: 639

LRFP Capacity: 650

Constructed: 1898

Colors: Green, White and Black

Mascot: Falcon

School Visioning/  
Instructional Goals: No Excuses University

**Campus Description:**

Magnolia Elementary School was built in 1898 and is 118 years old. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has eighteen portable buildings. The primary layout of the campus consists of single-story buildings with most classrooms having a north/south orientation. Magnolia Elementary School has an Auditorium at the front of the school that retains its original architectural features to reflect the wonderful historical heritage that the school represents.

In 2005, Magnolia Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces two streets with the other two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the northern part of the campus with primary access to parking from Maplewood Place. Administration is located off of Maplewood Place.

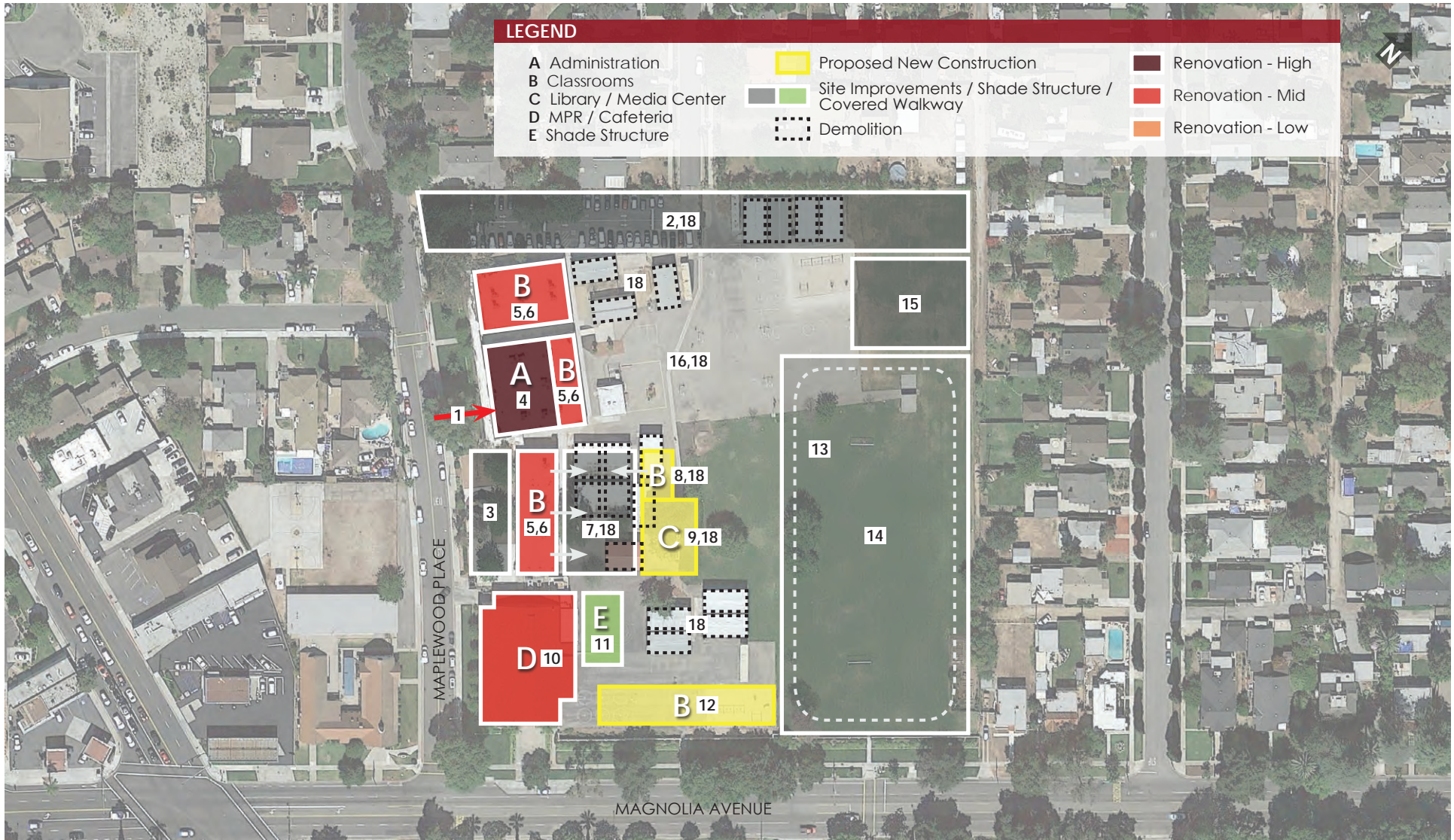
**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new bus drop-off and visitor parking lot, new flexible spaces for collaborative learning, new Band/Choir classrooms with instrument/equipment storage and restroom facilities, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structures, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Magnolia Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Library/Media Center building, a Kindergarten classroom expansion, a new Kindergarten playground with direct access to the classrooms, construction of a new two-story classroom building, and renovation of the existing Auditorium. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.





**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure

- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition

- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>1 School Main Entrance</li> <li>2 Parking Lot Expansion With Parent Drop-Off/Pick-Up Area</li> <li>3 Bus Drop-Off Area and Visitor Parking Stalls</li> <li>4 Conversion of (E) Library and Adjacent Classrooms to Accommodate More Administrative Spaces. Administration Renovation to Include a Separate Staff Lounge and Workroom.</li> <li>5 Campus-Wide Modernization: Complete Interior</li> </ul> | <ul style="list-style-type: none"> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>7 (N) Kindergarten Playground Area With Direct Access to Classrooms</li> <li>8 (N) Kindergarten Classroom Building</li> <li>9 (N) Library/Media Center With Flex Lab Spaces for Collaborative Activities</li> <li>10 Auditorium/Theater/MPR/Cafeteria Renovation and Reconfiguration to Accommodate Band/Choir/Dance Classrooms, Instrument/Equipment Storage and Restroom Facilities</li> <li>11 Shade Structure</li> <li>12 (N) 2-Story Classroom Building</li> </ul> | <ul style="list-style-type: none"> <li>13 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield</li> <li>14 (N) Playfield Equipment/Apparatus</li> <li>15 Hardscape Expansion</li> <li>16 Site Lighting Throughout Campus</li> <li>17 Landscape Renovation Throughout Campus</li> <li>18 Portable Removal</li> </ul> |
|--|--|--|

# Monroe Elementary School



**MONROE ELEMENTARY SCHOOL**

Phone: (951) 352-8241 | Fax: (951) 328-2505  
 8535 Garfield Avenue, Riverside, CA 92504

Principal: Jennie Mikels

Grade: K-6

Enrollment: 664

LRFP Capacity: 700

Constructed: 1955

Colors: Orange and Black

Mascot: Tiger

School Visioning/  
 Instructional Goals: PL Y1

**Campus Description:**

Monroe Elementary School was built in 1952. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has seven portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 1999, Monroe Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces two streets with the other two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the northeastern part of the campus with primary access to parking from Heidi Road.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new parking lot with designated bus drop-off area, new flexible spaces for collaborative learning, new Administration, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structures, new covered walkway, kindergarten playground expansion, connectivity between classrooms, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Monroe Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Administration, Multi-Purpose building, Kindergarten classroom buildings, a new Kindergarten playground that has direct access to the classrooms, and security gates and fencing around the entire site. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

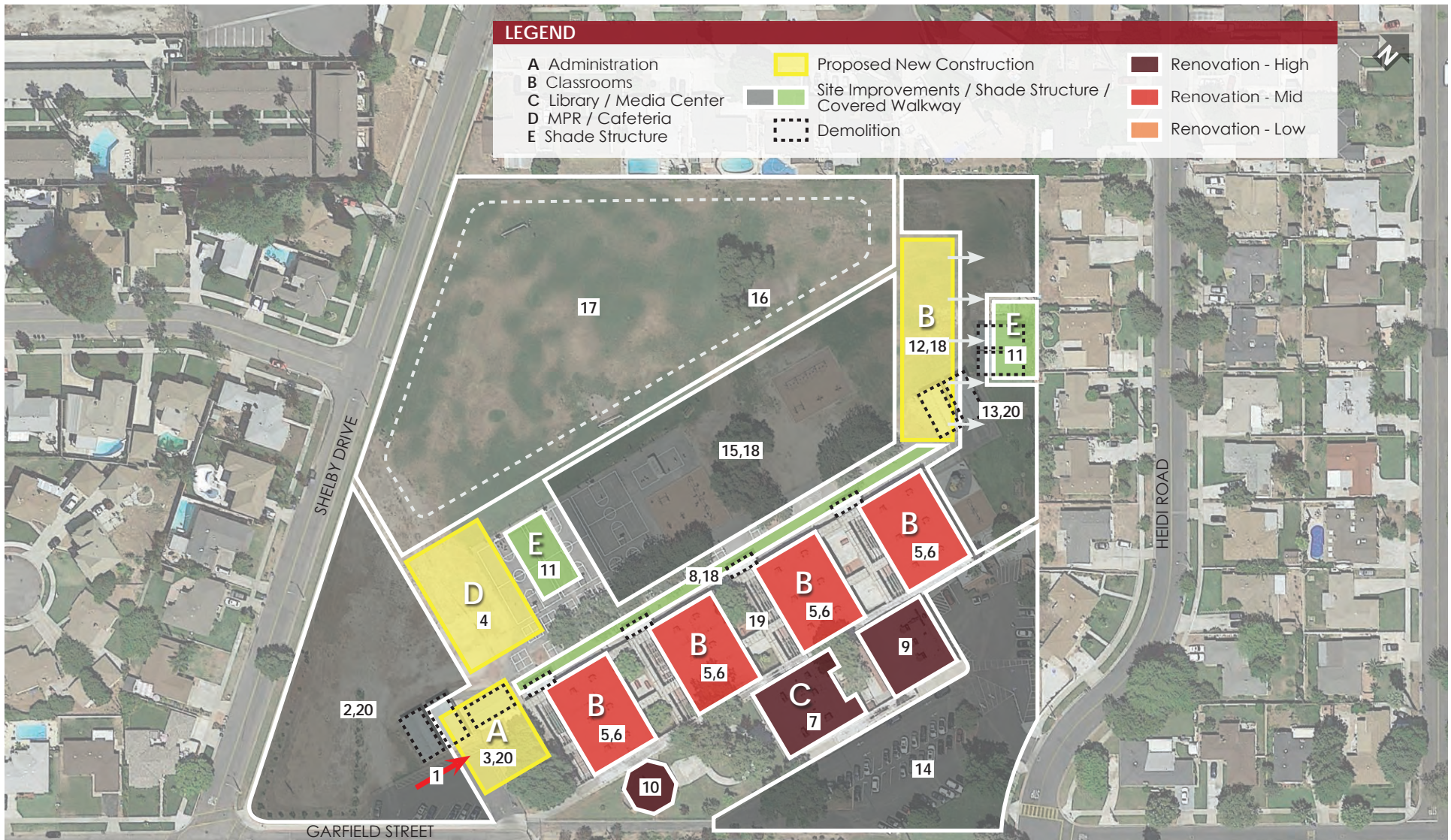
Refer to attached Appendix for more information.



Existing Campus







**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure
- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>1 (N) School Main Entrance</li> <li>2 (N) Parking Lot Expansion to Accomodate Bus Drop Off</li> <li>3 (N) Administration Building</li> <li>4 (N) MPR/Cafeteria With Band, Choir Classrooms and Instrument/Equipment Storage and Restroom Facilities</li> <li>5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities,</li> </ul> | <ul style="list-style-type: none"> <li>Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows</li> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>7 Conversion of (E) Admin to Library/Media Center</li> <li>8 (N) Covered Walkway</li> <li>9 Conversion of (E) MPR to Flex Labs and Restroom</li> </ul> | <ul style="list-style-type: none"> <li>Facilities</li> <li>10 Conversion of (E) Library to Art Classroom</li> <li>11 (N) Shade Structure</li> <li>12 (N) TK/Kindergarten Classroom Bldg With Restroom Facilities</li> <li>13 TK/Kindergarten Playground Area Expansion With Direct Access to Classrooms</li> <li>14 (E) Parking Lot Reconfiguration</li> <li>15 Hardscape Expansion</li> </ul> |
| <ul style="list-style-type: none"> <li>16 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield</li> <li>17 (N) Playfield Equipment/Apparatus</li> <li>18 Demolition of (E) Restroom Facilities</li> <li>19 Landscape Renovation Throughout Campus</li> <li>20 Portable Removal</li> </ul>  |  |  |

# Mountain View Elementary School



**MOUNTAIN VIEW ELEMENTARY SCHOOL**

Phone: (951) 788-7433 | Fax: (951) 778-5580  
 6180 Streefer Avenue, Riverside, CA 92504

Principal: Paula Allbeck  
 Grade: K-6  
 Enrollment: 786  
 LRFMP Capacity: 800  
 Constructed: 1954  
 Colors: Blue and Yellow  
 Mascot: Road Runner

School Visioning/  
 Instructional Goals: AVID, DLI

**Campus Description:**

Mountain View Elementary School was built in 1954. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has five portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 2007, Mountain View Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded. In 2010, a new Library and classroom building were constructed.

This campus faces one street with the other sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the northern part of the campus with primary access to parking from Streefer Avenue, Mountain View Avenue, and Grand Avenue.

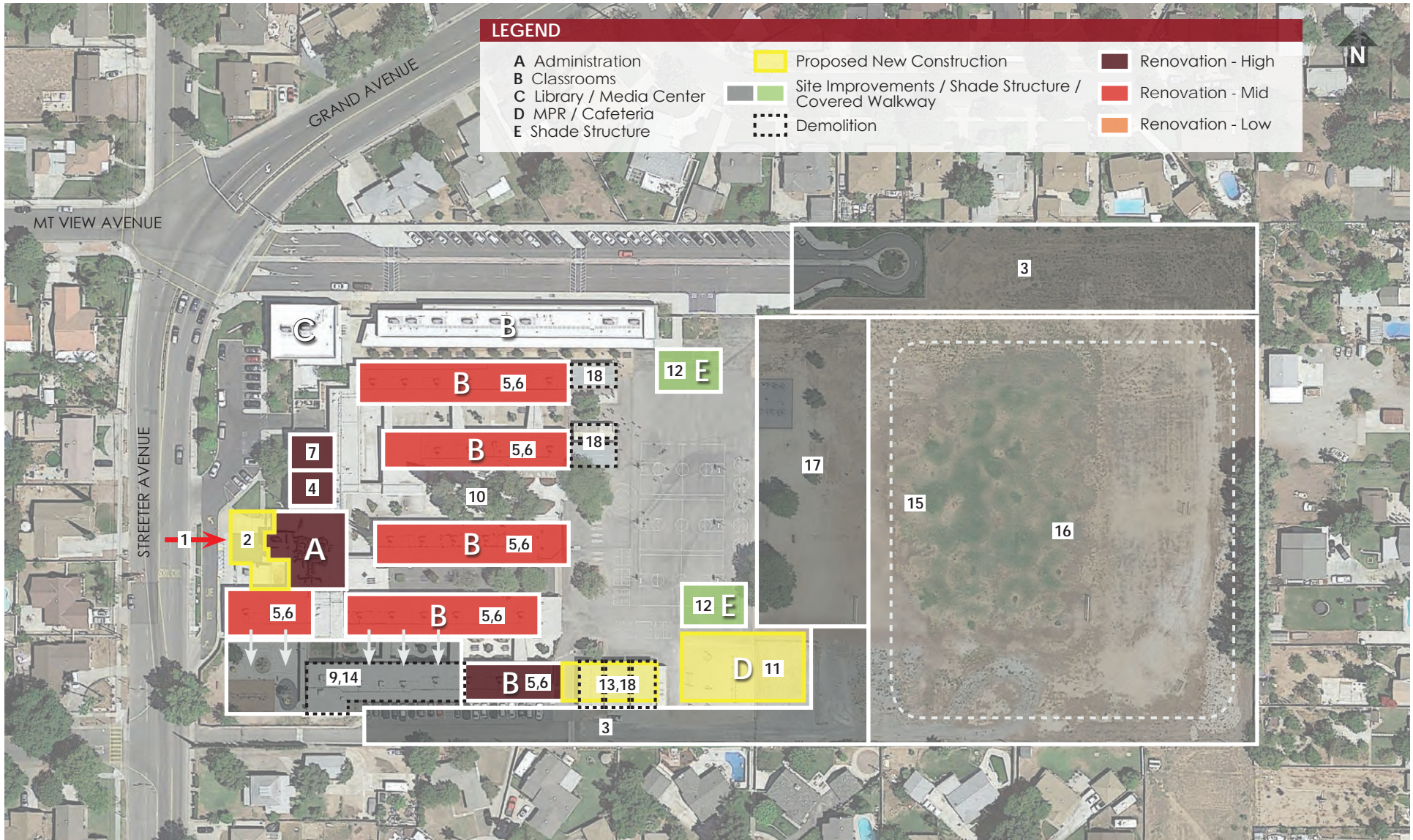
**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new visual arts facilities with office and storage, new flexible spaces for collaborative learning, new construction of classroom building with the removal of 50+ year-old classroom building, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structure for drop-off and pick-up, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Mountain View Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Multi-Purpose building with dedicated Band, Choir, and Dance classrooms and security gates and fencing around the entire site. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.





**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure

- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition

- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>1 School Main Entrance</li> <li>2 Administration Expansion</li> <li>3 (E) Parking Lot Expansion</li> <li>4 Conversion of Partial (E) MPR to Admin Spaces</li> <li>5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between</li> </ul> | <ul style="list-style-type: none"> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>7 Conversion of Partial (E) MPR to Flex Lab Spaces</li> <li>8 Outdoor Extension of Classroom</li> </ul> | <ul style="list-style-type: none"> <li>9 Demolition of (E) Classroom Building</li> <li>10 Landscape Renovation Throughout Campus</li> <li>11 (N) MPR/Cafeteria with Band/Choir/Dance Classrooms and Instrument/Equipment Storage</li> <li>12 (N) Shade Structure</li> <li>13 Classroom Expansion</li> <li>14 TK/Kindergarten Playground Area Expansion With</li> </ul> | <ul style="list-style-type: none"> <li>Direct Access to Classrooms</li> <li>15 (N) Perimeter Running Track with Turf, Trees and Benches at Playfield</li> <li>16 (N) Playfield Equipment/Apparatus</li> <li>17 Hardscape Expansion</li> <li>18 Portable Removal</li> </ul> |
|--|--|--|--|

# Pachappa Elementary School



**PACHAPPA ELEMENTARY SCHOOL**

Phone: (951) 788-7355 | Fax: (951) 328-2501  
 6200 Riverside Avenue, Riverside, CA 92506

Principal: Vivian Lee

Grade: K-6

Enrollment: 786

LRFMP Capacity: 800

Constructed: 1953

Colors: Blue and Yellow

Mascot: Tiger

School Visioning/  
 Instructional Goals: AVID

**Campus Description:**

Pachappa Elementary School was built in 1953. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has eight portable buildings. The primary layout of the buildings consists of single-story Administration, classroom, Library and Multi-Purpose buildings, and a two-story classroom building.

In 1999, Pachappa Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded. In 2008, the shade structure was constructed and in 2010, a new two-story classroom building and Library were constructed.

This campus faces two streets with two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the northern part of the campus with primary access to parking from Riverside Avenue and Sunnyside Drive. Administration is located off of Riverside Avenue.

**Anticipated New Additions/Renovations**

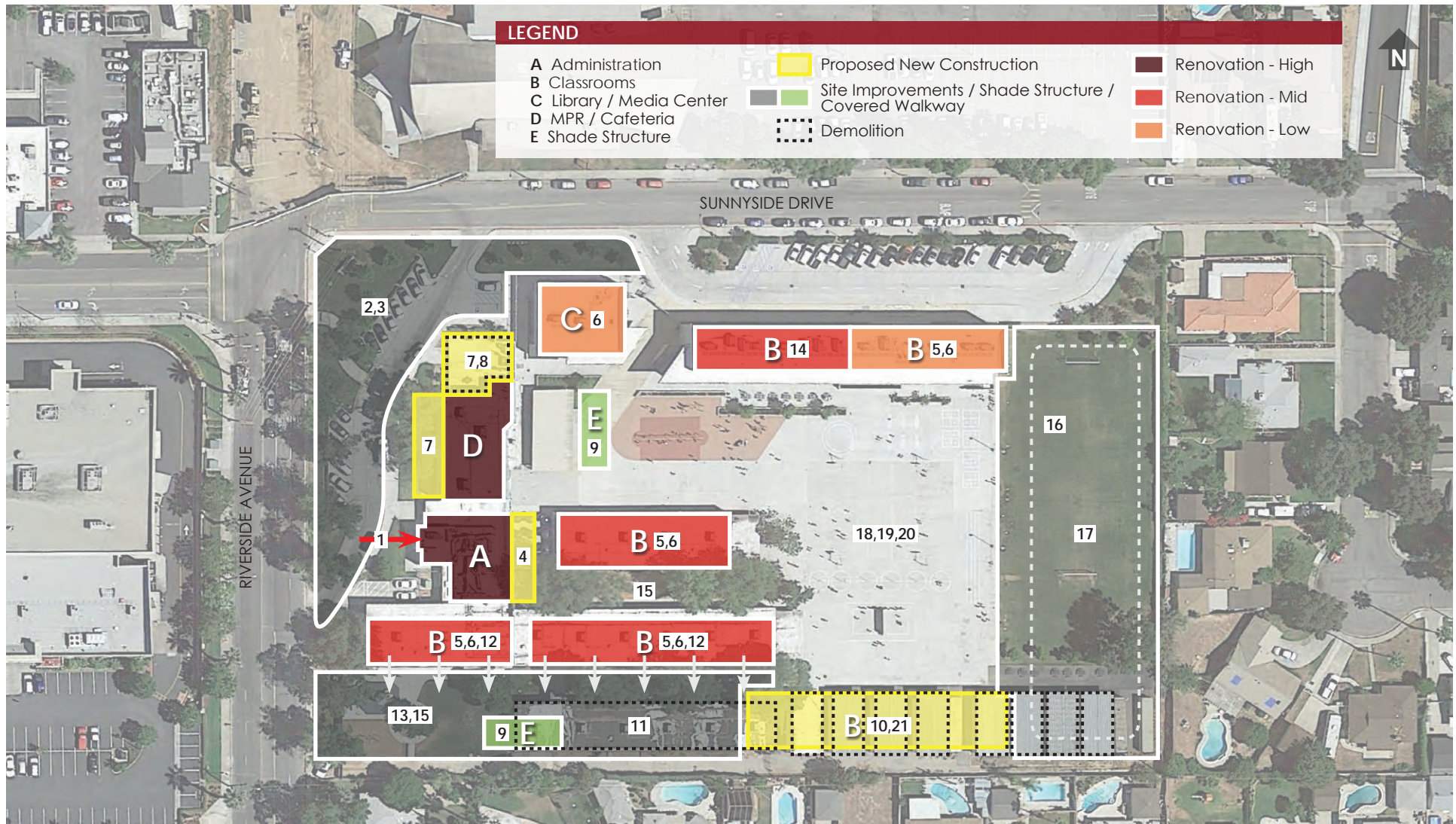
Site interviews were conducted and the following items were identified for areas of improvement: new designated bus drop-off area, new flexible spaces for collaborative learning, construction of new two-story classroom building with the removal of the 50+ year-old classroom building, modernization and expansion of the Administration and Multi-Purpose, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, new shade structure, kindergarten playground expansion, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Pachappa Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new two-story classroom building, a Kindergarten classroom renovation, a Kindergarten playground expansion with direct access to the classrooms, and a Multi-Purpose expansion. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.







**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure

- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition

- Renovation - High
- Renovation - Mid
- Renovation - Low



**PROPOSED ACTIONS**

- |  |   |  |   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>1 School Main Entrance</li> <li>2 Front Parking Lot Reconfiguration and Expansion by Reducing Landscaping Area and Adding More Parking Stalls</li> <li>3 Bus Drop-Off Area With Separate Entry and Exit From Regular Vehicles Entry and Exit</li> <li>4 Administration Expansion With Separate Staff Lounge and Workroom</li> <li>5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities,</li> </ul> | <ul style="list-style-type: none"> <li>Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows</li> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>7 MPR/Cafeteria Expansion and Renovation With Restroom Facilities, Band/Choir Classrooms and Instrument/Equipment Storage</li> <li>8 Demolition of (E) Trash Enclosure</li> </ul> | <ul style="list-style-type: none"> <li>9 (N) Shade Structure</li> <li>10 (N) 2-Story Classroom Building</li> <li>11 Demolition of (E) Classroom Building</li> <li>12 TK/Kindergarten Classrooms Renovation and Reorganization to Proximity of the Playground Area</li> <li>13 TK/Kindergarten Playground Area Expansion With Direct Access to Classrooms</li> <li>14 Special Education Classrooms Renovation to be Larger Classrooms With Equipment/Apparatus Storage</li> </ul> | <ul style="list-style-type: none"> <li>15 Site Drainage Repair</li> <li>16 (N) Perimeter Running Track With Turf, Trees and Benches at Playground</li> <li>17 (N) Playfield Equipment/Apparatus</li> <li>18 Tall Fence Replacement at School Perimeter</li> <li>19 Site Lighting Throughout Campus</li> <li>20 Landscape Renovation Throughout Campus</li> <li>21 Portable Removal</li> </ul> |
|--|---|--|---|

# Tomas Rivera Elementary School



**TOMÁS RIVERA ELEMENTARY SCHOOL**

Phone: (951) 697-5757 |  
20440 Red Poppy Lane, Riverside, CA 92508

Principal: Wilson Cuellar

Grade: K-6

Enrollment: 757

LRFMP Capacity: 750

Constructed: 1995

Colors: Teal/Black

Mascot: Coyote

School Visioning/  
Instructional Goals: GATE, ELD

**Campus Description:**

Tomás Rivera Elementary School was built in 1995. It spans across 10 acres, with a total building area of 66,140 square feet. The site currently has nineteen portable buildings. The primary layout of the buildings consists of a courtyard plan with most classrooms feeding into outdoor spaces. The latest improvements Rivera Elementary has undergone were in the 2013-2014 school year, with campus security enhancements. Fencing was added to direct visitors through the administration office before entering the campus.

This campus faces two streets with the other sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the western part of the campus with primary access to parking from Red Poppy Lane, and Coyote Bush Road.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new construction of a classroom building, replacement of portable buildings with permanent facilities, creation of music and Makerspace labs, right-sizing quantity of kindergarten classrooms to current enrollment, and energy efficient upgrades to lighting, HVAC and windows, the addition of shade structures, a running track, paint and improved fencing and landscaping.

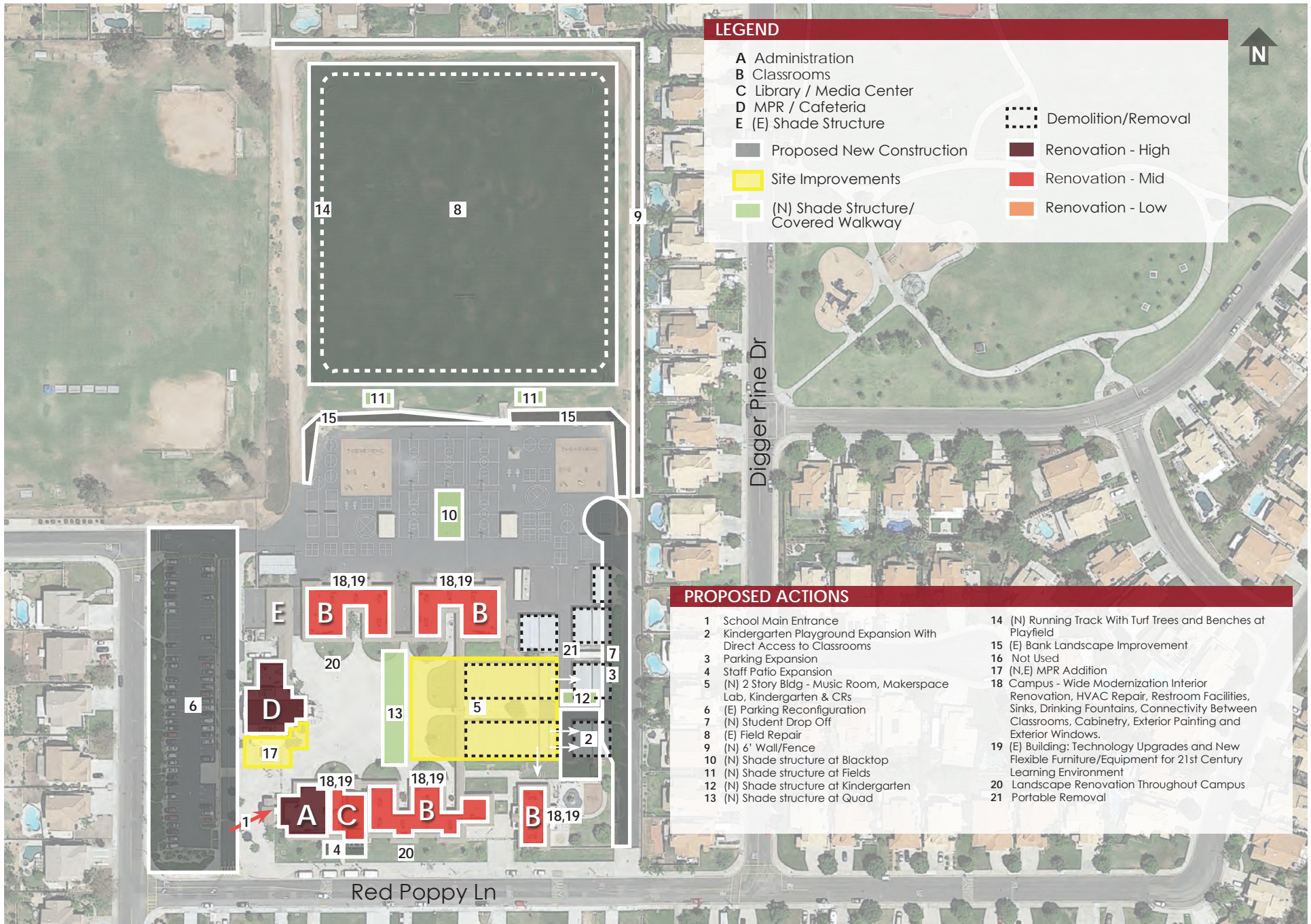
The District-Wide Facilities Master Plan anticipates that Tomás Rivera Elementary School will see expansion and renovation of the Multi-Purpose building, additional parking, new play equipment and furniture replacement that allows for flexible learning and teaching activities.

Refer to attached Appendix for more information.



Existing Campus





**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E (E) Shade Structure
- Proposed New Construction
- Site Improvements
- (N) Shade Structure/ Covered Walkway
- Demolition/Removal
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- 1 School Main Entrance
- 2 Kindergarten Playground Expansion With Direct Access to Classrooms
- 3 Parking Expansion
- 4 Staff Patio Expansion
- 5 (N) 2 Story Bldg - Music Room, Makerspace Lab, Kindergarten & CRs
- 6 (E) Parking Reconfiguration
- 7 (N) Student Drop Off
- 8 (E) Field Repair
- 9 (N) 6' Wall/Fence
- 10 (N) Shade structure at Blacktop
- 11 (N) Shade structure at Fields
- 12 (N) Shade structure at Kindergarten
- 13 (N) Shade structure at Quad
- 14 (N) Running Track With Turf Trees and Benches at Playfield
- 15 (E) Bank Landscape Improvement
- 16 Not Used
- 17 (N,E) MPR Addition
- 18 Campus - Wide Modernization Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows.
- 19 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment
- 20 Landscape Renovation Throughout Campus
- 21 Portable Removal

# Sunshine

Early Childhood Center



# Sunshine

Early Childhood Center

**SUNSHINE EARLY CHILDHOOD CENTER**

Phone: (951) 352-8488 | Fax: (951) 778-5702  
 9390 California Avenue, Riverside, CA 92503

Principal: Debora Holk

Grade: Special Programs Serving  
 Children Birth to 5 Years  
 of Age and Preschool

Enrollment: 300

LRFMP Capacity: 300

Constructed: 1947

Colors: Red, Blue and Yellow

Mascot: Sun

School Visioning/  
 Instructional Goals: Project Move, PIP, OTPT, ECAT,  
 Infant Program, SDC, ABA,  
 TEACCH, Multi-Sensory/  
 Multi-Model Strategies

**Campus Description:**

Sunshine Early Childhood Center was built in 1947. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has three portable buildings. The primary layout of the campus consists of single-story Administration and classroom buildings.

In 1999, Sunshine Early Childhood Center received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded. In 2006, the shade structure was constructed and in 2008, the parking lot was constructed.

This campus faces one street with the other three sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus with primary access to parking from California Avenue. Administration is located off of California Avenue.

Sunshine Early Childhood Center services children with all disabilities including the severely profound, Down Syndrome, cerebral palsy, Autism Spectrum Disorder, and Speech and Language Impairment. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. Sunshine Early Childhood Center also houses a Head Start/Preschool program for low-income children.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new flexible spaces for collaborative learning, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, playground renovation, new shade structure, new technology, new site security fencing and gates, and new furniture.

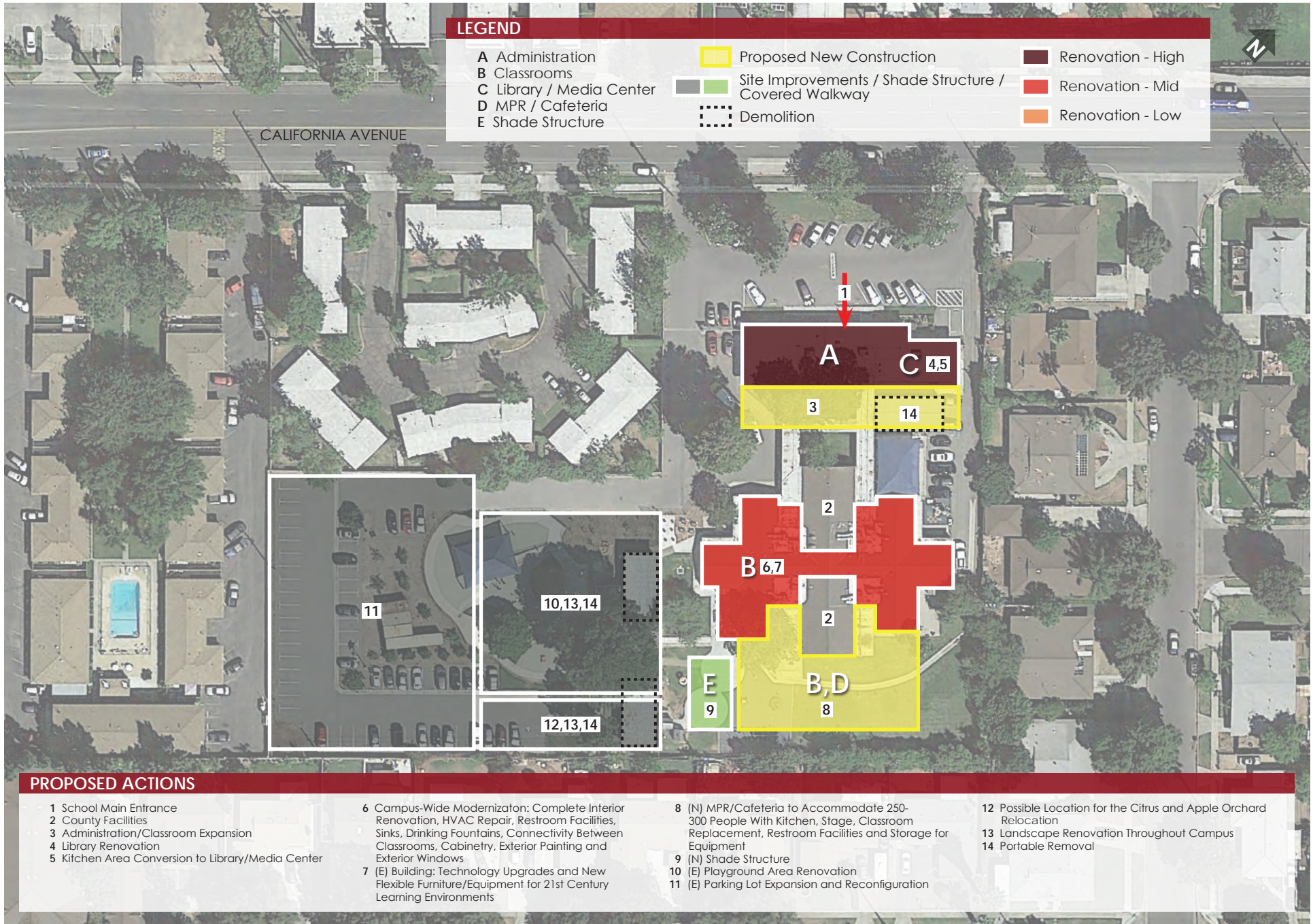
The District-Wide Facilities Master Plan anticipates that Sunshine Early Childhood Center will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Multi-Purpose building that can accommodate 250-300 people with kitchen, restroom facilities, and storage for equipment. The playground is to be renovated with rear parking lot expansion and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.



Existing Campus





# Taft Elementary School



**WILLIAM H. TAFT ELEMENTARY SCHOOL**

Phone: (951) 776-3018 | Fax: (951) 328-2921  
 959 Mission Grove Parkway North  
 Riverside, CA 92506

Principal: Rebecca Brown

Grade: K-6

Enrollment: 724

LRFMP Capacity: 750

Constructed: 1988

Colors: Royal Blue

Mascot: Tiger

School Visioning/

Instructional Goals: AVID, Read Across America

**Campus Description:**

Taft Elementary School opened its doors in September 1988. It is located on a 10 acre lot, with a total building area of 60,800. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has eight portable buildings. The primary layout of the buildings consists of classrooms located along both sides of a main walkway, with administration and facilities located on one end.

Over the years, Taft has undergone several upgrades, improvements, and replacements in order to satisfy both its growing population and evolving needs. Upgrades have been made to the school-wide emergency communication/phone system, the electrical system to accommodate technology, and to the wiring, infrastructure, and equipment to meet technology needs. Improvements for drainage have been made to eliminate standing water on sidewalks, and replacements have taken place for aging roofs and for heating, ventilation, air conditioning and control systems for energy efficiency purposes.

This campus faces one main street with the other sides enclosed by smaller streets leading to residential areas. Parking and drop-off/pick-up occurs along the east side of the campus and at the northern part of the campus with primary access to parking from New Ridge Dr.

**Anticipated New Additions/Renovations**

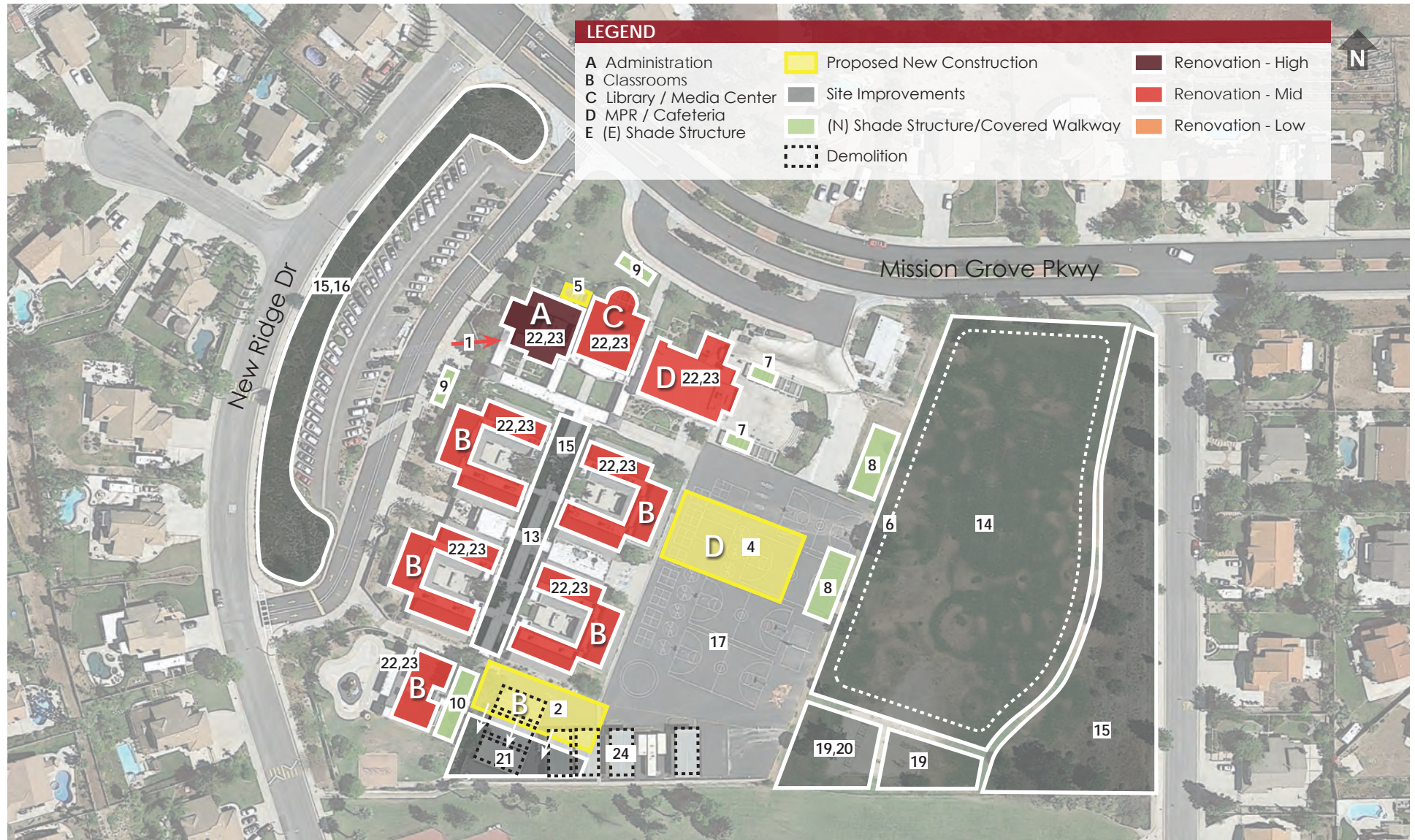
Site interviews were conducted and the following items were identified for areas of improvement: construction of 2 new classroom buildings, replacement of portable buildings with permanent facilities, creation of music and Makerspace labs, right-sizing quantity of kindergarten classrooms to current enrollment, energy efficient upgrades to lighting, HVAC, windows, the addition of shade structures and a running track.

The District-Wide Facilities Master Plan anticipates that Taft Elementary School will see expansion and renovation of the Administration building, a dedicated science lab, a small gym, new play equipment, and additional parking spaces Furniture replacement that allows for flexible learning and teaching activities is also anticipated.

Refer to attached Appendix for more information.



Existing Campus



**LEGEND**

- |                          |                                     |                   |
|--------------------------|-------------------------------------|-------------------|
| A Administration         | Proposed New Construction           | Renovation - High |
| B Classrooms             | Site Improvements                   | Renovation - Mid  |
| C Library / Media Center | (N) Shade Structure/Covered Walkway | Renovation - Low  |
| D MPR / Cafeteria        | Demolition                          |                   |
| E (E) Shade Structure    |                                     |                   |

**PROPOSED ACTIONS**

- |  |  |   |  |
|--|--|---|--|
| 1 School Main Entrance   | 7 Shade at (E) Trellis adjacent to (E) MPR | 15 Landscape Renovation Throughout Campus                             | 22 Campus Wide Modernization: Interior Renovation, HVAC, Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows. |
| 2 (N) 2 Story, 3 Kindergarten CRs, 4 Upper Grade CRs                 | 8 (N) Shade Structure adjacent to Fields   | 16 Parking Expansion  | 23 (E) Building: Technology Upgrades and New Flexible Furniture/ Equipment for 21st Century Learning Environment.  |
| 3 Not Used   | 9 (N) Shade Structure at Parking           | 17 (E) Play Courts - Resurface, Stripe, Reconfiguration               | 24 Portable Removal  |
| 4 (N) 1 Story Maker Space Lab, Music Room, Gym, Science Lab Building | 10 (N) Shade Structure at Kindergarten     | 18 Not Used   |  |
| 5 (N) Administration Addition  | 11 Not Used                                | 19 (N) Play Apparatus   |  |
| 6 (N) Running Track with Turf, Trees and Benches at Playfield        | 12 Not Used                                | 20 (N) Dedicated Lower Grade Play Apparatus Area                      |  |
|  | 13 Increase width of walkways              | 21 Kindergarten Playground Expansion with Direct Access to Classrooms |  |
|  | 14 (E) Field Repair                        |   |  |

# Mark Twain Elementary School



**MARK TWAIN ELEMENTARY SCHOOL**

Phone: (951) 789-8170 | Fax: (951) 274-4280  
19411 Krameria Ave, Riverside, CA 92508

Principal: Debra Ausman-Haskins

Grade: K-6

Enrollment: 1,052

LRFMP Capacity: 1,100

Constructed: 2006

Colors: Green/Yellow

Mascot: Bullfrog

School Visioning/  
Instructional Goals: GATE, Accelerated Reader

**Campus Description:**

Mark Twain Elementary School was built in 2006. It is located on an 11.16 acre lot, with a total building area of 68,000 square feet. The site currently has only one portable building since its recent establishment. The primary layout of the buildings consists of a finger plan with most classrooms having a north/south orientation.

This campus faces one main street and a side street with the other sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front northern part of the campus with primary access to parking from Krameria Avenue.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new construction of classroom buildings, creation of music and Makerspace Labs, right-sizing quantity of kindergarten classrooms to current enrollment, and energy efficient upgrades to lighting, HVAC and windows, new shade structures, a running track and improved fencing and landscaping.

The District-Wide Facilities Master Plan anticipates that Mark Twain Elementary School will see expansion of the Administration building, a new Music Lab and Makerspace Lab, new Kindergarten toilets, new Staff toilets, expanded parking, and new furniture that allows for flexible learning and teaching activities.

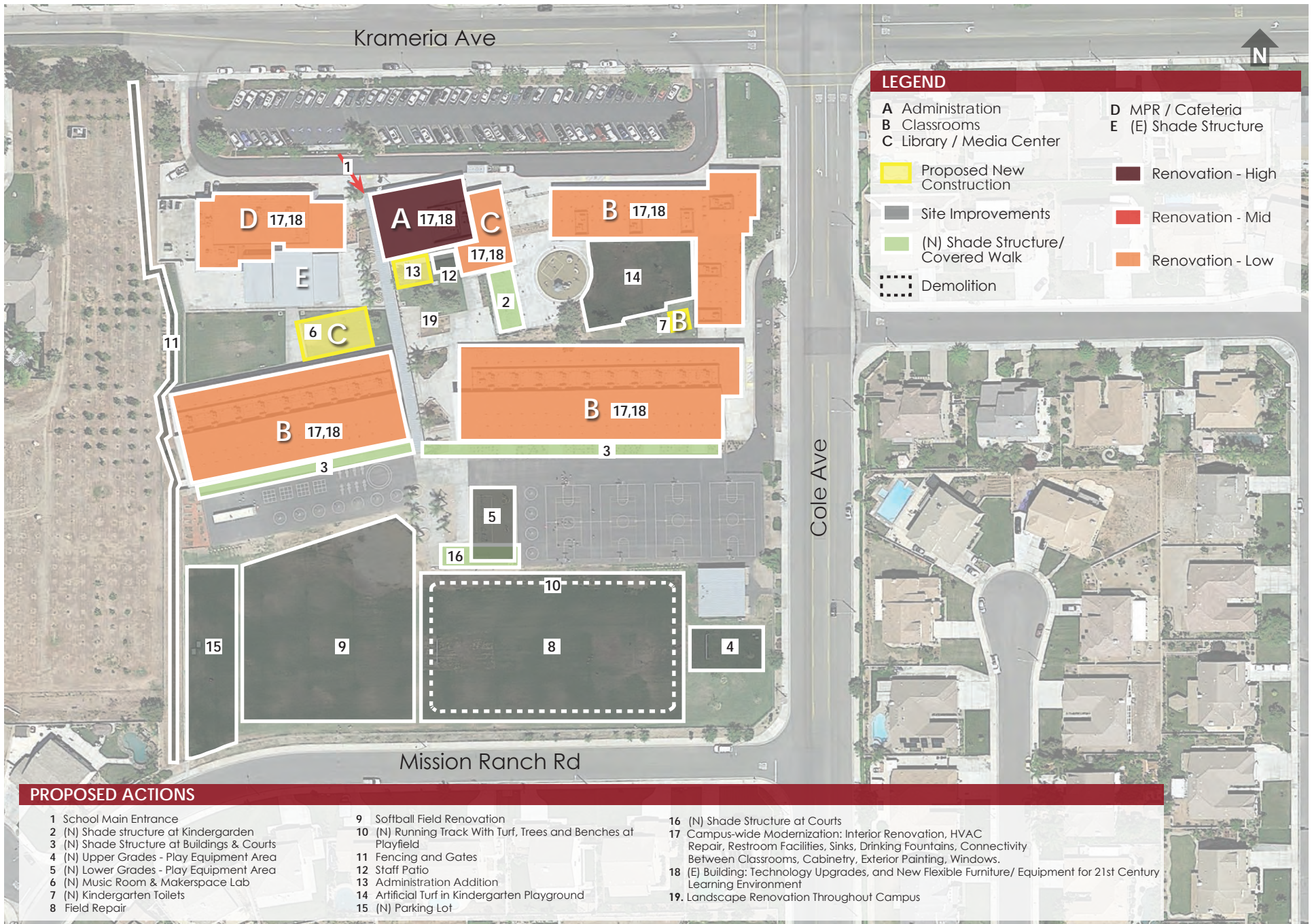
Refer to the Appendix for more information.



Existing Campus







**LEGEND**

- |                                    |                              |
|------------------------------------|------------------------------|
| <b>A</b> Administration            | <b>D</b> MPR / Cafeteria     |
| <b>B</b> Classrooms                | <b>E</b> (E) Shade Structure |
| <b>C</b> Library / Media Center    |                              |
| Proposed New Construction          | Renovation - High            |
| Site Improvements                  | Renovation - Mid             |
| (N) Shade Structure / Covered Walk | Renovation - Low             |
| Demolition                         |                              |

**PROPOSED ACTIONS**

- |   |  |   |
|---|--|---|
| 1 School Main Entrance                      | 9 Softball Field Renovation                                    | 16 (N) Shade Structure at Courts  |
| 2 (N) Shade structure at Kindergarten       | 10 (N) Running Track With Turf, Trees and Benches at Playfield | 17 Campus-wide Modernization: Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting, Windows. |
| 3 (N) Shade Structure at Buildings & Courts | 11 Fencing and Gates   | 18 (E) Building: Technology Upgrades, and New Flexible Furniture/ Equipment for 21st Century Learning Environment   |
| 4 (N) Upper Grades - Play Equipment Area    | 12 Staff Patio   | 19 Landscape Renovation Throughout Campus   |
| 5 (N) Lower Grades - Play Equipment Area    | 13 Administration Addition                                     |   |
| 6 (N) Music Room & Makerspace Lab           | 14 Artificial Turf in Kindergarten Playground                  |   |
| 7 (N) Kindergarten Toilets                  | 15 (N) Parking Lot   |   |
| 8 Field Repair                              |  |   |

# Victoria Elementary School



**VICTORIA ELEMENTARY SCHOOL**

Phone: (951) 788-7441 | Fax: (951) 274-4223  
 2910 Arlington Avenue, Riverside, CA 92506

Principal: Linda Daltrey

Grade: K-6

Enrollment: 606

LRFP Capacity: 650

Constructed: 1956

Colors: Blue and Yellow

Mascot: Eagle

School Visioning/  
 Instructional Goals: N/A

**Campus Description:**

Victoria Elementary School was built in 1956. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has ten portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 2007, Victoria Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces two streets with the other two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the eastern part of the campus with primary access to parking from Anna Street.

**Anticipated New Additions/Renovations**

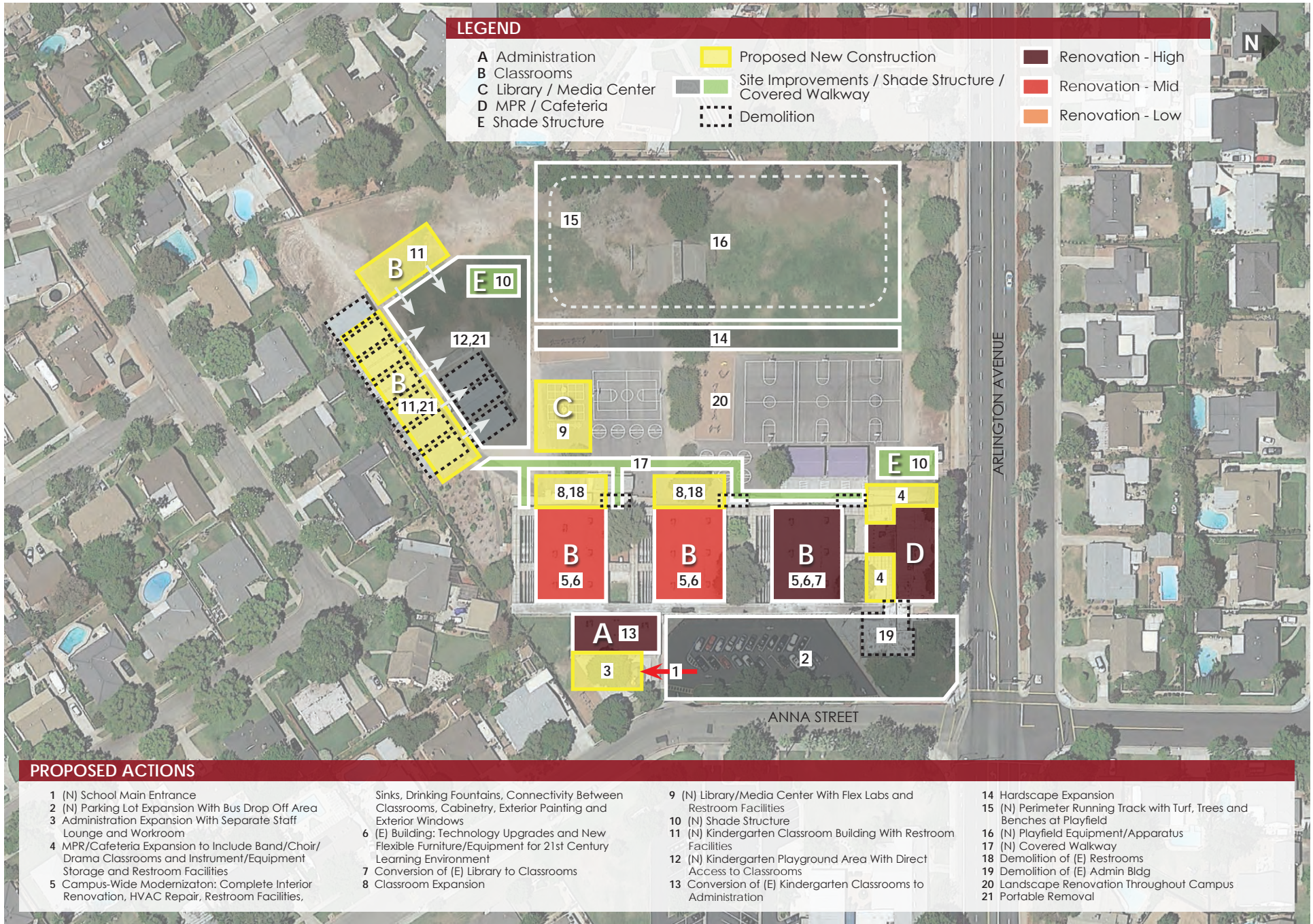
Site interviews were conducted and the followings items were identified for areas of improvement: parking lot expansion with designated bus drop-off area, new flexible spaces for collaborative learning, new Administration building with the removal of the 50+ year-old Administration building, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structures, new covered walkway, kindergarten playground expansion, connectivity between classrooms, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Victoria Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Administration building, a new Library/Media Center, a Multi-Purpose expansion, Kindergarten classroom buildings, a new Kindergarten playground that has direct access to the classrooms, and security gates and fencing around the entire site. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.



Existing Campus



**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure
- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>1 (N) School Main Entrance</li> <li>2 (N) Parking Lot Expansion With Bus Drop Off Area</li> <li>3 Administration Expansion With Separate Staff Lounge and Workroom</li> <li>4 MPR/Cafeteria Expansion to Include Band/Choir/Drama Classrooms and Instrument/Equipment Storage and Restroom Facilities</li> <li>5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities,</li> </ul> | <ul style="list-style-type: none"> <li>Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows</li> <li>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment</li> <li>7 Conversion of (E) Library to Classrooms</li> <li>8 Classroom Expansion</li> </ul> | <ul style="list-style-type: none"> <li>9 (N) Library/Media Center With Flex Labs and Restroom Facilities</li> <li>10 (N) Shade Structure</li> <li>11 (N) Kindergarten Classroom Building With Restroom Facilities</li> <li>12 (N) Kindergarten Playground Area With Direct Access to Classrooms</li> <li>13 Conversion of (E) Kindergarten Classrooms to Administration</li> <li>14 Hardscape Expansion</li> <li>15 (N) Perimeter Running Track with Turf, Trees and Benches at Playfield</li> <li>16 (N) Playfield Equipment/Apparatus</li> <li>17 (N) Covered Walkway</li> <li>18 Demolition of (E) Restrooms</li> <li>19 Demolition of (E) Admin Bldg</li> <li>20 Landscape Renovation Throughout Campus</li> <li>21 Portable Removal</li> </ul> |
|---|---|---|

# Washington Elementary School



**WASHINGTON ELEMENTARY SCHOOL**

Phone: (951) 788-7305 | Fax: (951) 328-4011  
2760 Jane Street, Riverside, CA 92506

Principal: Kiersten Frausto

Grade: K-6

Enrollment: 823

LRFP Capacity: 850

Constructed: 1963

Colors: Red, White and Blue

Mascot: Patriot

School Visioning/  
Instructional Goals: AVID, DLI

**Campus Description:**

Washington Elementary School was built in 1963. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has eighteen portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 2005, Washington Elementary received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces one street with one side facing the church facilities, one side facing the park, and the other side surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the southeastern part of the campus with primary access to parking from Jane Street.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new parking lot expansion, new flexible spaces for collaborative learning, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, parking lot expansion, playground hardscape expansion, new shade structures, kindergarten playground expansion, connectivity between classrooms, new technology, new site security fencing and gates, and new furniture.

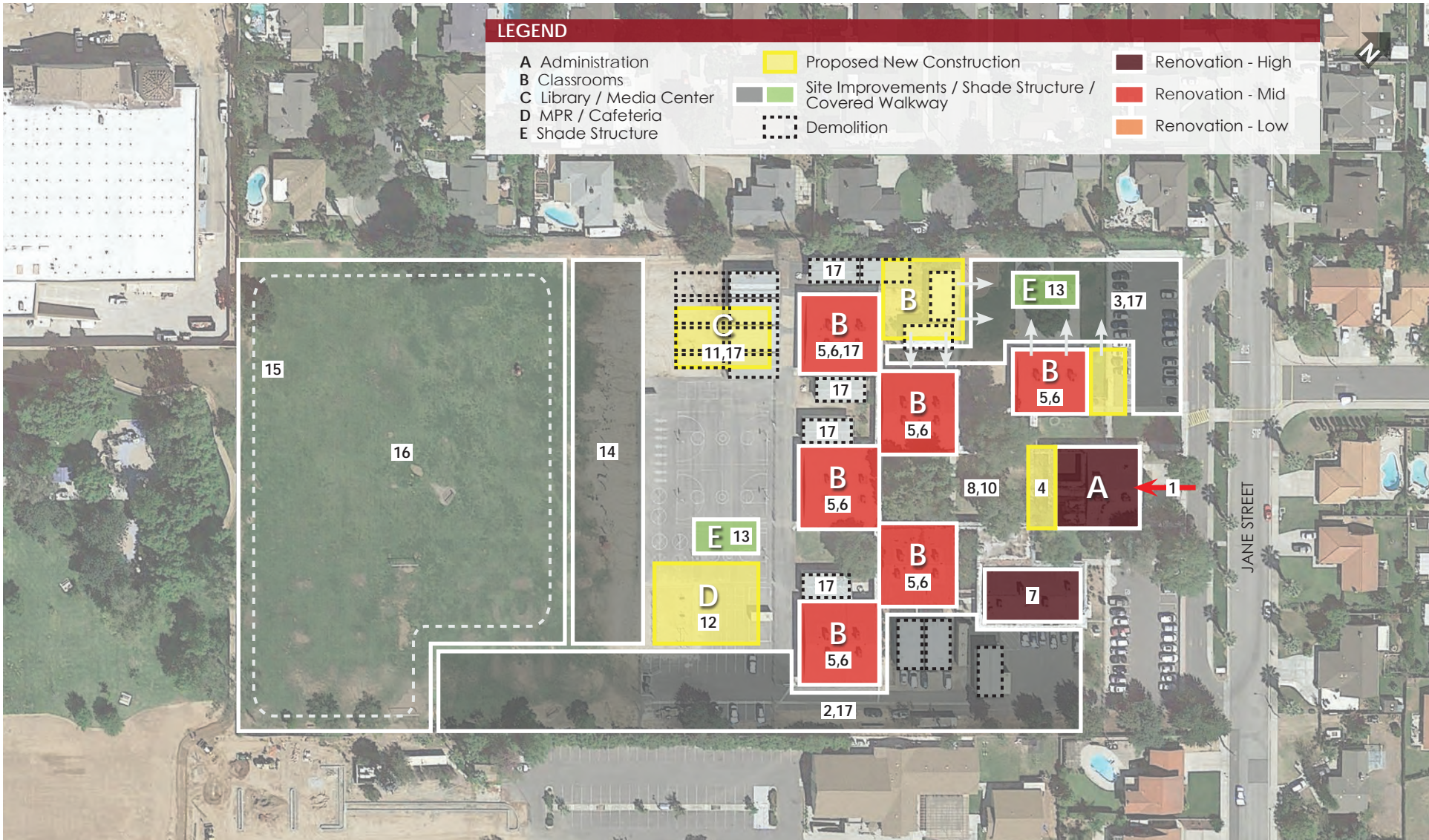
The District-Wide Facilities Master Plan anticipates that Washington Elementary School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see Administration expansion, a new Multi-Purpose building, a new Library/Media Center, a Kindergarten classroom building, a Kindergarten playground expansion that has direct access to the classrooms, and security gates and fencing around the entire site. Playgrounds and playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.



Existing Campus





**PROPOSED ACTIONS**

- |   |  |  |   |
|---|--|--|---|
| 1 School Main Entrance  | Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows  | 8 Site Drainage Repair   | 14 Hardscape Expansion  |
| 2 (E) Parking Lot Reconfiguration and Expansion for More Parking Stalls and Traffic Flow Improvements | 9 Site Lighting Throughout Campus  | 10 Landscape Renovation Throughout Campus  | 15 (N) Perimeter Running Track With Turf, Trees and Benches at Playground |
| 3 (E) Kindergarten Playground Area Expansion With Direct Access to Classrooms                         | 11 (N) Library / Media Center  | 11 (N) MPR/Cafeteria With Band, Choir Classrooms and Instrument/Equipment Storage. Include Restroom Facilities | 16 (N) Playground Equipment / Apparatus                                   |
| 4 (E) Administration Reconfiguration and Expansion  | 12 (N) MPR/Cafeteria With Band, Choir Classrooms and Instrument/Equipment Storage. Include Restroom Facilities | 13 (N) Shade Structure   | 17 Portable Removal   |
| 5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities,          | 6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment |  |   |
|   | 7 Conversion of (E) MPR to Flex Lab Spaces With Restroom Facilities  |  |   |

# Woodcrest Elementary School



**WOODCREST ELEMENTARY SCHOOL**

Phone: (951) 776-4122 | Fax: (951) 328-7080  
 16940 Krameria Ave, Riverside, CA 92504

Principal: Christy Ekman

Grade: K-6

Enrollment: 704

LRFMP Capacity: 750

Constructed: 1978

Colors: Red/White

Mascot: Colts

School Visioning/  
 Instructional Goals: Accelerated Reader,  
 After-School Intervention,  
 Extended Learning  
 Opportunities

**Campus Description:**

Woodcrest Elementary School was built in 1978 with many portable classrooms. Later, a permanent wood-frame multi-purpose room/library was added. In 2003, the portable buildings were demolished and the multi-purpose room was modernized with a new kitchen, floors, lighting and permanent stage. The school reopened with new permanent classrooms, library, and administration buildings. The classrooms are organized in pods with each grade level sharing a computer lab between four connecting classrooms. The site has 24 K-6 grade classrooms and 3 kindergarten rooms.

Additionally, upgrades have been made to the telephone system, the air conditioning system to meet energy efficiency, and wiring, infrastructure, and equipment to meet technology needs.

This campus faces one main street with the other sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the eastern part of the campus with primary access to parking from Krameria Avenue and Washington Street.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: new construction of a classroom building, creation of music and Makerspace labs, right-sizing quantity of kindergarten classrooms to current enrollment, and energy efficient upgrades to lighting, HVAC and windows, the addition of shade structures, a running track, and improved fencing, and landscaping.

The District-Wide Facilities Master Plan anticipates that Woodcrest Elementary School will see expansion of the administration and Library buildings, a new multipurpose room, and the addition of three new Kindergarten classrooms, expanded parking and drop-off areas, new furniture that allows for flexible learning and teaching activities.

Refer to the Appendix for more information.



Existing Campus

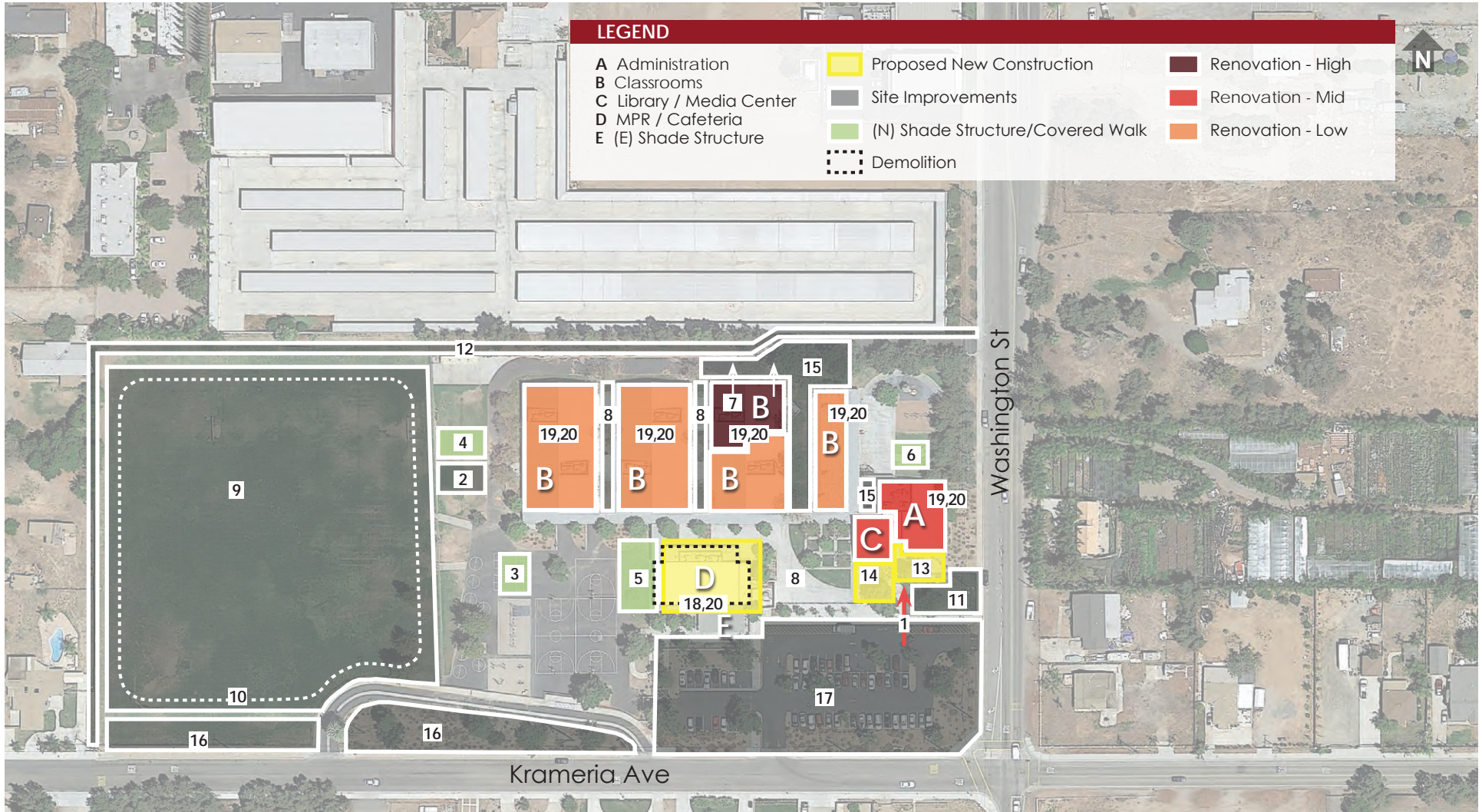


**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E (E) Shade Structure

- Proposed New Construction
- Site Improvements
- (N) Shade Structure/Covered Walk
- Demolition

- Renovation - High
- Renovation - Mid
- Renovation - Low



**PROPOSED ACTIONS**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>1 School Main Entrance</li> <li>2 (N) Dedicated Lower Grade Play Apparatus Area</li> <li>3 (N) Shade Structure at Blacktop</li> <li>4 (N) Shade Structure at Fields</li> <li>5 (N) Shade Structure at MPR</li> <li>6 (N) Shade Structure at Kindergarten</li> <li>7 (N/E) Classroom Renovations to Add 2 New Kindergarten Classrooms</li> <li>8 Landscape Renovation Throughout Campus</li> <li>9 Field Repair</li> </ul> | <ul style="list-style-type: none"> <li>10 (N) Running Track With Turf, Trees and Benches at Playfield</li> <li>11 Staff Patio</li> <li>12 (N) Wall / Fence</li> <li>13 Administration Addition</li> <li>14 Library Addition</li> <li>15 Kindergarten Playground Expansion With Direct Access to Classrooms</li> <li>16 Parking Expansion</li> <li>17 (E) Parking Lot Resurface, Stripe, and Reconfiguration</li> </ul> | <ul style="list-style-type: none"> <li>18 (N) 2 Story Bldg - MPR &amp; CRs</li> <li>19 Campus-wide Modernization: Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows.</li> <li>20 (E) Building: Technology Upgrades and New Flexible Furniture/ Equipment for 21st Century Learning Environment.</li> <li>21 Demolish (E) MPR</li> </ul> |
|--|--|--|

Central  
Middle School



**CENTRAL MIDDLE SCHOOL**

Phone: (951) 788-7282 | Fax: (951) 328-2580  
4795 Magnolia Avenue, Riverside, CA 92506

Principal: Lynn McCown

Grade: 7-8

Enrollment: 639

LRFMP Capacity: 800

Constructed: 1927

Colors: Red and White

Mascot: Cub

School Visioning/  
Instructional Goals: AVID, Magnet School of Arts  
and Innovation

**Campus Description:**

Central Middle School was built in 1927 and is one of the oldest schools in Riverside. The site currently does not have portable buildings. The primary layout of the campus consists of single-story buildings.

In 2006, a new classroom building consisting of twelve classrooms was constructed. In 2007, Central Middle School received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded. In 2010, a new Multi-Purpose building was constructed.

This campus faces four streets. Parking and drop-off/pick-up occurs at the front of the campus and at the southwestern part of the campus with primary access to parking from Ramona Drive. Administration is located off of Ramona Drive.

**Anticipated New Additions/Renovations**

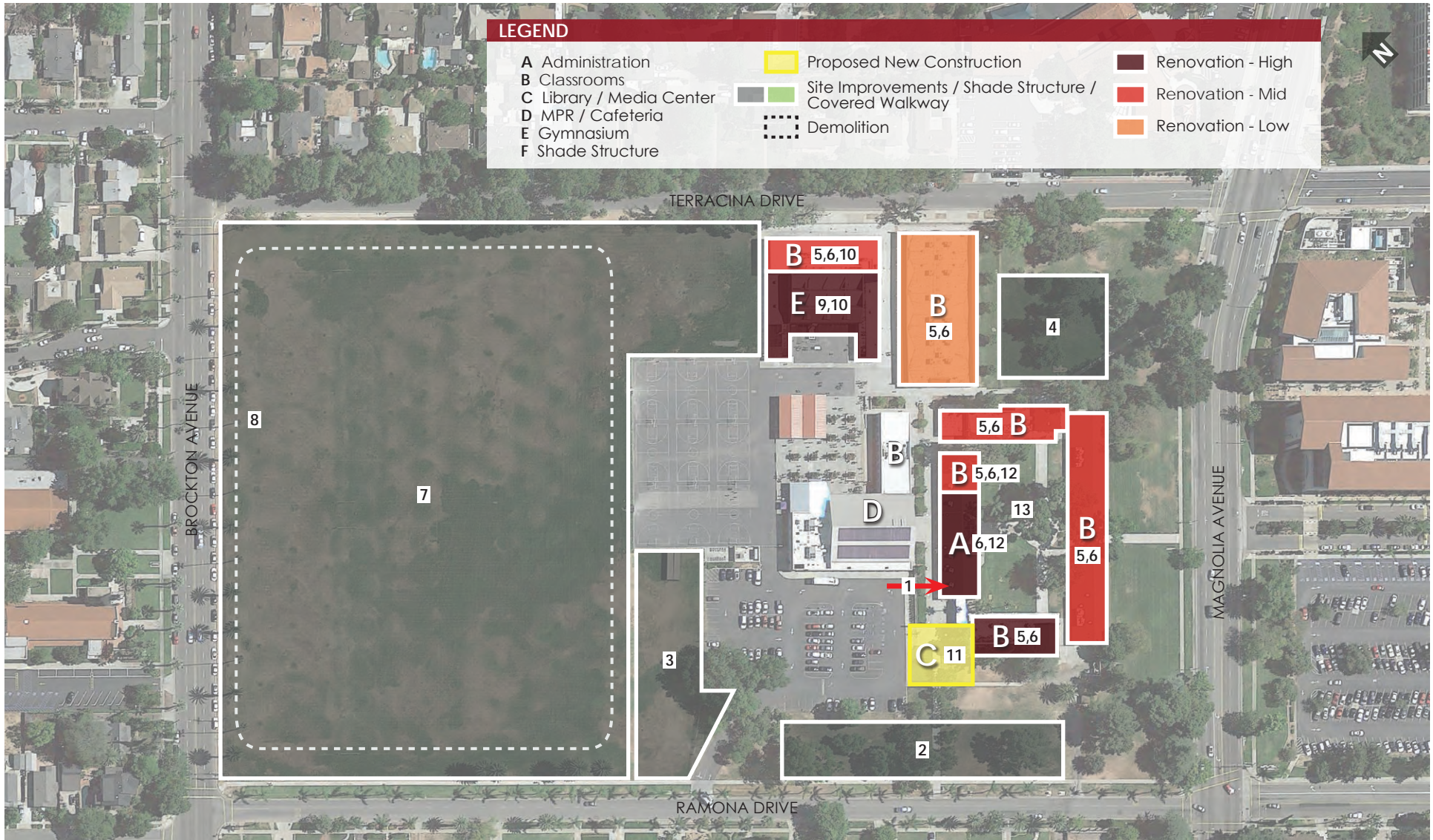
Site interviews were conducted and the following items were identified for areas of improvement: new parent drop-off area, parking lot expansion, new flexible spaces for collaborative learning, renovation of the Gymnasium facilities, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Central Middle School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Library/Media Center building, parking lot expansion with a new designated parent drop-off area at the school front, and a new exterior amphitheater platform for outdoor activities. Playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.







**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Gymnasium
- F Shade Structure
- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- 1 School Main Entrance
- 2 (N) Parent Drop-off Area
- 3 Parking Lot Expansion to Align With the Basketball Playground
- 4 (N) Exterior Amphitheater Setting With Power/ Data Infrastructure for Outdoor Activities
- 5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows
- 6 (E) Building: Technology Upgrades and new Flexible Furniture/Equipment for 21st Century Learning Environment
- 7 Playfield Renovation With New Backstops and Irrigation System
- 8 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield
- 9 Gymnasium/Locker Facilities Renovation
- 10 Roof Repair
- 11 (N) Library/Media Center With Flex Lab Spaces
- 12 Conversion of (E) Library to Accommodate More Administrative and Classroom Spaces
- 13 Landscape Renovation Throughout Campus

# Chemawa Middle School



**Chemawa Middle School**

Phone: (951) 352-8244 | Fax: (951) 328-2980  
 8830 Magnolia Avenue, Riverside, CA 92503

Principal: Raul Ayala

Grade: 7-8

Enrollment: 899

LRFMP Capacity: 900

Constructed: 1928

Colors: Blue/Orange

Mascot: Cougars

School Visioning/  
 Instructional Goals: Professional Learning  
 Community

**Campus Description:**

Chemawa is located on 20.5 acres bordering Magnolia Avenue in the southwest end of the city of Riverside. Chemawa is an Indian word which means Happy Home and it is just that to about 1000 seventh and eighth grade students. Built in 1928, Chemawa first opened as a junior high school that served three grade levels which included seventh through ninth grade. The school was redesigned as a middle school in 1973 and updated to meet new structural building requirements. Then in 2006, several buildings on campus were again refurbished and a brand new 700 wing added.

The gymnasium floor was recently refinished, however locker rooms need modernized. The classrooms and offices need windows as school was built in the era where windows were not included. Turf needs major repair as outside teams will not use. School would like an artificial turf and track.

The quad is known as the "urban" jungle. Additional seating, shade structures, and landscaping would allow this space to be used as a student gathering area.

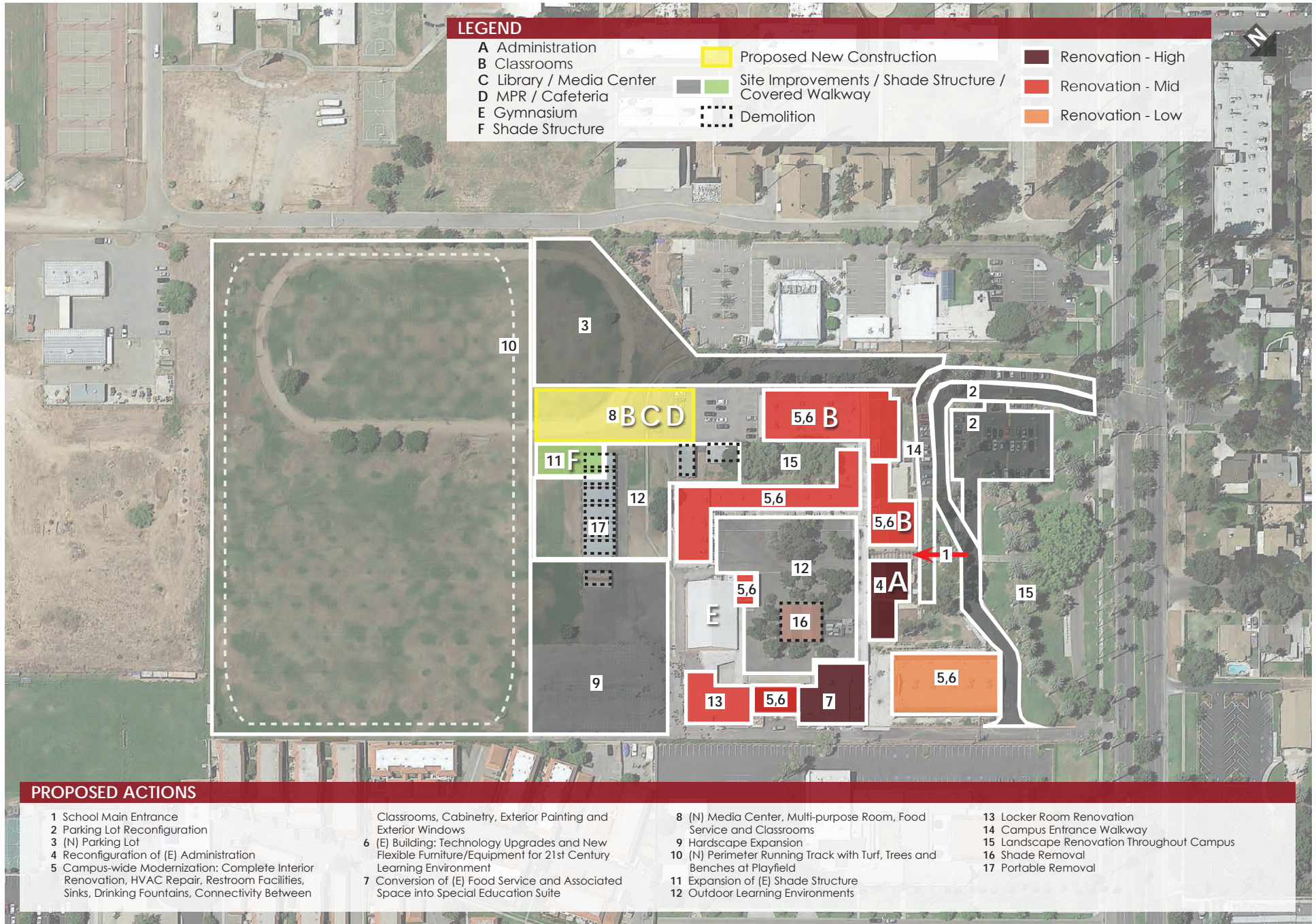
**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: classrooms need to be designed for project-based learning; school would like to be CTE focused with media arts, bio med, performing arts, and agriculture; campus serves large special education population so appropriate classrooms are needed; park-like front entrance should remain; administration building is too small and needs modernized.

The District-wide Facilities Master Plan anticipates that Chemawa Middle School will see the revitalization of the administration and flexible teaching spaces. The campus shall also see a new building that includes food service, a media center, a multi-purpose room and additional classrooms; expansion of existing lunch shelter; add outdoor learning environments; modernize locker rooms; new perimeter running track with turf, trees and benches and landscape renovation throughout the campus; modernization of all classrooms with new interior finishes; connectivity between classrooms; HVAC repair; reconfigure hard court play areas; convert existing library into new administration building; and reconfigure existing drop-off and parking lot.

Refer to attached Appendix for more information.





# Amelia Earhart Middle School



**AMELIA EARHART MIDDLE SCHOOL**

Phone: (951) 697-5700  
 20202 Aptos Street, Riverside, CA 92508

Principal: Sean Curtin

Grade: 7-8

Enrollment: 1,029

LMFMP Capacity: 1,200

Constructed: 1995

Colors: Maroon/Teal

Mascot: Hawk

School Visioning/  
 Instructional Goals: AVID, GATE, ELD, PLTW

**Campus Description:**

Amelia Earhart Middle School opened its doors in 1995 on 20 acres. Additional portable classroom buildings have been added to the site over time to accommodate the growing number of students. Currently there are fifteen portable buildings on site.

In 2007, Earhart Middle relocated and expanded their lunch shelters. Over the years, upgrades have been made to the wiring, infrastructure, and equipment to meet technology needs, as well as to the school-wide emergency communication/phone system. The school has also added lockers and increased classroom spaces to accommodate increased student enrollment.

This campus faces two streets with the other sides surrounded by residential properties and Rivera Elementary School. Parking and drop-off/pick-up occurs at the front of the campus and along the west side of the campus with primary access to parking from Aptos St. and Gumtree Ln.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: replacement of portable buildings with permanent facilities, expansion of PE locker rooms, gymnasium renovations, creation of Makerspace Labs, expansion/construction/upgrading of science labs, energy efficient upgrades to lighting, HVAC and windows, new shade structures, a running track, paint, and improved fencing and landscaping.

The District-Wide Facilities Master Plan also anticipates that Earhart Middle School will make site improvements to: improve landscaping, fencing, and painting; enhance site security (single point of entry); playfields including drainage and new irrigation technologies; the development of a fitness course; and additional parking.

The plan also anticipates more flexible furniture to support group projects, and more individualized instruction, and a seamless access to technology, such as computers and/or handheld devices.

Creation of a Career Pathway Lab, Gym/MPR Improvement, Science Lab Improvement, Expansion of PE Locker Rooms energy efficient upgrades to lighting, HVAC and windows, new paint, fencing and landscape improvements, running track, field improvements, shade structures, and increase parking and drop off area. Also planned is furniture replacement that allows for flexible learning and teaching activities. A new Engineering / Technology Lab, a new Robotics Lab, a New 2 Story classroom building to replace portable classrooms and Science Lab renovation.

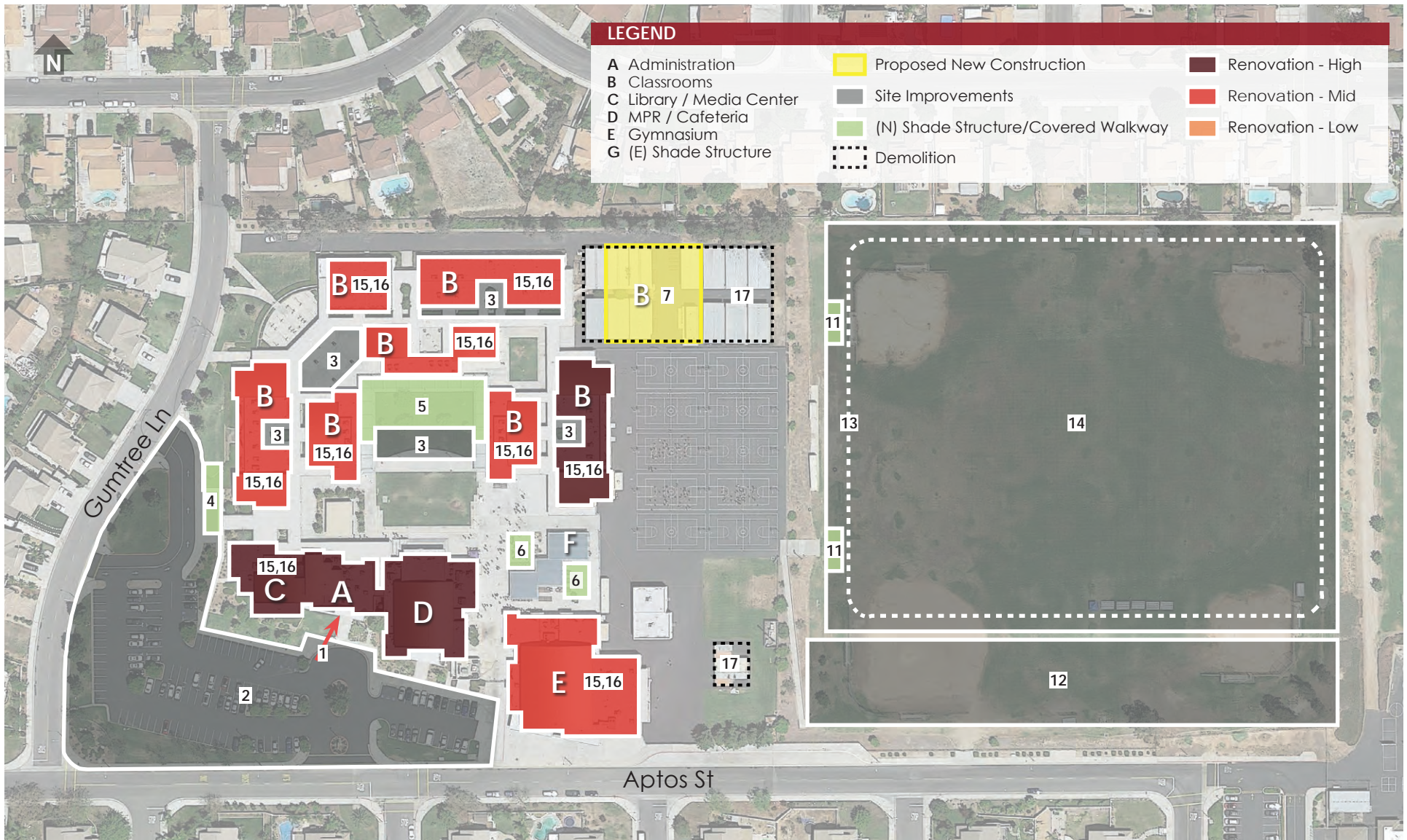
Refer to attached Appendix for more information.



Existing Campus







**LEGEND**

A Administration	Proposed New Construction	Renovation - High
B Classrooms	Site Improvements	Renovation - Mid
C Library / Media Center	(N) Shade Structure/Covered Walkway	Renovation - Low
D MPR / Cafeteria	Demolition	
E Gymnasium		
G (E) Shade Structure		

**PROPOSED ACTIONS**

- |  |  |  |                       |
|--|--|--|-----------------------|
| 1 School Main Entrance                   | 8 Not Used   | 14 Field Repair  | Learning Environment. |
| 2 (E) Parking Renovation                 | 9 Not Used   | 15 Campus Wide Modernization: Interior Renovation, HVAC, Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows. | 17. Portable Removal  |
| 3 Landscape Renovation Throughout Campus | 10 Not Used  | 16 (E) Building: Technology Upgrades and New Flexible Furniture/ Equipment for 21st Century  |                       |
| 4 (N) Shade Structure at Student Waiting | 11 (N) Shade Structures at Fields                              |  |                       |
| 5 (N) Shade Structure at Quad            | 12 (N) Parking Lot   |  |                       |
| 6 (N) Shade Structure at Cafeteria       | 13 (N) Running Track with Turf, Trees and Benches at Playfield |  |                       |
| 7 (N) CR Building                        |  |  |                       |

# Matthew Gage Middle School



**MATTHEW GAGE MIDDLE SCHOOL**

Phone: (951) 788-7282 | Fax: (951) 328-2580  
 4795 Magnolia Avenue, Riverside, CA 92506

Principal: Gary Reller  
 Grade: 7-8  
 Enrollment: 855  
 LRFMP Capacity: 900  
 Constructed: 1963  
 Colors: Green and White  
 Mascot: Gator

School Visioning/  
 Instructional Goals: AVID, GATE, PL Y2, CTE Pathway  
 (Woodshop)

**Campus Description:**

Gage Middle School was built in 1963. The site currently does not have portable buildings. The primary layout of the campus consists of single-story buildings.

In 2004, Gage Middle School received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces three streets with the other side surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the northern part of the campus with primary access to parking from Lincoln Avenue. Administration is located off of Lincoln Avenue.

In October 2015, Gage Middle School participated in the AAF Gates Foundation, Design for Learning" Challenge.

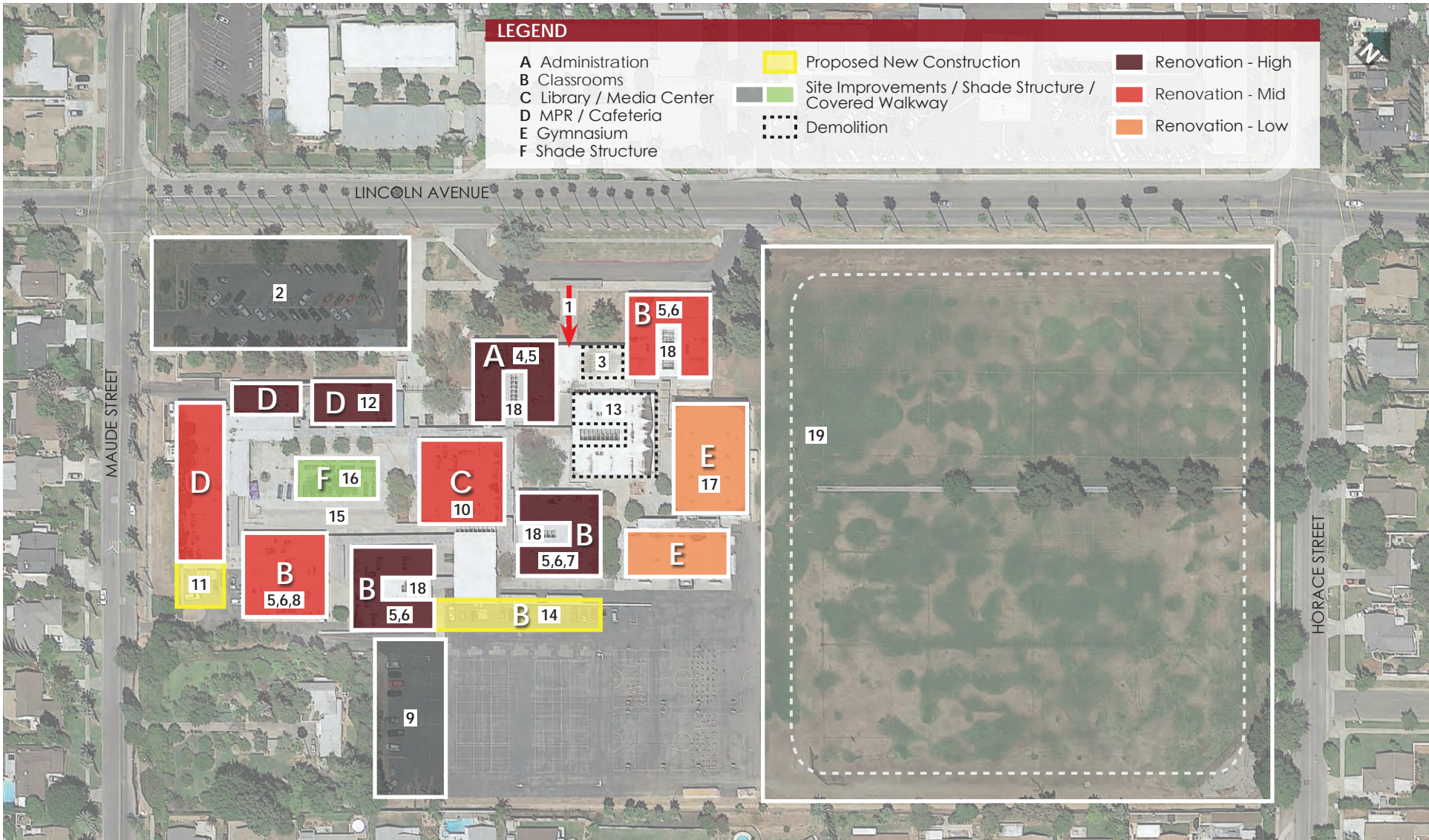
**Anticipated New Additions/Renovations**

Site interviews were conducted and the following items were identified for areas of improvement: parking lot renovation, new flexible spaces for collaborative learning, new windows and/or skylights to existing buildings, new Band/Choir classrooms with instrument/equipment storage and restroom facilities, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Gage Middle School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see the Administration expansion with a new school entrance location, parking lot expansion with a new designated parent drop-off area at the school front, new shade structure, and new classroom expansion. Playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.





**PROPOSED ACTIONS**

- |  |  |   |  |
|--|--|---|--|
| <p>1 (N) School Main Entrance</p> <p>2 (E) Parking Lot Renovation. Poor Ingress and Egress</p> <p>3 Demolition of (E) Bike Rack Space</p> <p>4 Conversion of (E) Classroom Space to Administration Space</p> <p>5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between</p> | <p>6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment For 21st Century Learning Environment</p> <p>7 Science Labs Renovation</p> <p>8 (N) Dust Collection System/Equipment to (E) Woodshop Classroom</p> | <p>9 Staff Parking Expansion With Fence Enclosure</p> <p>10 Library/Media Center Renovation With Flex Lab Spaces</p> <p>11 MPR/Cafeteria Expansion With Band, Choir Classrooms and Instrument/Equipment Storage</p> <p>12 Conversion of (E) Administration to Visual Performing Arts Space</p> <p>13 Demolition of (E) Classroom Building</p> | <p>14 Classroom Expansion</p> <p>15 Landscape Renovation Throughout Campus</p> <p>16 (N) Shade Structure</p> <p>17 (N) Bleachers at (E) Gymnasium</p> <p>18 (N) Benches/ Seat Walls With Raised Planters</p> <p>19 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield</p> |
|--|--|---|--|

FAMMS



**FRANK AUGUSTUS MILLER MIDDLE SCHOOL**

Phone: (951) 789-8181 | Fax: (951) 328-2912  
17925 Krameria Ave, Riverside, CA 92504

Principal: Cheryl Simmons

Grade: 7-8

Enrollment: 1,072

LRFP: 1,200

Constructed: 2009

Colors: Turquoise/Yellow

Mascot: Macaw

School Visioning/  
Instructional Goals: AVID, media arts, dance

**Campus Description:**

Frank Augustus Miller School (FAMMS) was built in 2009. It is located on a 22 acre lot, with a total building area of 128,900 square feet. The primary layout of the buildings consists of a double finger plan configuration with most classrooms having a north/south orientation.

FAMMS had a classroom wing addition completed in 2013 of a total 10,500 square feet.

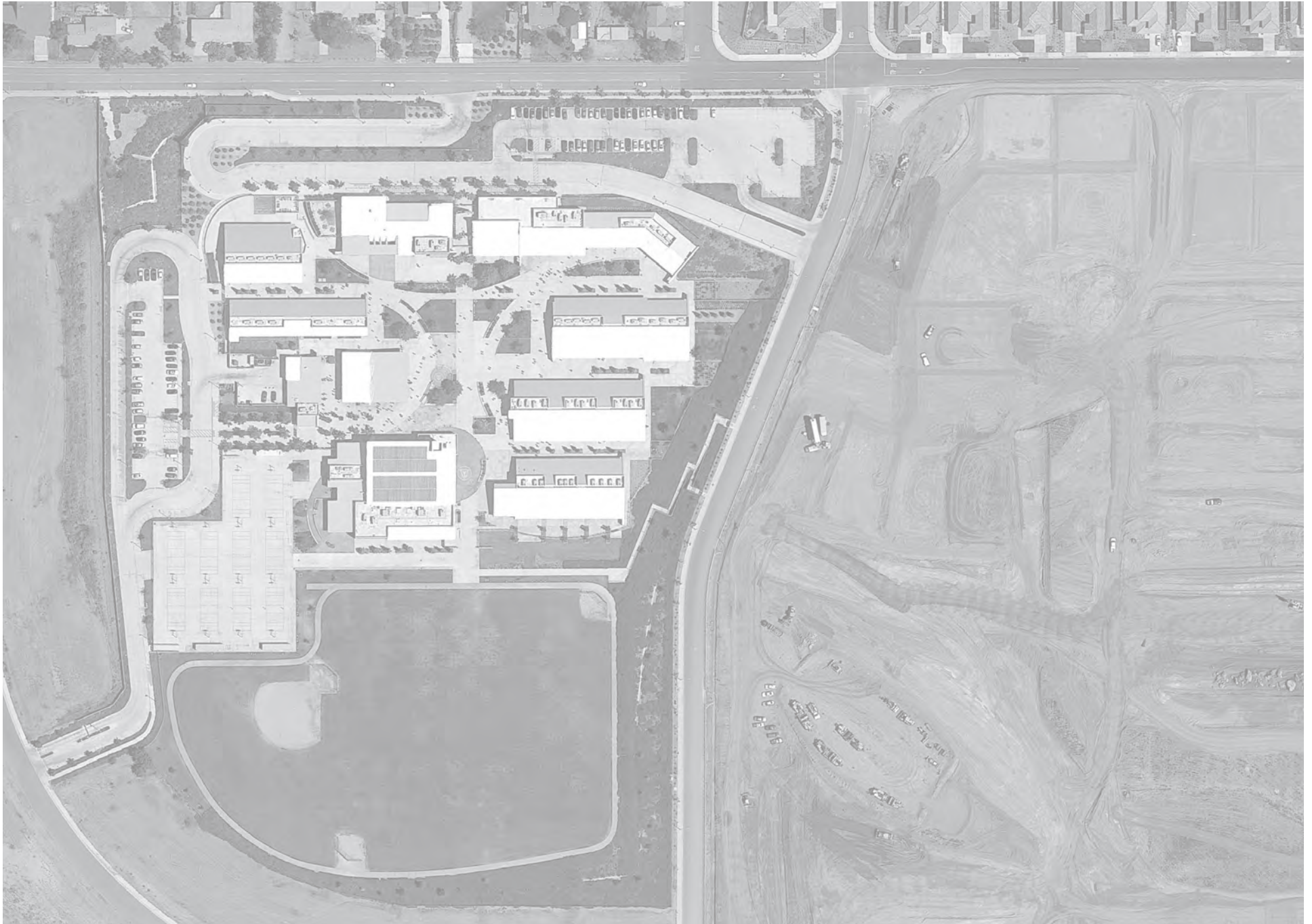
This campus fronts on two streets surrounded by residential properties and vacant land. Parking and drop-off/pick-up occurs at the front of the campus and at the western part of the campus with primary access to parking from Krameria Avenue and Roosevelt Street.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the following items were identified for areas of improvement: Creation of a Career Pathway Lab, Gym/MPR Improvement, Science Lab Improvement, Expansion of PE Locker Rooms, Energy Efficient upgrades to lighting, HVAC and windows, new paint, fencing and landscaping improvements, field improvements, and new shade structures. Also planned are furniture replacement that allows for flexible learning and teaching activities and greater durability.

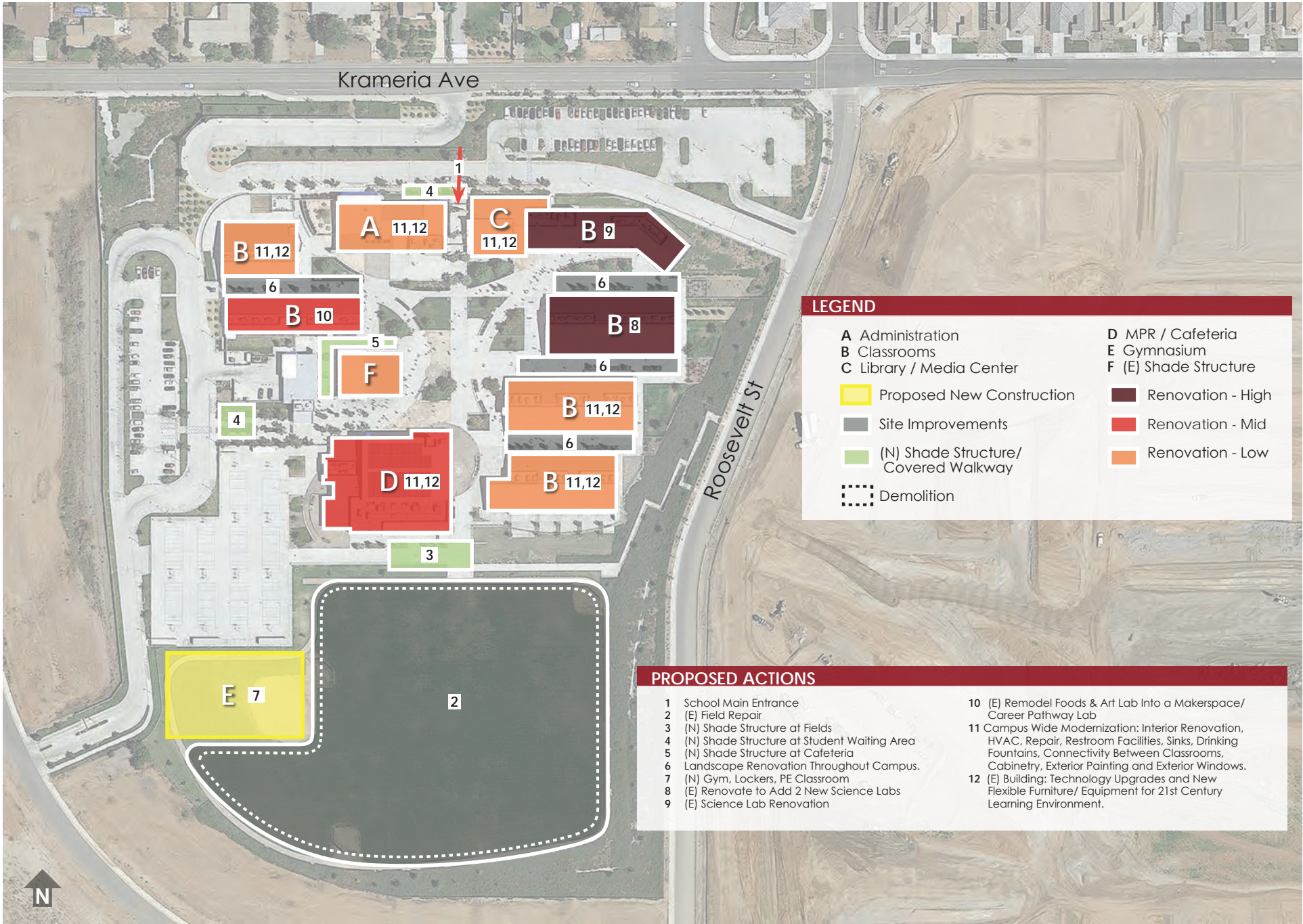
The District-Wide Facilities Master Plan anticipates that additional improvements include: A new dedicated Gym/PE building with larger locker rooms, storage, additional staff toilets, and new science labs added in the (E) 300 wing.

Refer to the Appendix for more information.



Existing Campus





**LEGEND**

<b>A</b> Administration	<b>D</b> MPR / Cafeteria
<b>B</b> Classrooms	<b>E</b> Gymnasium
<b>C</b> Library / Media Center	<b>F (E)</b> Shade Structure
Proposed New Construction	Renovation - High
Site Improvements	Renovation - Mid
(N) Shade Structure/ Covered Walkway	Renovation - Low
Demolition	

**PROPOSED ACTIONS**

1 School Main Entrance	10 (E) Remodel Foods & Art Lab into a Makerspace/ Career Pathway Lab
2 (E) Field Repair	11 Campus Wide Modernization: Interior Renovation, HVAC, Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows.
3 (N) Shade Structure at Fields	12 (E) Building: Technology Upgrades and New Flexible Furniture/ Equipment for 21st Century Learning Environment.
4 (N) Shade Structure at Student Waiting Area	
5 (N) Shade Structure at Cafeteria	
6 Landscape Renovation Throughout Campus.	
7 (N) Gym, Lockers, PE Classroom	
8 (E) Renovate to Add 2 New Science Labs	
9 (E) Science Lab Renovation	

# Sierra Middle School



**SIERRA MIDDLE SCHOOL**

Phone: (951) 788-7501 | Fax: (951) 328-2552  
 4950 Central Avenue, Riverside, CA 92504

Principal: Steven Ybarra

Grade: K-6

Enrollment: 833

LRFMP Capacity: 900

Constructed: 1957

Colors: Green and White

Mascot: Eagle

School Visioning/  
 Instructional Goals: AVID, GATE, PL Y2, CTE Pathway  
 (Health and Bioscience)

**Campus Description:**

Sierra Middle School was built in 1957. The site currently does not have portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 2007, Sierra Middle School received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

This campus faces two streets with the other two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the southern part of the campus with primary access to parking from Central Avenue. Administration is located off of Central Avenue.

In October 2015, Sierra Middle School participated in the AAF Gates Foundation, Design for Learning" Challenge.

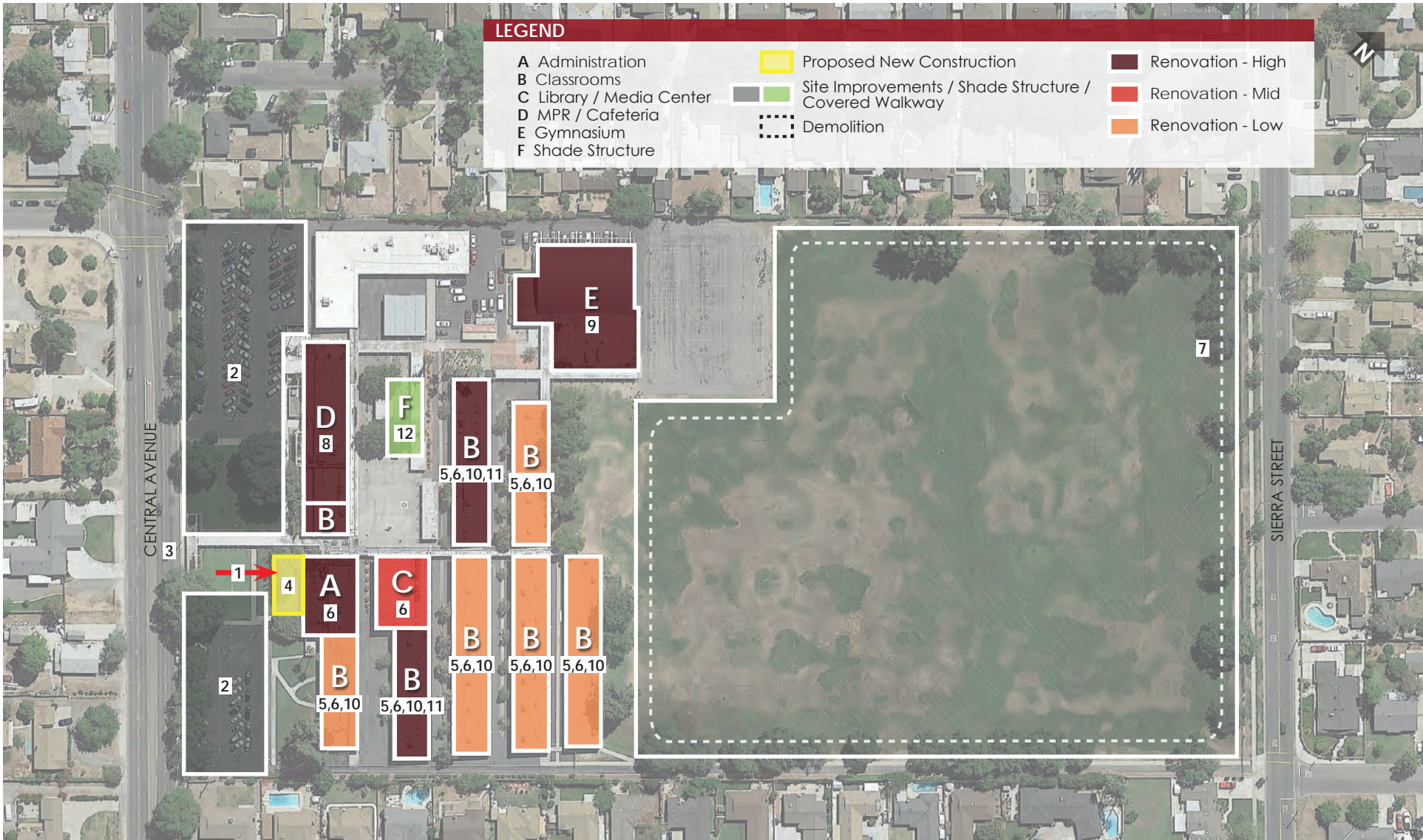
**Anticipated New Additions/Renovations**

Site interviews were conducted and the following items were identified for areas of improvement: parking lot expansion, new flexible spaces for collaborative learning, science lab renovation, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Sierra Middle School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see the Administration expansion, science lab renovation, parking lot expansion with a new designated parent drop-off area at the school front, and new shade structure. Playfields are to be revitalized with perimeter running track with turf, trees, and benches, and landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.





**PROPOSED ACTIONS**

- 1 School Main Entrance
- 2 Parking Lot Expansion
- 3 Incorporate Fencing in the Middle of Central Avenue to Help With Traffic Flow Control
- 4 Administration Expansion
- 5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows
- 6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment
- 7 (N) Perimeter Running Track With Turf, Trees and Benches at Playfield
- 8 (E)MPR Footprint Increase by Converting the Existing Band Classroom to MPR Spaces. Provide Stage With Steps for Performances
- 9 (E) Gymnasium/Locker Facilities Renovation/ Reconfiguration With Possible Addition
- 10 (E) Exterior Windows to be Preserved for Natural Daylighting
- 11 Science Lab Renovation
- 12 (N) Shade Structure

# University Heights Middle School



**UNIVERSITY HEIGHTS MIDDLE SCHOOL**

Phone: (951) 788 - 7311 | Fax: 951-328-2566  
1155 Massachusetts Ave, Riverside, CA 92507

Principal: Coleman Kells

Grade: 7-8

Enrollment: 779

LRFMP Capacity: 900

Constructed: 1971

Colors: Blue, White

Mascot: Wolf

School Visioning/  
Instructional Goals: AVID, GATE

**Campus Description:**

University Heights Middle School presents a unique challenge due to the aging monolithic structure and the high number of relocatable classrooms.

With a current enrollment of 779 students and a projected enrollment of 900, the school is poised to grow considerably over the next 5 years. Without proper planning, this growth will only be accommodated with more relocatable classrooms, a solution that has already been used extensively but has left the school without critical educational spaces.

The primary building at University Heights is a long, monolithic structure with classrooms, administration space, MPR, and even locker rooms. With little natural light and few windows, the building is not designed for a vibrant learning environment. Because the building is inflexible and under-sized, about 50% of the school's classroom needs are served by relocatables. These spaces are inadequate and leave the campus feeling disjointed.

In October 2015, University Heights Middle School participated in the AAF Gates Foundation, "Design for Learning" Challenge.

**Anticipated New Additions & Renovations**

Our proposal is to replace the relocatable classrooms with permanent construction; including a 2-story structure that will house new career pathway labs and elective class spaces such as art and drama. The new building will feature standard classrooms with much needed space, technology, and natural light. The school will also receive a landscape renovation throughout the campus.

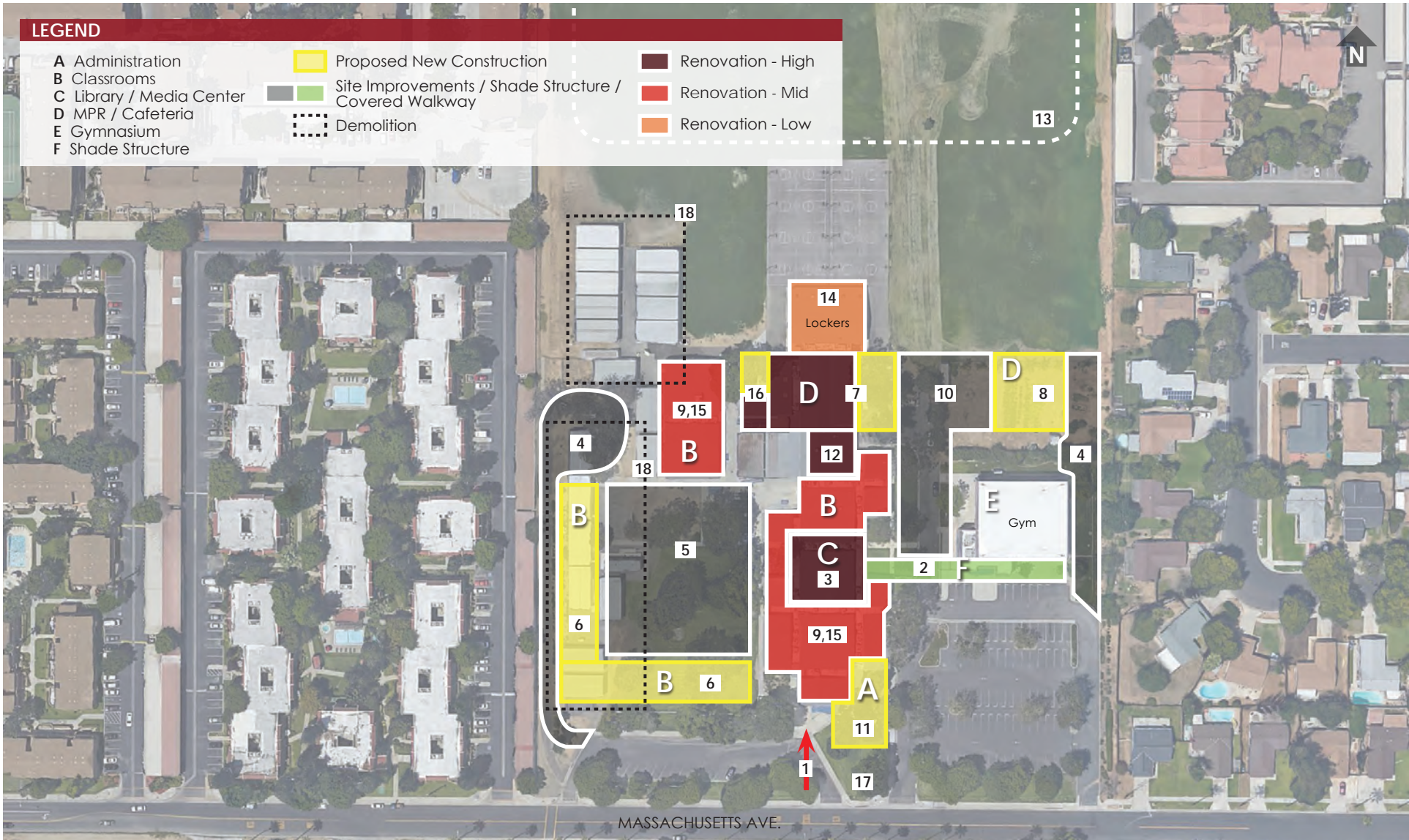
We propose a modernization of the existing structure; adding windows, expanding the MPR, and increasing administrative spaces. The MPR expansion will coincide with a new food service building to create a new campus courtyard. This courtyard will also serve as a much needed overflow area during events in the MPR. The existing library will be expanded by overtaking 2 classrooms to provide more area for the media lab.

Refer to attached Appendix for more information.



Existing Campus





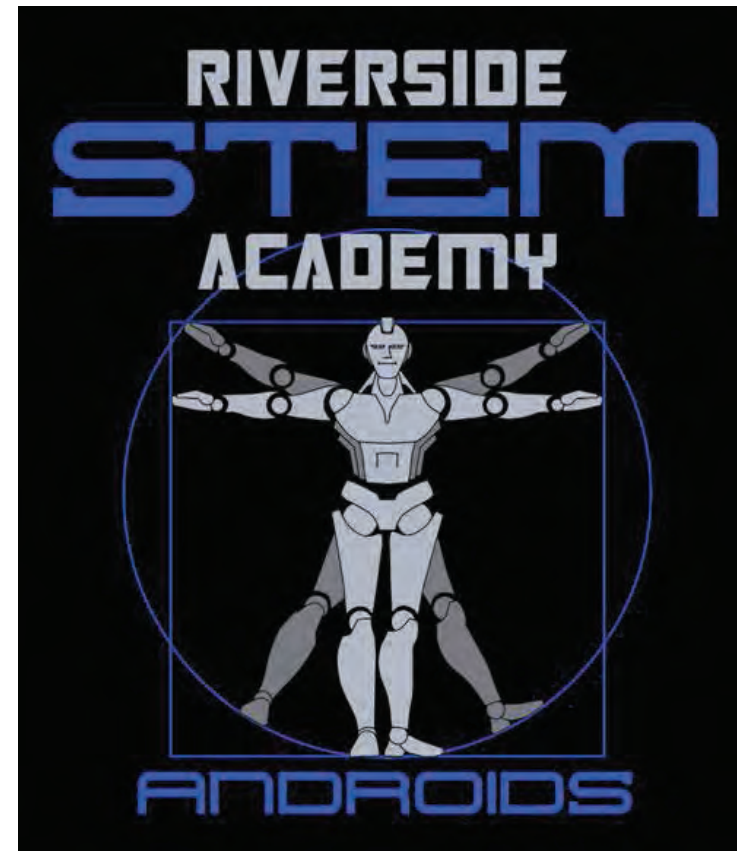
**LEGEND**

- |                          |   |                   |
|--------------------------|---|-------------------|
| A Administration         | Proposed New Construction                             | Renovation - High |
| B Classrooms             | Site Improvements / Shade Structure / Covered Walkway | Renovation - Mid  |
| C Library / Media Center | Demolition  | Renovation - Low  |
| D MPR / Cafeteria        |   |                   |
| E Gymnasium              |   |                   |
| F Shade Structure        |   |                   |

**PROPOSED ACTIONS**

- |  |   |   |  |
|--|---|---|--|
| 1. Main School Entrance  | 7. (E) MPR Expansion & Modernization  | 12. Repurpose Kitchen Into Drama Classroom and Staff lounge into Classroom          | 16. Expand (E) Band and Choir Room         |
| 2. (N) Shade Structure   | 8. (N) Food Service Building  | 13. (N) Perimeter Running Track With Turf, Trees and Benches at Playfield           | 17. Landscape Renovation Throughout Campus |
| 3. (E) Library Expansion   | 9. (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment | 14. (E) Locker Room Modernization   | 18. Portable Removal                       |
| 4. (N) Emergency and Fire Access Drive   | 10. (N) Gym, Dining, and MPR Courtyard  | 15. Provide Windows and Modernize (E) Classrooms, Science Labs, and Administration. |  |
| 5. (N) Campus Courtyard  | 11. (E) Administration Expansion  |   |  |
| 6. (N) 2-story Classroom Building with Career Pathway Lab and Science Classrooms |   |   |  |

# STEM Academy RUSD



**STEM Academy**

Phone: (951) 788-7308 | Fax: (951) 328-2513  
4466 Mt. Vernon Avenue, Riverside, CA 92507

Principal: Dale Moore

Grade: 5-12

Enrollment: 636

LRFP Capacity: 900

Constructed: 2011

Colors: Blue/Black/Silver

Mascot: Androids

School Visioning/  
Instructional Goals:

**Campus Description:**

Riverside STEM Academy (RSA) is a Riverside Unified School with a focus on Science, Technology, Engineering, and Math (STEM) serving grades 5-11, with 12th grade being added in the 2016/17 school year. The school began in the fall of 2011 with 200 students and has expanded to almost 600 students.

STEM Academy is located on the original Hyatt Elementary School campus and was built in 1964. A multi-purpose room was added to the site in 2005. The original three-cluster classroom buildings were constructed using modular construction. The site has a dramatic elevation change from the highest point on the east side to the lowest point on the west (100 feet or more). The only access to the site is on the west side from Mt. Vernon Avenue. A clear path of travel needs to be implemented throughout the site, and there is only one elevator that works periodically.

Students participate in Physical Education classes with a certified PE teacher and a daily enrichment class. Community partnerships are an extremely important component to the RSA vision. RSA has developed close ties with the University of California, Riverside Colleges, faculty and departments. RSA is also in the process of developing partnerships with other local universities and colleges, community organizations, and STEM related businesses.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the following items were identified for areas of improvement: Drainage throughout the campus is a problem and causes frequent flooding; additional restrooms are needed for both staff and students; there are no science classrooms or labs; multi-purpose room is too small; kitchen facility is inadequate to serve number of students; staff parking and parent drop-off area is a problem.

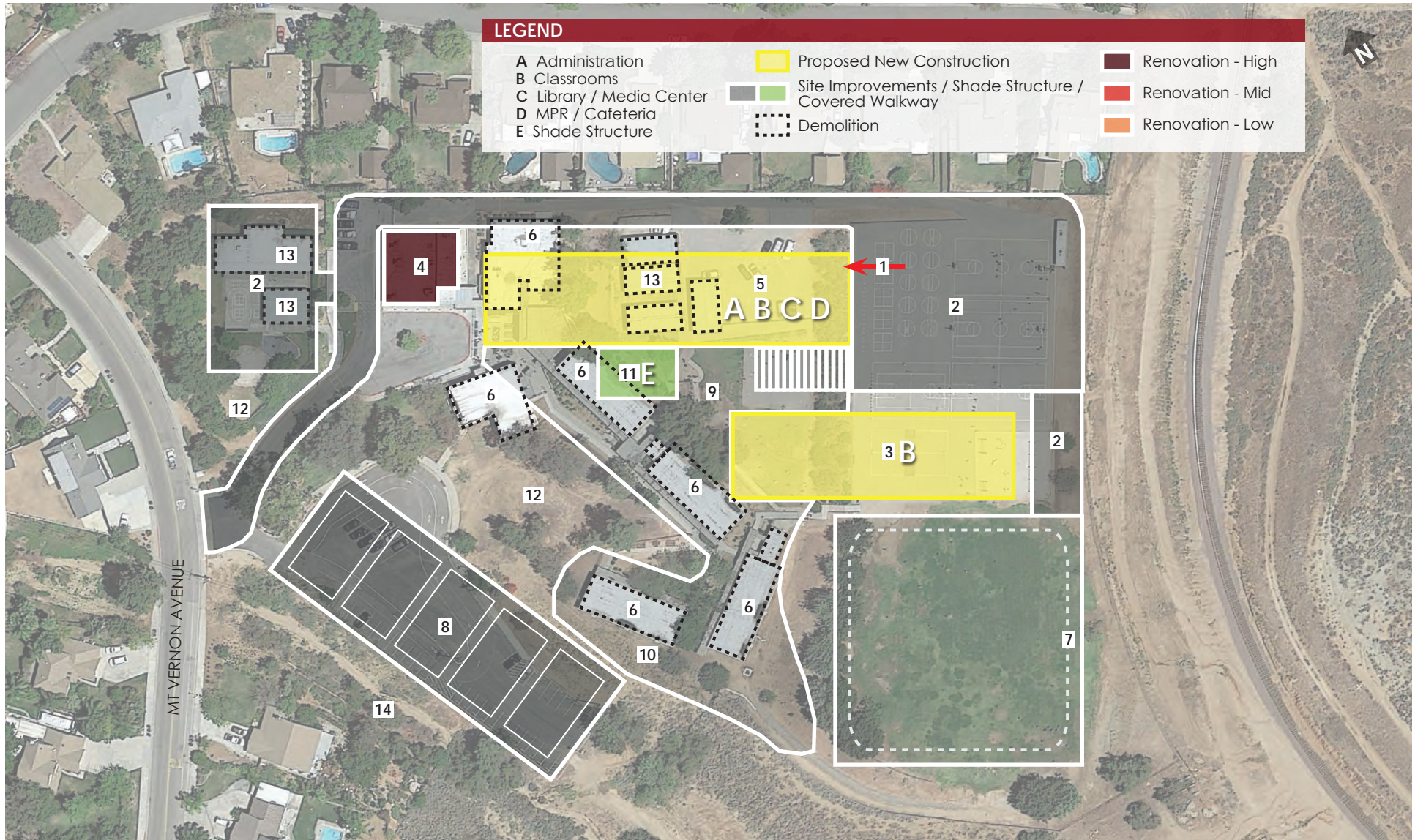
The District-wide Facilities Master Plan anticipates that the STEM Academy will see the revitalization of the administrative and flexible teaching spaces. The campus will also see a new campus entry on the northeast side of the site; reconfigure existing parking lot; construct new multi-story classroom building for grades 9-12 that will include classrooms, science labs, speciality labs, a fitness lab, and locker rooms; construct a new multi-story classroom building for grades 5-8 that will include classrooms, science labs, multi-purpose room, food service, administration, and speciality labs; reconfigure existing multi-purpose room into new music lab; demolition of existing classroom buildings; new perimeter running track with turf, trees, benches and landscape renovation throughout the campus; construct new hard court and a new quad; construct outdoor learning courtyard; remove existing portables; new shade structure.

Refer to attached Appendix for more information.



Existing Campus





**PROPOSED ACTIONS**

- |   |   |   |  |
|---|---|---|--|
| 1 (N) School Main Entrance  | 5 (N) 5th-8th Grade Wing, Includes Classrooms, Science Labs, Multi-purpose Room, Food Service, Administration, Specialty Labs, Media Center | 8 (N) Hardscape/court play area           | 14 Future Planning for the 9-12 Program of RSA Includes Partnering With a Local Four-Year College to Build a Center for the Study of Advanced Science, Technology, Engineering, and Math |
| 2 Parking Lot Expansion/Reconfiguration   | 6 Demolition of (E) Buildings   | 9 (N) Quad                                |  |
| 3 (N) 9th-12th Grade Wing, Includes Classrooms, Science Labs, Specialty Labs, Fitness Lab, Locker Rooms | 7 (N) Perimeter Running Track with Turf, Trees and Benches at Playfield   | 10 (N) Outdoor Learning Court             |  |
| 4 Conversion of (E) Multi-purpose Room into Music Lab and Support Spaces                                |   | 11 (N) Shade Structure                    |  |
|   |   | 12 Landscape Renovation Throughout Campus |  |
|   |   | 13 Portable Removal                       |  |

# Arlington High School



**Arlington High School**

Phone: (951) 352-8316 | Fax: (951) 328-7311  
2951 Jackson Street, Riverside, CA 92503

Principal: Elizabeth Schmechel

Grades: 9-12

Enrollment: 1,902

LRFMP Capacity: 2,500

Constructed: 1973

Colors: Maroon/Gold

Mascot: Lions

School Visioning/  
Instructional Goals:

**Campus Description:**

Arlington is one of 5 comprehensive high schools in Riverside Unified School District. The school opened in 1973 on a campus surrounded by orange groves and small farms. School boundaries encompass a variety of neighborhoods including Casa Blanca, Arlington Heights (mostly orange groves, crop fields, and farmhouses), and the neighborhoods surrounding the Riverside Auto Center.

In 2004, a 10-classroom science wing was added to the campus requiring the removal of some portable classrooms. Currently there are still 21 portable classrooms on the campus. The baseball fields have recently been renovated but a concession stand and restroom building are still needed in that area. Drainage in many areas of the school is poor, creating flooding problems when it rains. Accessibility for handicapped students is inadequate. The gymnasium is too small and does not have enough space to meet the needs of high school students. Building J would be great for CTE programs such as media arts and ROTC. Additional CTE programs are wanted such as woodshop, culinary arts, and autoshop.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: campus needs a new face, entrance, school does not have a stadium and graduation ceremonies are held at Ramona High School, construct new stadium with concession and restroom facilities, new flexible spaces for collaborative learning, not enough shade on campus, no windows or skylights in rooms, create quad area around Building J with seating walls.

The District-Wide Facilities Master Plan anticipates that Arlington High School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see reconfiguration of existing parking lot to eliminate multiple entrances; expansion of existing parking lot and drop-off; construct new stadium seating; construct new 3-story building consisting of administration space, media center, multi-purpose room, pathway labs, special education classrooms, and additional classrooms; construct new building consisting of auxiliary gym, PE locker rooms, coaches suites, fitness lab, wrestling room, snack bar, lobby and ticket booths; convert existing library into pathway electives and technology lab; modernize existing buildings to include interior renovation, HVAC repair, restroom facilities, connectivity between classrooms, convert team locker rooms into team room; construct new lunch shelter/covered walk; construct new promenade; demolition of existing building; portable removal; landscape renovation throughout the campus.

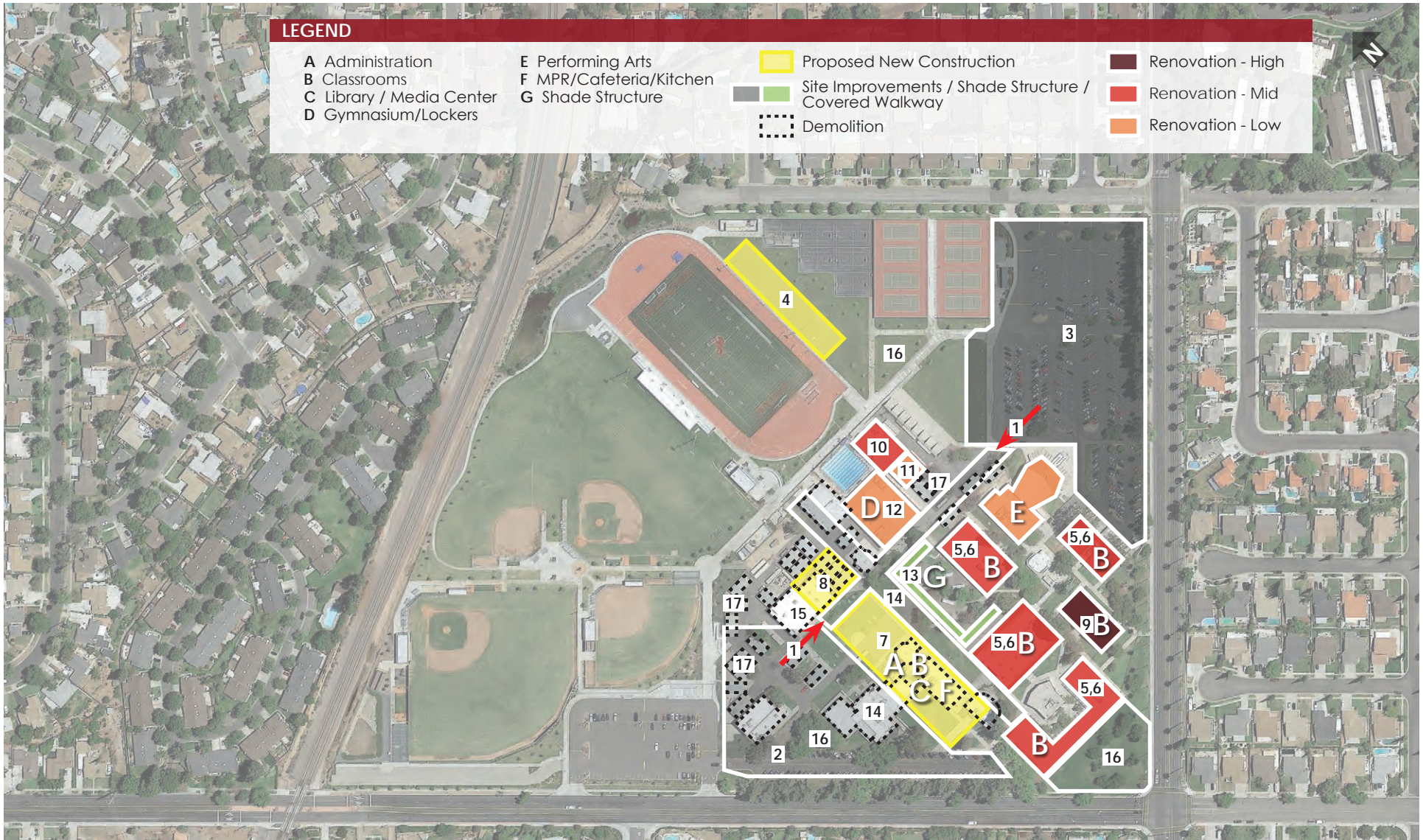
Refer to attached Appendix for more information.



Existing Campus







**PROPOSED ACTIONS**

- |   |   |  |  |
|---|---|--|--|
| <p>1 (N) School Main Entrance<br/>                 2 Parking Lot Expansion<br/>                 3 Reconfiguration of (E) Parking Lot<br/>                 4 (N) Seating<br/>                 5 Campus-wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between</p> | <p>Classrooms, Cabinetry, Exterior Painting and Exterior Windows<br/>                 6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment<br/>                 7 (N) Building Including Administration, Media Center, Multi-purpose Room, Food Service, Career</p> | <p>Pathway Labs, Two Special Education Classrooms, and Twenty-one Classrooms<br/>                 8 (N) Auxiliary Gymnasium<br/>                 9 Conversion of (E) Media Center into Career Pathway Classroom and Technology Lab<br/>                 10 (E) Locker Room Renovation<br/>                 11 (E) Weight Room Renovation</p> | <p>12 (E) Gymnasium Renovation: New Finishes and HVAC<br/>                 13 (N) Shade Structure/ Covered Walk<br/>                 14 (N) Promenade<br/>                 15 Demolition of (E) Building<br/>                 16 Landscape Renovation Throughout Campus<br/>                 17 Portable Removal</p> |
|---|---|--|--|

**MLK**  
High School



**MARTIN LUTHER KING HIGH SCHOOL**

Phone: (951) 789-5690 | Fax: (951) 778-5680  
9301 Wood Road, Riverside, CA 92508

Principal: Michael West

Grade: 9-12

Enrollment: 3,375

LRFMP Capacity: 3,400

Constructed: 1998

Colors: Navy/Scarlet/Silver

Mascot: Wolf

School Visioning/  
Instructional Goals: AP, AVID, DECA, PLTW, NJROTC,  
KING HIGH REMEMBERS.

**Campus Description:**

Construction for Martin Luther King High School began in 1997 and was completed in the summer of 1999. It spans across 50 acres of land, with a total of 280,000 square footage. The site currently has 29 portable buildings.

In 2004, King High added a new stadium and in 2006, completed construction of athletic facilities, which included a swimming pool. Additional upgrades have been made to the wiring, infrastructure, and equipment to meet technology needs, and to the emergency communication/telephone system.

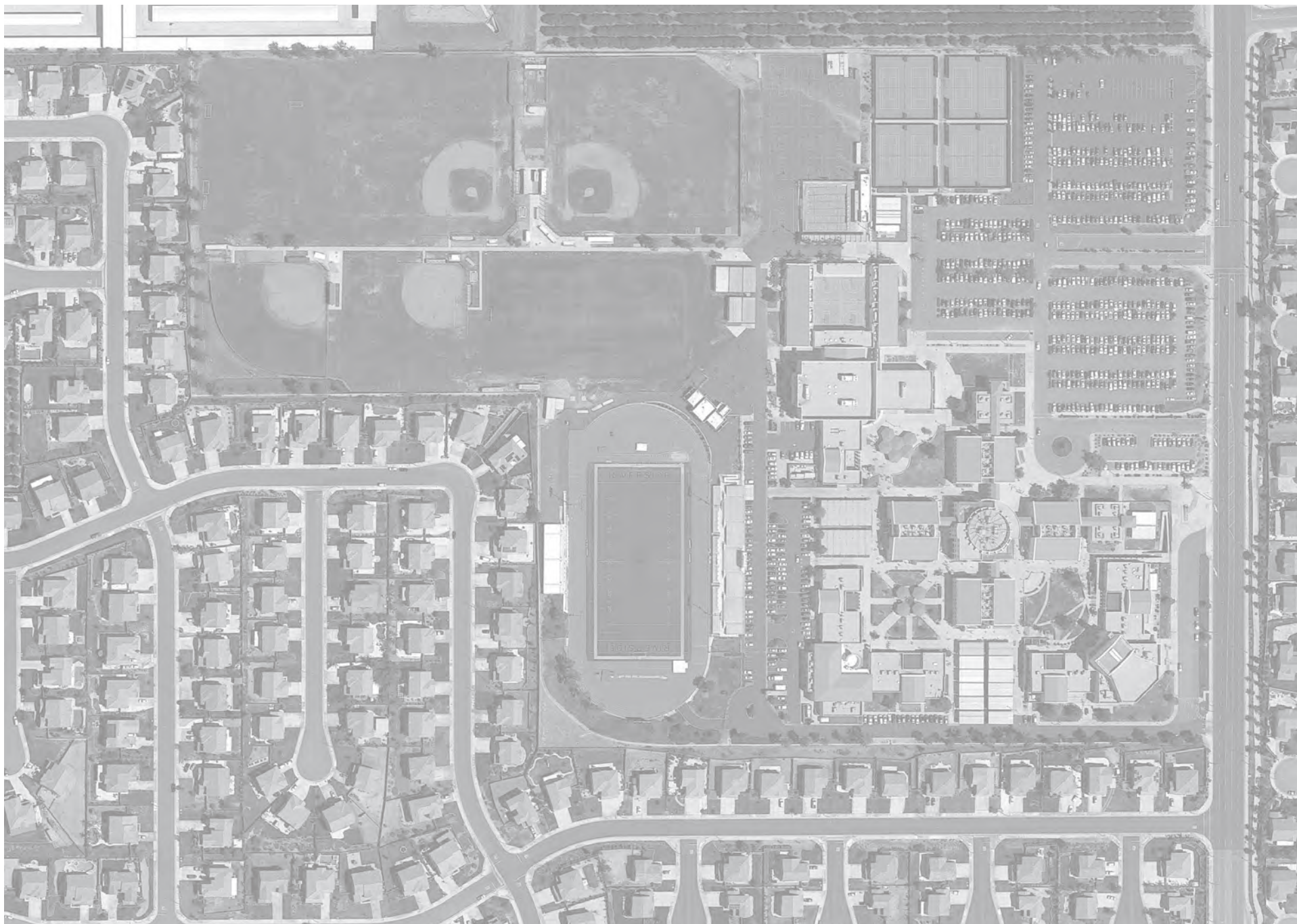
This campus faces one street with the other sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus with primary access to parking from Wood Rd.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the followings items were identified for areas of improvement: replacement of portable buildings with permanent facilities, expansion of the performing arts theater, construction of a second gymnasium, Robotics, Engineering, Video, Career Pathways, and Computer Programming Labs in the (E) G Wing, a new wrestling room, team rooms, dance/cheer room, New Football Field house. Site improvements include new paint, improved landscape and improvements to enhance site security (single point of entry), and to playfield drainage and irrigation, new shade structures, and parking improvements.

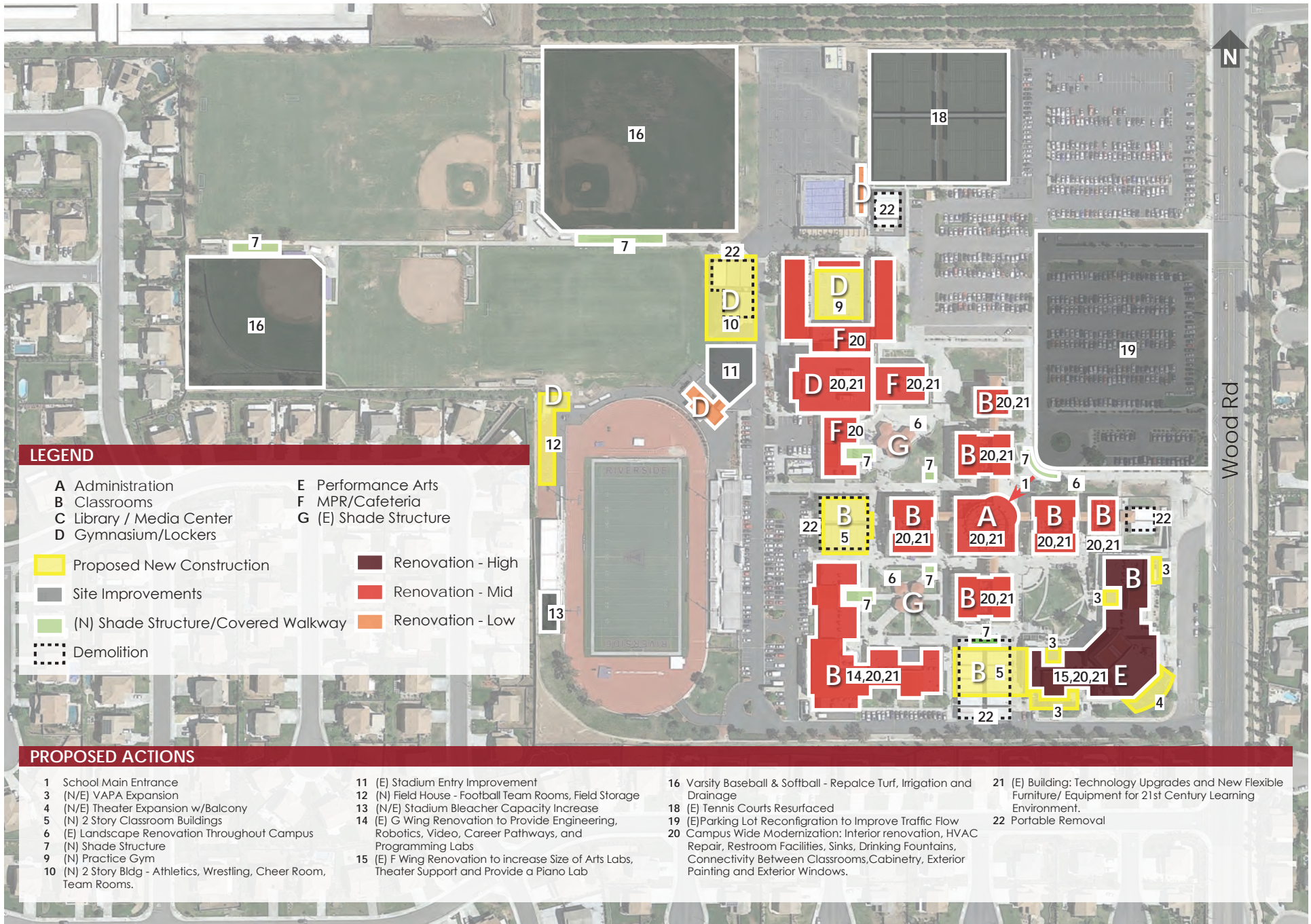
Also planned is furniture replacement that supports flexible learning and teaching activities.

Refer to the Appendix for more information.



Existing Campus





**LEGEND**

- |                          |                       |
|--------------------------|-----------------------|
| A Administration         | E Performance Arts    |
| B Classrooms             | F MPR/Cafeteria       |
| C Library / Media Center | G (E) Shade Structure |
| D Gymnasium/Lockers      |                       |
- 
- |  |   |
|--|---|
| <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Proposed New Construction               | <span style="background-color: darkred; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Renovation - High |
| <span style="background-color: gray; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Site Improvements                         | <span style="background-color: red; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Renovation - Mid      |
| <span style="background-color: lightgreen; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> (N) Shade Structure/Covered Walkway | <span style="background-color: orange; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Renovation - Low   |
| <span style="border: 2px dashed black; display: inline-block; width: 15px; height: 10px;"></span> Demolition   |   |

**PROPOSED ACTIONS**

- |   |   |   |   |
|---|---|---|---|
| <p>1 School Main Entrance</p> <p>3 (N/E) VAPA Expansion</p> <p>4 (N/E) Theater Expansion w/Balcony</p> <p>5 (N) 2 Story Classroom Buildings</p> <p>6 (E) Landscape Renovation Throughout Campus</p> <p>7 (N) Shade Structure</p> <p>9 (N) Practice Gym</p> <p>10 (N) 2 Story Bldg - Athletics, Wrestling, Cheer Room, Team Rooms.</p> | <p>11 (E) Stadium Entry Improvement</p> <p>12 (N) Field House - Football Team Rooms, Field Storage</p> <p>13 (N/E) Stadium Bleacher Capacity Increase</p> <p>14 (E) G Wing Renovation to Provide Engineering, Robotics, Video, Career Pathways, and Programming Labs</p> <p>15 (E) F Wing Renovation to increase Size of Arts Labs, Theater Support and Provide a Piano Lab</p> | <p>16 Varsity Baseball &amp; Softball - Repalce Turf, Irrigation and Drainage</p> <p>18 (E) Tennis Courts Resurfaced</p> <p>19 (E) Parking Lot Reconfiguration to Improve Traffic Flow</p> <p>20 Campus Wide Modernization: Interior renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows.</p> | <p>21 (E) Building: Technology Upgrades and New Flexible Furniture/ Equipment for 21st Century Learning Environment.</p> <p>22 Portable Removal</p> |
|---|---|---|---|

# LINCOLN High School



ABRAHAM LINCOLN  
HIGH SCHOOL

**LINCOLN HIGH SCHOOL**

Phone: (951) 788-7371 | Fax: (951) 328-2932  
4341 Victoria Ave, Riverside, CA 92507

Principal: Pamela Mshana

Grade: 9-12 (Alternative)

Enrollment: 218

LRFMP Capacity: 250

Constructed: 1955

Colors: Purple, White

Mascot: Panther

School Visioning/  
Instructional Goals: CAHSEE, CELDT, IEP

**Campus Description:**

Lincoln High School serves a unique function in the Riverside Unified School District as a continuation high school. Originally constructed as an elementary school in 1955, its facilities are undersized for that of even a small high school. The most pressing issue is the lack of a proper food service building. This need is currently being served from a converted shipping container.

Campus wayfinding is also a challenge for first-time students and visitors; furthermore, this does not help the public identity of the school. Despite being located on a busy street, Lincoln is difficult to distinguish and simply turning into the school parking lot is difficult.

**Anticipated New Additions & Renovations**

The primary objectives are to re-orient the site entrance towards the north, construct a new food service building, and improve the site's identity. A new digital marquee would denote the new entrance while the southern entrance would become primarily for service vehicles. A new food service and administration building would welcome people on to campus and provide much needed space to serve the students.

The existing administration building would be renovated and expanded to become a library and media center. The school will also receive a landscape renovation throughout the campus.

As part of the educational goals of the school, the old auto shop would be remodeled and expanded to once again host shop classes. The MPR would be remodeled so performing arts and music programs may be started.

Refer to attached Appendix for more information.

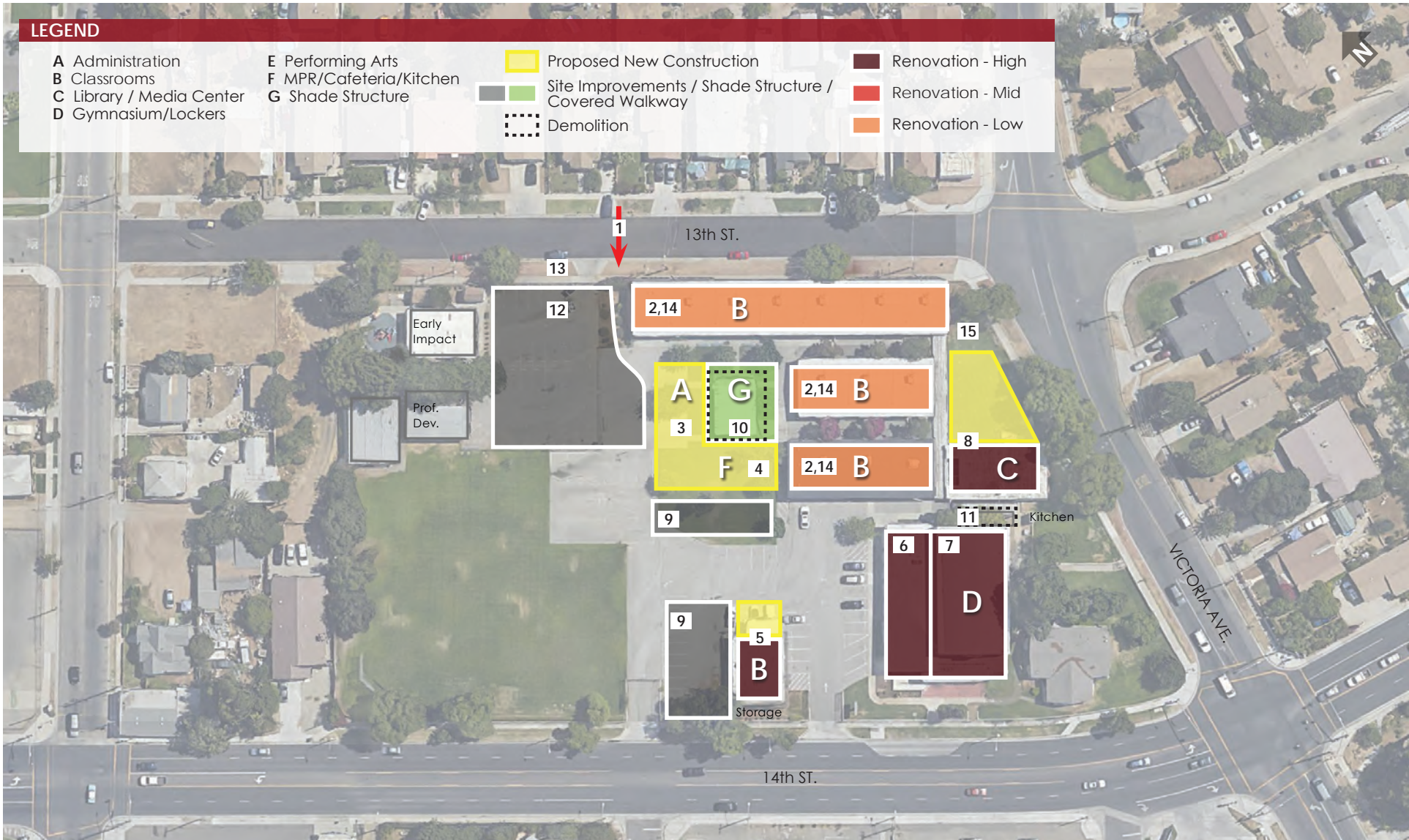


Existing Campus



**LEGEND**

- |                          |                         |   |                   |
|--------------------------|-------------------------|---|-------------------|
| A Administration         | E Performing Arts       | Proposed New Construction                             | Renovation - High |
| B Classrooms             | F MPR/Cafeteria/Kitchen | Site Improvements / Shade Structure / Covered Walkway | Renovation - Mid  |
| C Library / Media Center | G Shade Structure       | Demolition  | Renovation - Low  |
| D Gymnasium/Lockers      |                         |   |                   |



**PROPOSED ACTIONS**

- |   |  |   |  |
|---|--|---|--|
| 1. (N) School Main Entrance   | 3. (N) Administration  | 8. Conversion of (E) Administration into Library, Counseling, and Media Space | and Elevation of Identity  |
| 2. Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between Classrooms, Cabinetry, Exterior Painting and Exterior Windows | 4. (N) Food Service  | 9. (E) Parking Reconfiguration  | 13. (N) Digital Marquee  |
|   | 5. (E) Automotive Classroom Expansion                          | 10. (N) Shade Structure   | 14. (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment |
|   | 6. (E) Misc. Rooms Convert Into Performing Arts Support Rooms. | 11. (E) Kitchen Container Demolition  | 15. Landscape Renovation Throughout Campus   |
|   | 7. (E) Gym, HVAC, and PAC Lighting Modernization               | 12. Front of School Re-orientation  |  |

# John W. North High School



**NORTH SCHOOL**

Phone: (951) 788 - 7311  
1550 Third Street, Riverside, CA 92507

Principal: Dr. Lynne Sheffield

Grade: 9-12

Enrollment: 2332

LRFMP Capacity: 2500

Constructed: 1964

Colors: Royal Purple

Mascot: Husky

School Visioning/  
Instructional Goals: AVID, IB

**Campus Description:**

Originally constructed in 1964, John W. North High School has always had a strong athletics and educational heritage. The deep rooted feelings behind this heritage became evident during the lively staff and community discussions.

With a current enrollment of 2,332 students and a projected 2,500 within 5 years, North will be the third largest school in the RUSD. To handle this load many classes are held in relocatable classrooms or converted spaces. One example being the weight training classes which are held inside an old auto shop.

North also faces infrastructure challenges such as a lack of automatic irrigation on campus and poor site traffic flow. During sporting events in the stadium, attendees are shuffled through a maze of tight spaces to reach the fields, creating congestion and confusion.

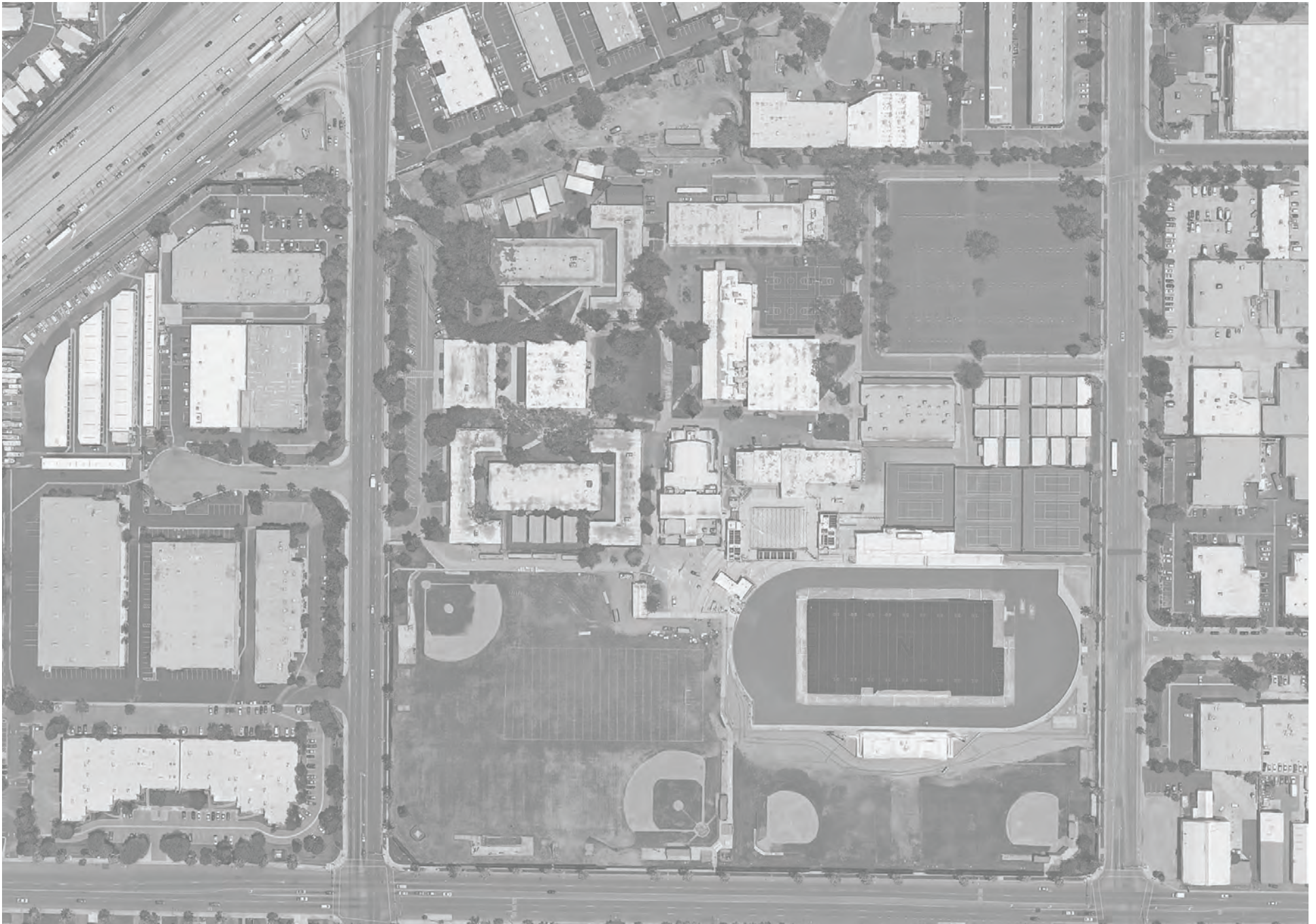
**Anticipated New Additions & Renovations**

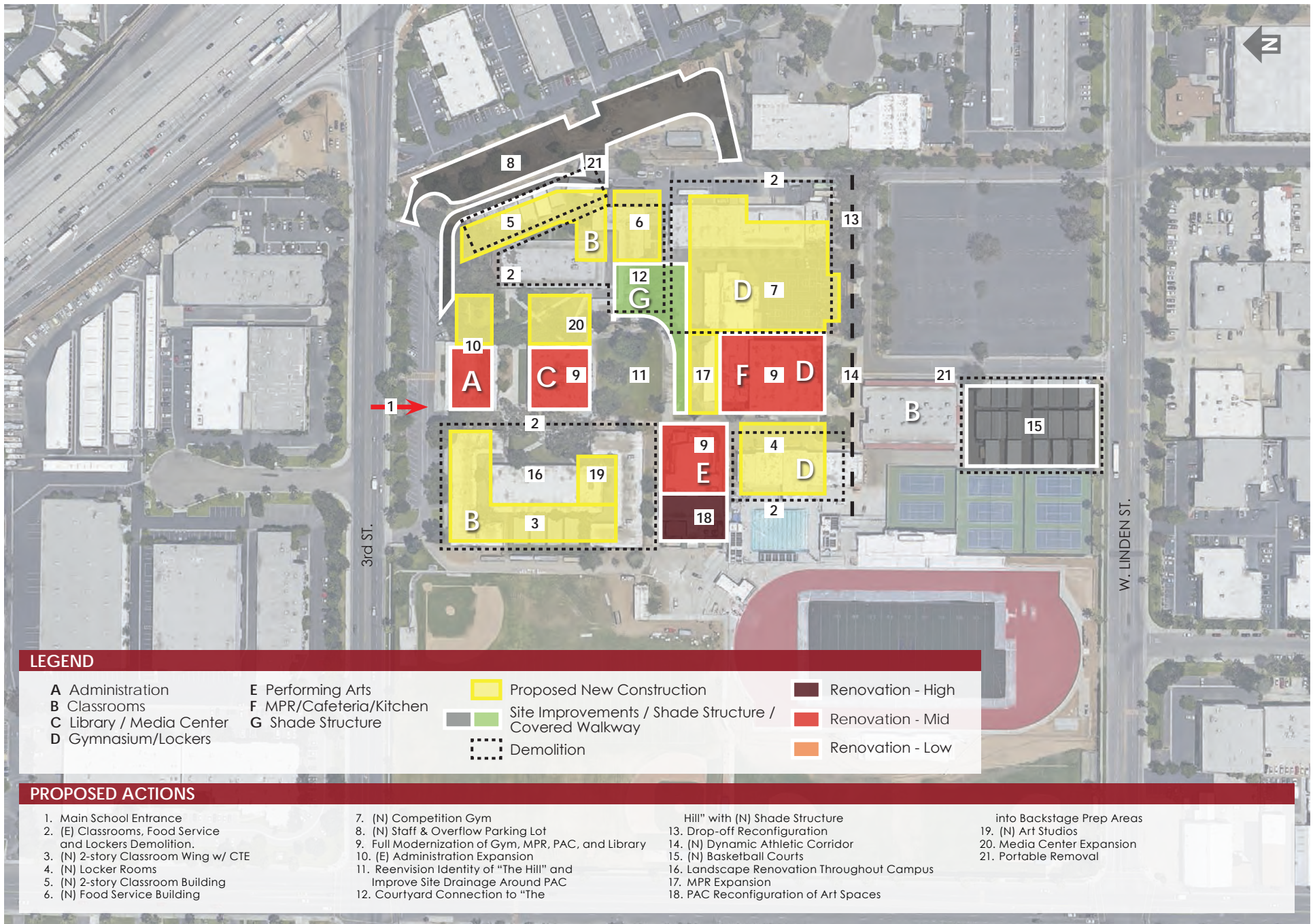
In order to help make North High School into a world class learning facility we are proposing the construction of 2 new classroom wings. These wings will house career pathway & science labs and modernized classrooms. These new classroom wings will strengthen the school's educational goals and elevate campus spirit. The school will also receive a landscape renovation throughout the campus.

A new competition sized gym will be constructed to ensure that the athletics program at North continues to be a focal point. The gym will feature flexible court spaces, ample seating, team rooms, and a dedicated trophy area. The new gym will help define a dynamic athletics corridor that includes a new locker room building beside the swimming pool complex.

We propose modernizing and expanding the performing arts center, MPR, and library, to provide more technology and enhanced support spaces. The administration building will also be expanded to supply educators with the necessary work rooms and offices.

Refer to attached Appendix for more information.





**LEGEND**

- |                          |                         |   |                   |
|--------------------------|-------------------------|---|-------------------|
| A Administration         | E Performing Arts       | Proposed New Construction                             | Renovation - High |
| B Classrooms             | F MPR/Cafeteria/Kitchen | Site Improvements / Shade Structure / Covered Walkway | Renovation - Mid  |
| C Library / Media Center | G Shade Structure       | Demolition  | Renovation - Low  |
| D Gymnasium/Lockers      |                         |   |                   |

**PROPOSED ACTIONS**

- |   |   |  |                            |
|---|---|--|----------------------------|
| 1. Main School Entrance                                 | 7. (N) Competition Gym  | Hill" with (N) Shade Structure             | into Backstage Prep Areas  |
| 2. (E) Classrooms, Food Service and Lockers Demolition. | 8. (N) Staff & Overflow Parking Lot   | 13. Drop-off Reconfiguration               | 19. (N) Art Studios        |
| 3. (N) 2-story Classroom Wing w/ CTE                    | 9. Full Modernization of Gym, MPR, PAC, and Library                         | 14. (N) Dynamic Athletic Corridor          | 20. Media Center Expansion |
| 4. (N) Locker Rooms                                     | 10. (E) Administration Expansion  | 15. (N) Basketball Courts                  | 21. Portable Removal       |
| 5. (N) 2-story Classroom Building                       | 11. Re envision Identity of "The Hill" and Improve Site Drainage Around PAC | 16. Landscape Renovation Throughout Campus |                            |
| 6. (N) Food Service Building                            | 12. Courtyard Connection to "The  | 17. MPR Expansion                          |                            |
|   |   | 18. PAC Reconfiguration of Art Spaces      |                            |

# Polytechnic High School



**POLYTECHNIC HIGH SCHOOL**

Phone: (951) 788-7203 | Fax: (951) 328-2901  
5450 Victoria Avenue, Riverside, CA 92506

Principal: Dr Michael Roe

Grade: 9-12

Enrollment: 2,614

LRFMP Capacity: 2,700

Constructed: 1965

Colors: Green and Orange

Mascot: Bear

School Visioning/  
Instructional Goals: AVID, PL Y1, CTE Pathway  
(Music Technology,  
ROP Culinary Arts,  
ROP Sports Medicine,  
Video Production, Web Design)

**Campus Description:**

Poly High School was built in 1965. It is one of the oldest high schools in Riverside and is one of five comprehensive schools in Riverside Unified School District. Additional portable classroom buildings were added to the site over time to accommodate the growing number of students. The site currently has twenty-one portable buildings. The primary layout of the campus consists of one-story buildings currently housing Administration, classrooms, Multi-Purpose, and the Performing Arts Theater. Two-story classroom buildings are located on the southern part of the campus with the two-story Library centrally located on the campus.

In 2003, Poly High School received a modernization to all of the classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded. In 2004, a new Science building was constructed.

This campus faces two streets. Parking and drop-off/pick-up occurs at the front of the campus and at the northern part of the campus with primary access to parking from Victoria Avenue and Central Avenue. Administration is located off of Victoria Avenue.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the following items were identified for areas of improvement: new parking lot, new flexible spaces for collaborative learning, Gymnasium expansion, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Poly High School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Performing Arts Theater, new Multi-Purpose/Cafeteria, Library/Media Center expansion, parking lot expansion, and a new two-story classroom building. Playfields are to be revitalized with landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

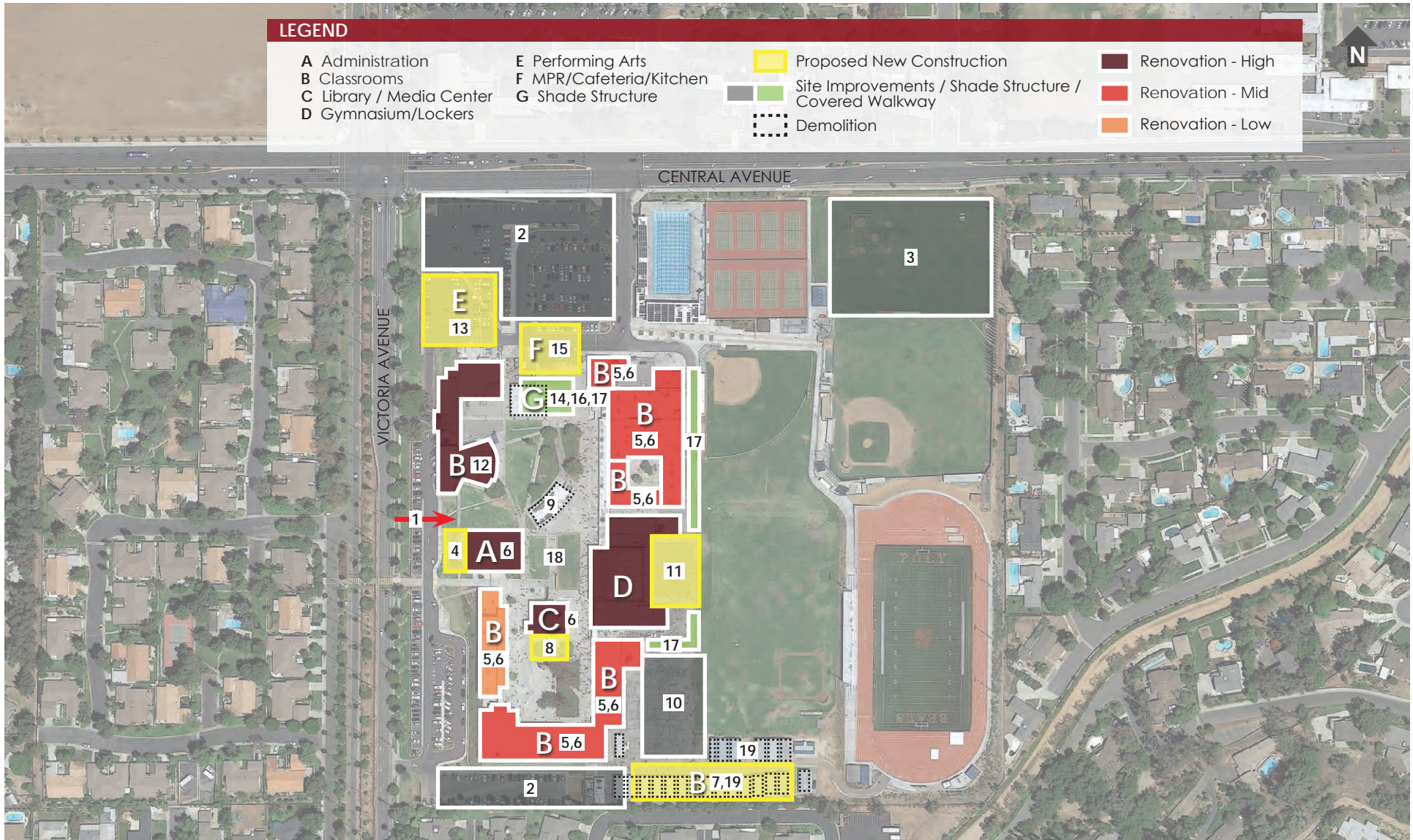
Refer to attached Appendix for more information.





**LEGEND**

- |                          |                         |   |                   |
|--------------------------|-------------------------|---|-------------------|
| A Administration         | E Performing Arts       | Proposed New Construction                             | Renovation - High |
| B Classrooms             | F MPR/Cafeteria/Kitchen | Site Improvements / Shade Structure / Covered Walkway | Renovation - Mid  |
| C Library / Media Center | G Shade Structure       | Demolition  | Renovation - Low  |
| D Gymnasium/Lockers      |                         |   |                   |



**PROPOSED ACTIONS**

- |  |  |   |   |
|--|--|---|---|
| 1 School Main Entrance   | Classrooms, Cabinetry, Exterior Painting and Exterior Windows  | 9 Demolition of (E) Utility Building                            | 14 Demolition of (E) Cafeteria/Kitchen Building |
| 2 (E) Parking Lot Renovation   | 6 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment for 21st Century Learning Environment | 10 Hardscape Expansion  | 15 (N) MPR/Cafeteria With Flex Lab Spaces       |
| 3 (N) Parking Lot  | 7 (N) 2-Story Classroom Building   | 11 Gymnasium Expansion  | 16 Demolition of (E) Shade Structure            |
| 4 Administration Expansion   | 8 Library/Media Center Expansion   | 12 Conversion of (E) Performing Arts Facilities to Classrooms   | 17 (N) Shade Structure and Covered Walkway      |
| 5 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, Sinks, Drinking Fountains, Connectivity Between |  | 13 (N) Performing Arts Theater With Band/Choir/Drama Classrooms | 18 Landscape Renovation Throughout Campus       |
|  |  |   | 19 Portable Removal                             |

# Ramona High School



**RAMONA HIGH SCHOOL**

Phone: (951) 352-8429 | Fax: (951) 328-2532  
 7675 Magnolia Avenue, Riverside, CA 92504

Principal: Jamie Angulo

Grade: 9-12

Enrollment: 2,130

LRFMP Capacity: 2,200

Constructed: 1956

Colors: Blue and White

Mascot: Ram

School Visioning/  
 Instructional Goals: AVID, PL Y1, CTE Pathway  
 (Health and Bioscience  
 Academy, ROP Retail Sales,  
 ROP TV/Video Production)

**Campus Description:**

Ramona High School was built in 1956 and is the largest campus in Riverside Unified School District covering 55 acres with a stadium and full-sized performing arts theater.

The site currently does not have portable buildings. The primary layout of the campus consists of a finger plan with most classrooms having a north/south orientation. The buildings are all single-story.

In 2004, the Science buildings were modernized. In 2008, Ramona High School received a modernization to the Administration, Gymnasium, classroom buildings. Each classroom received new paint, carpet, casework, marker boards, and miscellaneous other items. Restrooms located in these buildings were also upgraded.

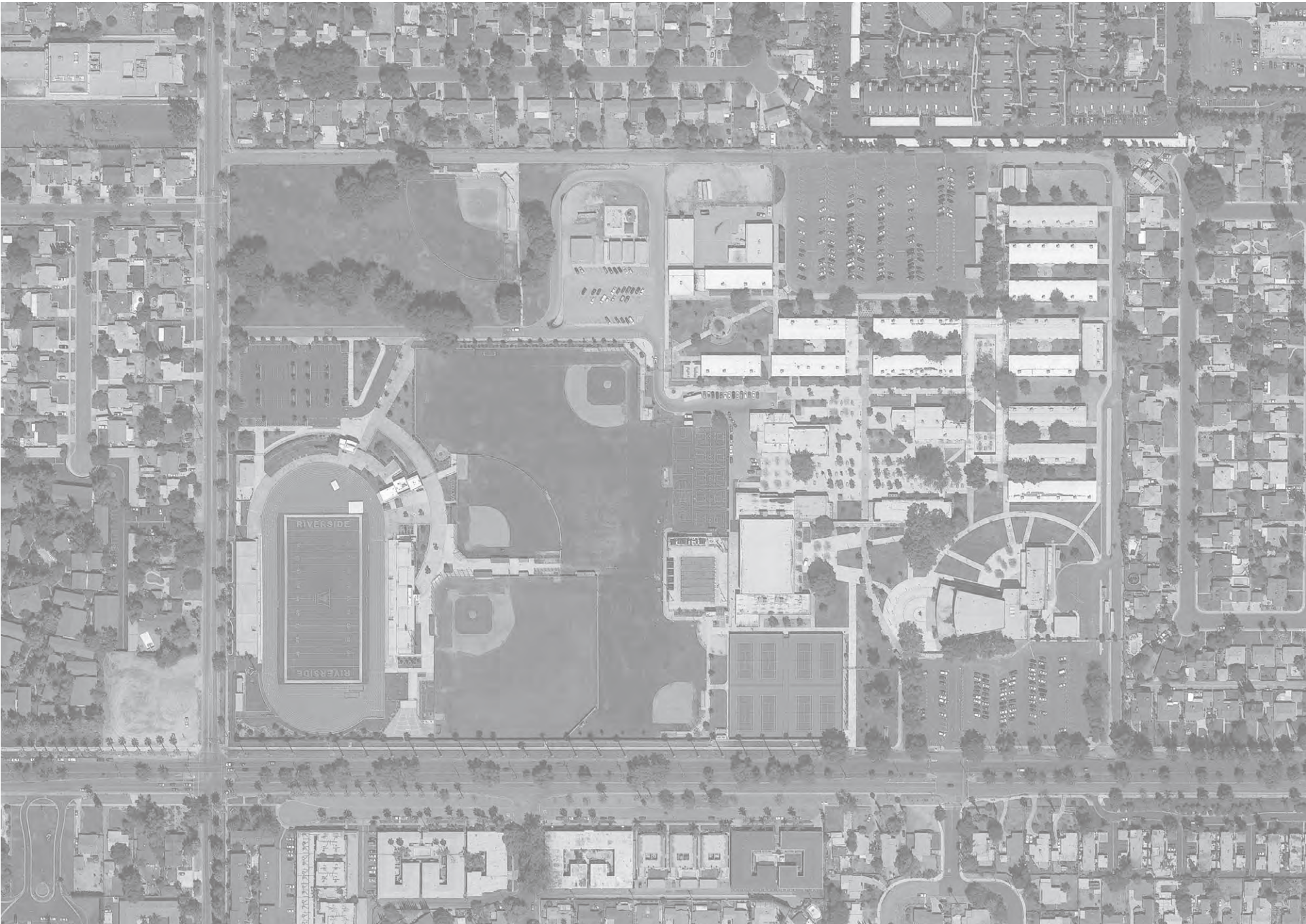
This campus faces two streets with the other two sides surrounded by residential properties. Parking and drop-off/pick-up occurs at the front of the campus and at the southern part of the campus with primary access to parking from Magnolia Avenue. Administration is located off of Magnolia Avenue.

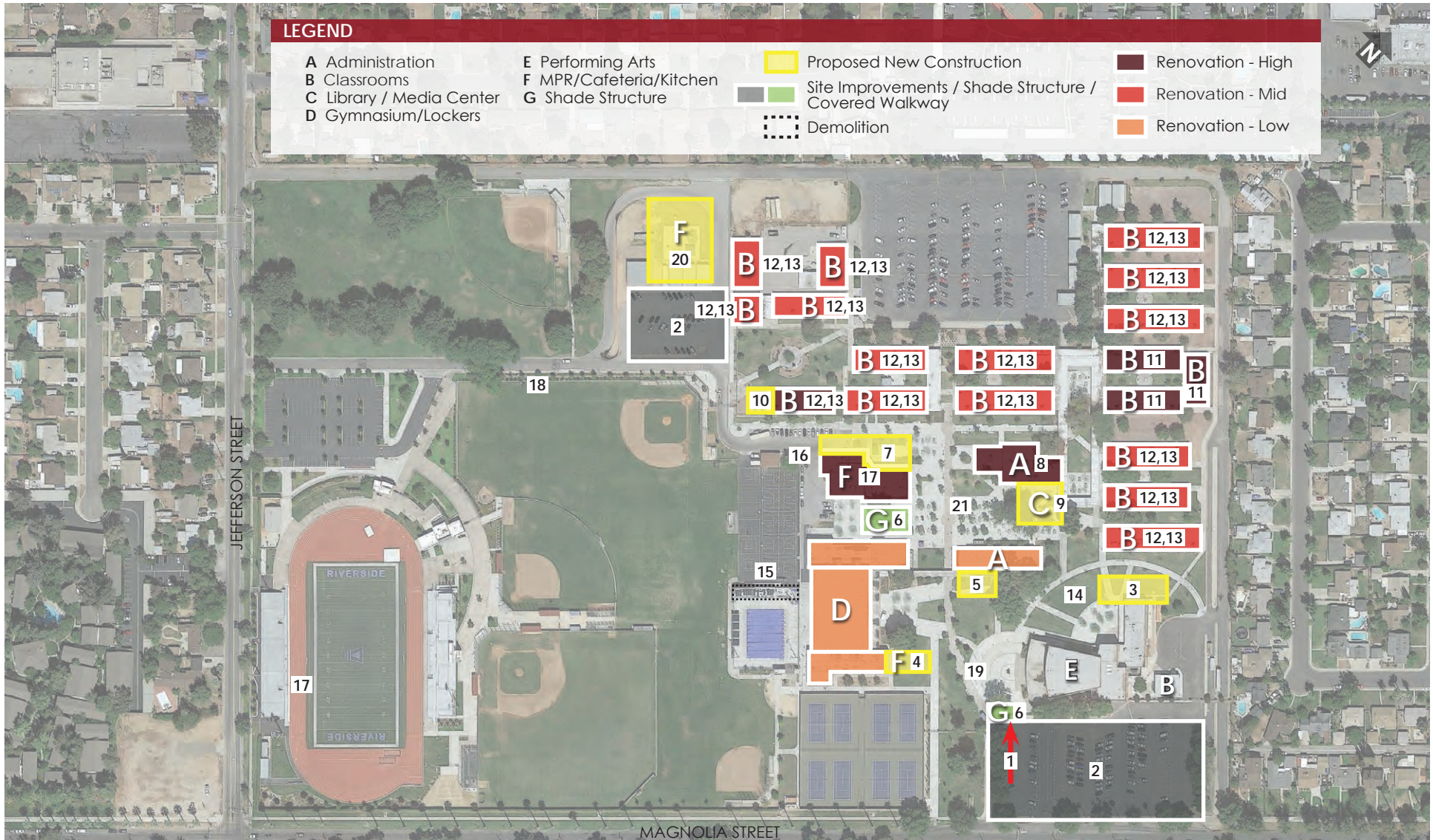
**Anticipated New Additions/Renovations**

Site interviews were conducted and the following items were identified for areas of improvement: parking lot renovation, new flexible spaces for collaborative learning, modernization and expansion of the Administration, connectivity between classrooms, campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, casework and exterior painting, new technology, new site security fencing and gates, and new furniture.

The District-Wide Facilities Master Plan anticipates that Ramona High School will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new Black Box Theater, new Multi-Purpose building, Cafeteria expansion, Library/Media Center expansion and classroom expansion. Playfields are to be revitalized with landscape renovation throughout the campus. Full furniture replacement is scheduled to replace the 50+ year-old furniture with new modern furniture that allows for flexible learning and teaching environments. A complete technology backbone upgrade along with new classroom technology devices shall be provided throughout the entire campus.

Refer to attached Appendix for more information.





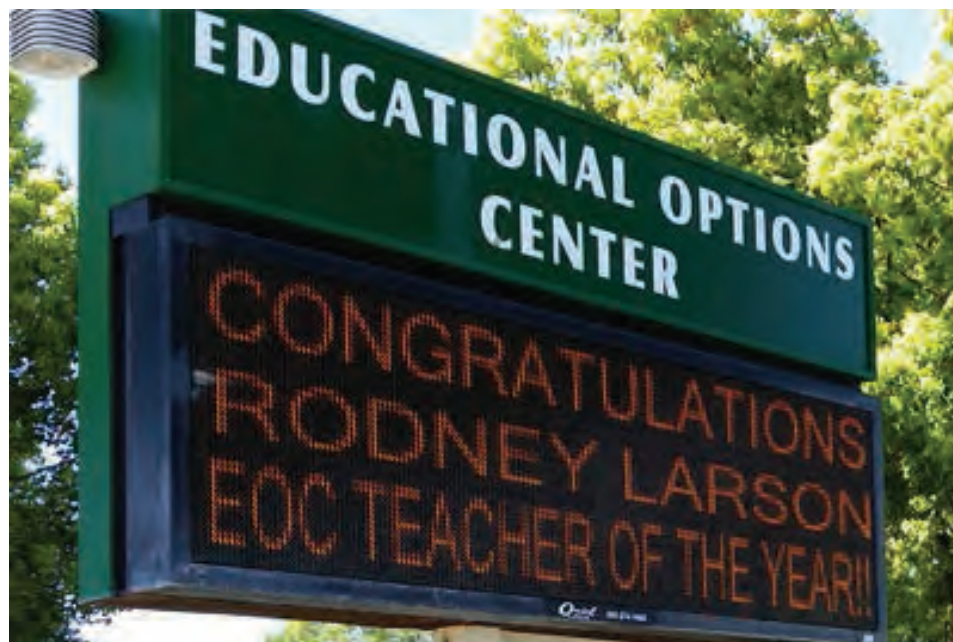
**LEGEND**

- |                          |                         |   |                   |
|--------------------------|-------------------------|---|-------------------|
| A Administration         | E Performing Arts       | Proposed New Construction                             | Renovation - High |
| B Classrooms             | F MPR/Cafeteria/Kitchen | Site Improvements / Shade Structure / Covered Walkway | Renovation - Mid  |
| C Library / Media Center | G Shade Structure       | Demolition  | Renovation - Low  |
| D Gymnasium/Lockers      |                         |   |                   |

**PROPOSED ACTIONS**

- |   |   |   |  |
|---|---|---|--|
| 1 School Main Entrance  | 7 Cafeteria Expansion   | 13 (E) Building: Technology Upgrades and New Flexible Furniture/Equipment For 21st Learning Environment | 17 Football/Baseball/Softball Team Room Renovation and Expansion |
| 2 (E) Parking Lot Renovation  | 8 Conversion of Entire Building to Guidance/Career Center/Offices                             | 14 (N) Outdoor Benches/Seat Wall With Raised Planters   | 18 (N) Perimeter Fence Adjacent to Neighborhood Park             |
| 3 (N) Black Box Theater to House 100 to 150 Students With Restroom Facilities and Instrument/ Equipment/ Costume Storage. | 9 Library/Media Expansion   | 15 (N) Restroom Facilities at Pool Area   | 19 Site Lighting for Night Events, Activities and Access         |
| 4 Weight Room Expansion   | 10 Culinary Facilities Expansion  | 16 Demolition of (E) Non-Operable Incinerator   | 20 (N) MPR   |
| 5 Administration Expansion  | 11 (E) Science Lab Facilities Renovation  |   | 21 Landscape Renovation Throughout Campus                        |
| 6 (N) Shade Structure   | 12 Campus-Wide Modernization: Complete Interior Renovation, HVAC Repair, Restroom Facilities, |   |  |

# Educational Options Center



**Education Options Center**

Phone: (951) 276-7670 | Fax: 951-778-5623  
6401 Lincoln Avenue, Riverside, CA 92506

Director: Dennis Deets

Grades: 1-12

Enrollment: 533

LRFMP Capacity: 550

Constructed: 1994

Colors/Mascot: Summit View High School  
Midnight Blue/Silver  
Owl

Raincross High School  
Everest Green/Tan  
Coyote

Riverside Virtual School  
Gold/Burgundy  
Riverside Bell

COPE  
Yellow/White  
Eagle

School Visioning/  
Instructional Goals: CTE Hub  
Cisco Networking  
Health Pathways  
Gaming  
Culinary Arts

**Campus Description:**

The Educational Options Center opened in 1994 and is comprised of multiple schools offering a variety of academic programs including: Summit View, an independent study program for grades 9-12; Riverside Virtual School, an online virtual school for grades 1-12; Raincross High School, one of two continuation schools in the district; Opportunity/COPE Program, for students on suspended expulsions; Comeback Kids, a county program for credit deficient students wishing to re-enroll in high school; and a state preschool/Head Start program.

Additional storage is needed on campus and the multiple sheds should be removed. The EOC could become the central "hub" for CTE classes in the future. Campus needs to have a university feel with student commons areas.

**Anticipated New Additions/Renovations**

Site interviews were conducted and the following items were identified for areas of improvement: site has drainage issues, additional restrooms are needed, too far away to access for some, professional development program should be relocated elsewhere in the district, driveways need better ingress and egress design, existing parking lot on west side of campus is not utilized, trash enclosures/locations are a problem, campus is not secure, additional shade needed throughout campus, large gathering space is needed for assemblies, testing, promotions, campus should return to a vocational education site as originally designed.

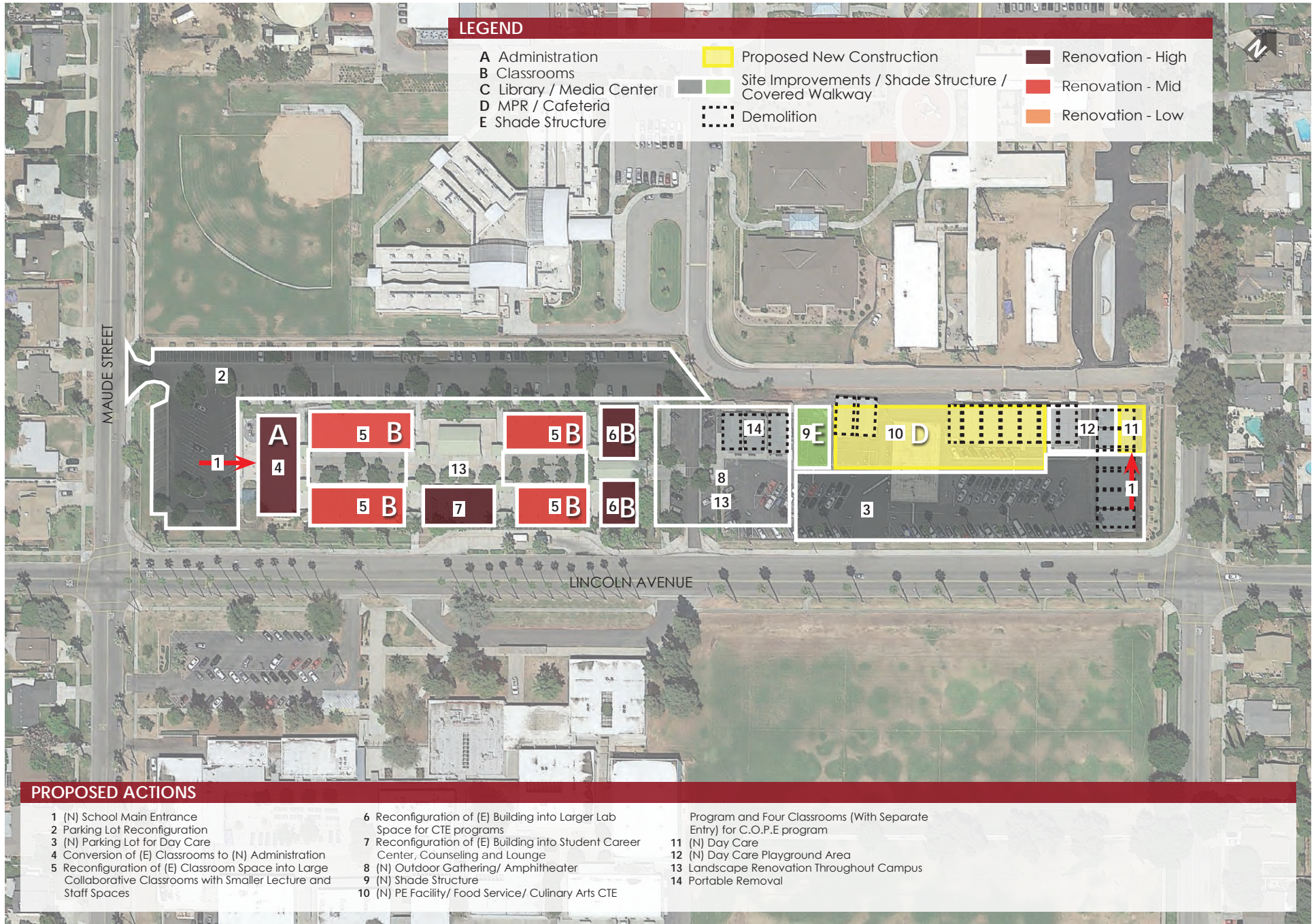
The District-wide Facilities Master Plan anticipates that the Educational Options Center will see the revitalization of the administrative and flexible teaching spaces. The campus shall also see a new campus entrance off Maude Street, reconfiguration of parking lot and drop-off area, new parking lot and drop-off area for day care, conversion of existing classrooms to new administration offices, reconfigure existing classrooms into larger collaborative classrooms for flexibility in use, reconfigure existing classrooms into larger lab space for CTE programs, reconfigure existing cafeteria/MPR into student career center, counseling and lounge, add new outdoor gathering area/amphitheater, add new covered shade structure, construct new P.E. facility/food service/culinary arts CTE building with four classrooms for COPE program, construct new day care classroom and day care playground area, remove portable buildings; landscape renovation throughout the campus

Refer to attached Appendix for more information.



Existing Campus





**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure
- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>1 (N) School Main Entrance</li> <li>2 Parking Lot Reconfiguration</li> <li>3 (N) Parking Lot for Day Care</li> <li>4 Conversion of (E) Classrooms to (N) Administration</li> <li>5 Reconfiguration of (E) Classroom Space into Large Collaborative Classrooms with Smaller Lecture and Staff Spaces</li> </ul> | <ul style="list-style-type: none"> <li>6 Reconfiguration of (E) Building into Larger Lab Space for CTE programs</li> <li>7 Reconfiguration of (E) Building into Student Career Center, Counseling and Lounge</li> <li>8 (N) Outdoor Gathering/ Amphitheater</li> <li>9 (N) Shade Structure</li> <li>10 (N) PE Facility/ Food Service/ Culinary Arts CTE Program and Four Classrooms (With Separate Entry) for C.O.P.E program</li> </ul> | <ul style="list-style-type: none"> <li>11 (N) Day Care</li> <li>12 (N) Day Care Playground Area</li> <li>13 Landscape Renovation Throughout Campus</li> <li>14 Portable Removal</li> </ul> |
|---|--|--|

# Riverside Adult School



**Riverside Adult School**

Phone: (951) 788-7185 | Fax: (951) 328-2523  
6735 Magnolia Avenue, Riverside, CA 92506

Director: Jim Dawson

Grades: 18+

Enrollment: 400

LRFMP Capacity: 800

Constructed:

Colors:

Mascot:

School Visioning/  
Instructional Goals:

**Campus Description:**

The Riverside Adult School is located in a historic building on Magnolia Avenue and was previously the home of Palm Elementary School. Palm Elementary School was constructed in 1924 and operated as an elementary school until June 1976. The auditorium at RAS is the official site for District board meetings.

Riverside Adult School serves students 18 and over in the following areas: 1) Adult Basic Education (ABE): Learn beginning, intermediate, and advanced skills in Basic Math, Basic Language Arts, Basic Reading and Writing, and study skills; 2) English as a Second Language (ESL): This program is for limited and non-English speakers who are interested in learning how to speak, read, and write English in all levels: Beginning, Intermediate, and Advanced; 3) General Education Diploma (GED): Students wishing to earn their high school diploma.

Also included on the Riverside Adult School campus is Project Team, a program for adults aged 18-22 with disabilities, the Riverside USD Assessment Center, and the Riverside USD Family Resource Center. It is anticipated that the Assessment Center and the Family Resource Center will relocate to another location within the District.

**Anticipated New Additions/Renovations**

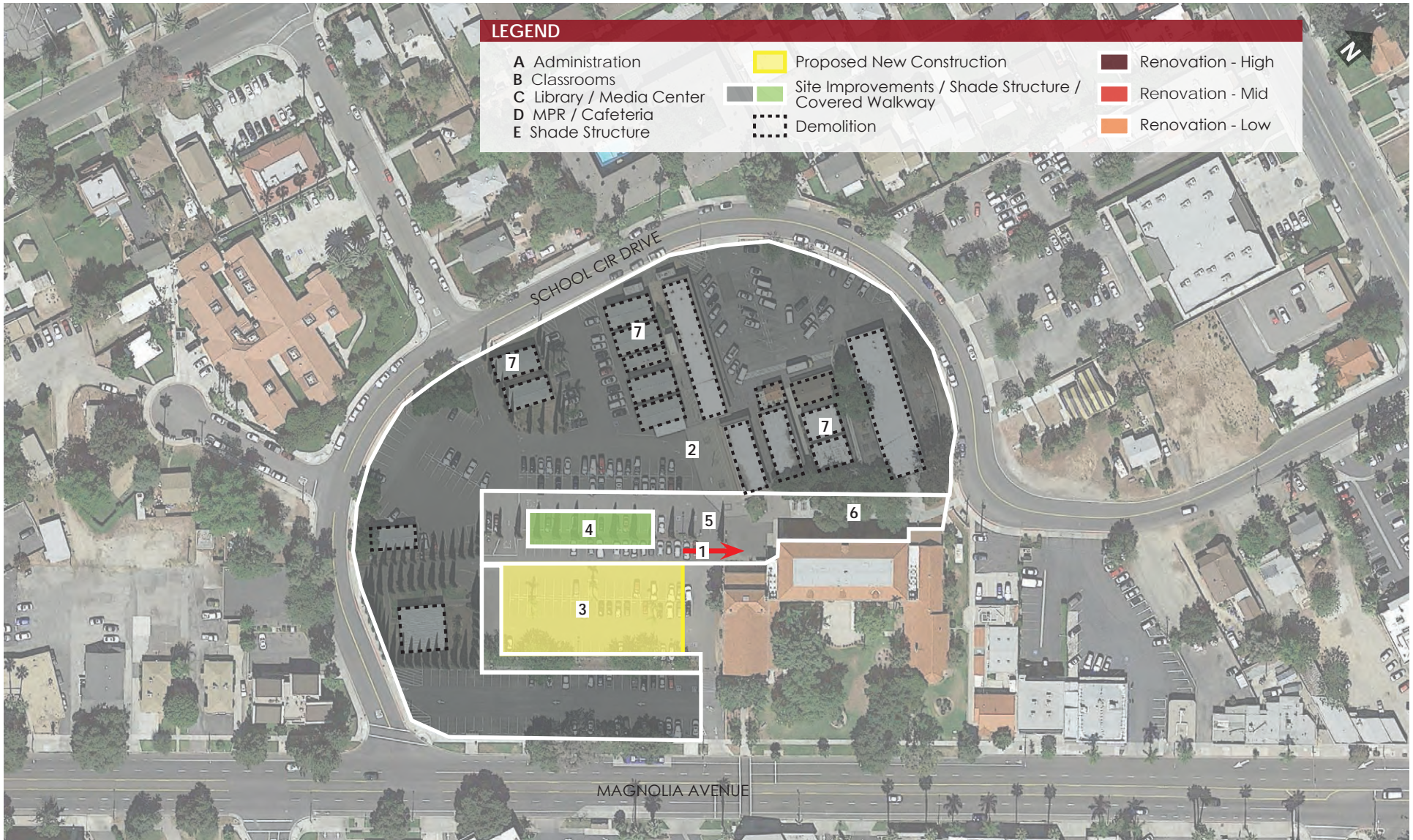
Site interviews were conducted and the following items were identified for areas of improvement: seismic retrofit, improve lighting, install roof awnings, install and improve drainage systems, upgrade entire irrigation system, repair concrete precast architectural details, and replace/install furniture and equipment.

The District-wide Facilities Master Plan anticipates that Riverside Adult School will see the construction of a new expanded parking lot, removal of all portables and the construction of a new 26,800 square foot, two-story building. The two-story building will include nine classrooms and two technology labs on the second floor for the Adult School; nine classrooms and administrative offices on the first floor for Project Team. Additionally, a new shade structure and new expanded quad will be constructed to complete the campus, as well as landscape renovation throughout the campus.

Refer to attached Appendix for more information.



Existing Campus



**LEGEND**

- A Administration
- B Classrooms
- C Library / Media Center
- D MPR / Cafeteria
- E Shade Structure
- Proposed New Construction
- Site Improvements / Shade Structure / Covered Walkway
- Demolition
- Renovation - High
- Renovation - Mid
- Renovation - Low

**PROPOSED ACTIONS**

- 1 School Main Entrance
- 2 (N) Parking Lot
- 3 (N) Building Including Nine Classrooms and Two Technology Labs for Riverside Adult School; Nine Classrooms for Project Team, Maintenance Garage and Office
- 4 (N) Shade Structure
- 5 (N) Quad
- 6 Landscape Renovation Throughout Campus
- 7 Portable/ Modular Removal

**Future Site Development Properties:**

- Victoria/Central Avenue  
--10 across from Poly HS
- Gless Ranch Property  
--10 acres adjacent to MLK HS
- Van Buren Vacant Lot  
--1.72 acres adjacent to MLK HS
- Cleveland/Myers  
--20 acres located at 2440 Myers Road

**Non-School Site Properties:**

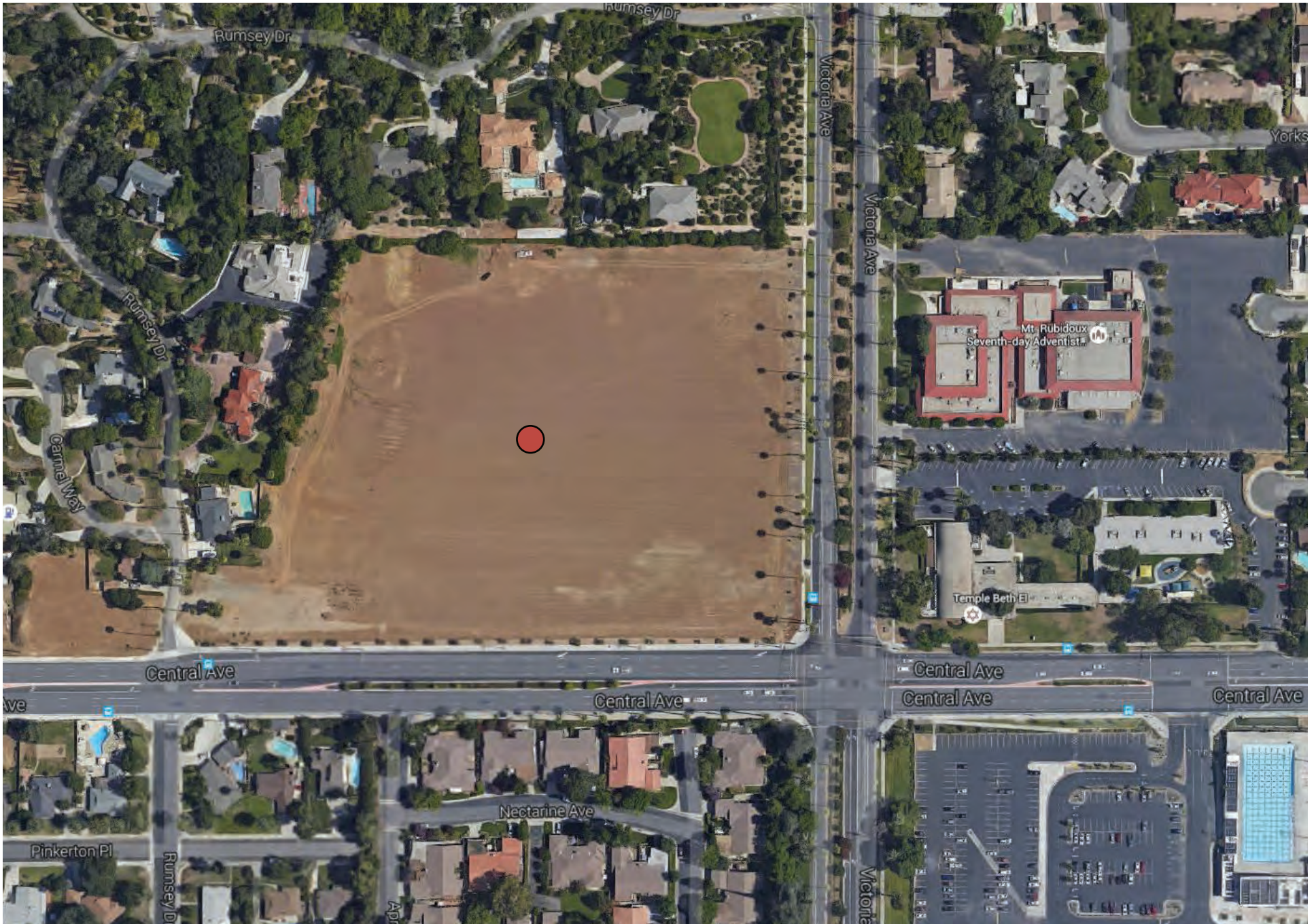
- RUSD District Office  
--3380 14th Street, Riverside
- Grant Educational Center  
--4011 14th Street, Riverside
- Central Registration Center  
--5700 Arlington Avenue, Riverside
- Nutritional Services  
--6050 Industrial Avenue, Riverside
- Maintenance & Operations  
--3070 Washington Avenue, Riverside

**DISTRICT-HELD PROPERTIES**

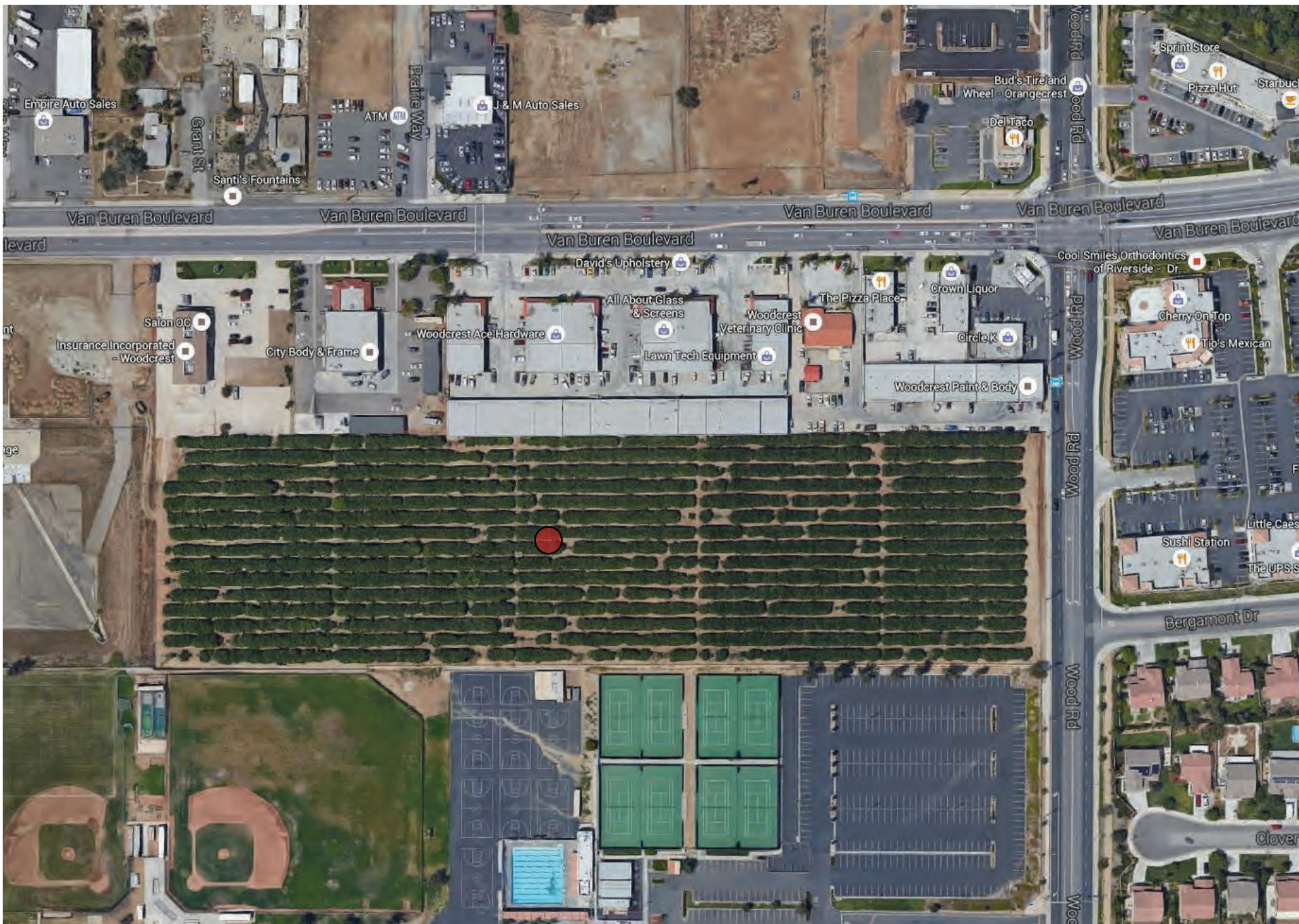
The Long Range Facilities Master Plan did consider the best use of all District-held properties and non-school site facilities. The District is currently decentralized with District support services being housed in multiple locations across the District. It is the District's goal to utilize its properties to best support the District and school site operations. This can include constructing a District office and large scale professional development center and the use of properties adjacent to high schools for future school expansion. It is the District's goal to develop an Educational Development Center (EDC) where all District support services could be centrally housed as well as serve as a large-scale Professional Development Center.

Due to the nature and degree of the complexities involved in planning to meet this need, as well as required Board involvement in the decision making on a District facility such as this, a long-range plan is on-going and not included in this LRFMP.

A separate planning committee will be established in the near future in order to address the future use of all District-held properties.



Lot on Central/ Victoria  
270-2799 Central Ave, Riverside, CA 92506



Gless Property by King HS  
18845 Van Buren Blvd, Riverside, CA 92508



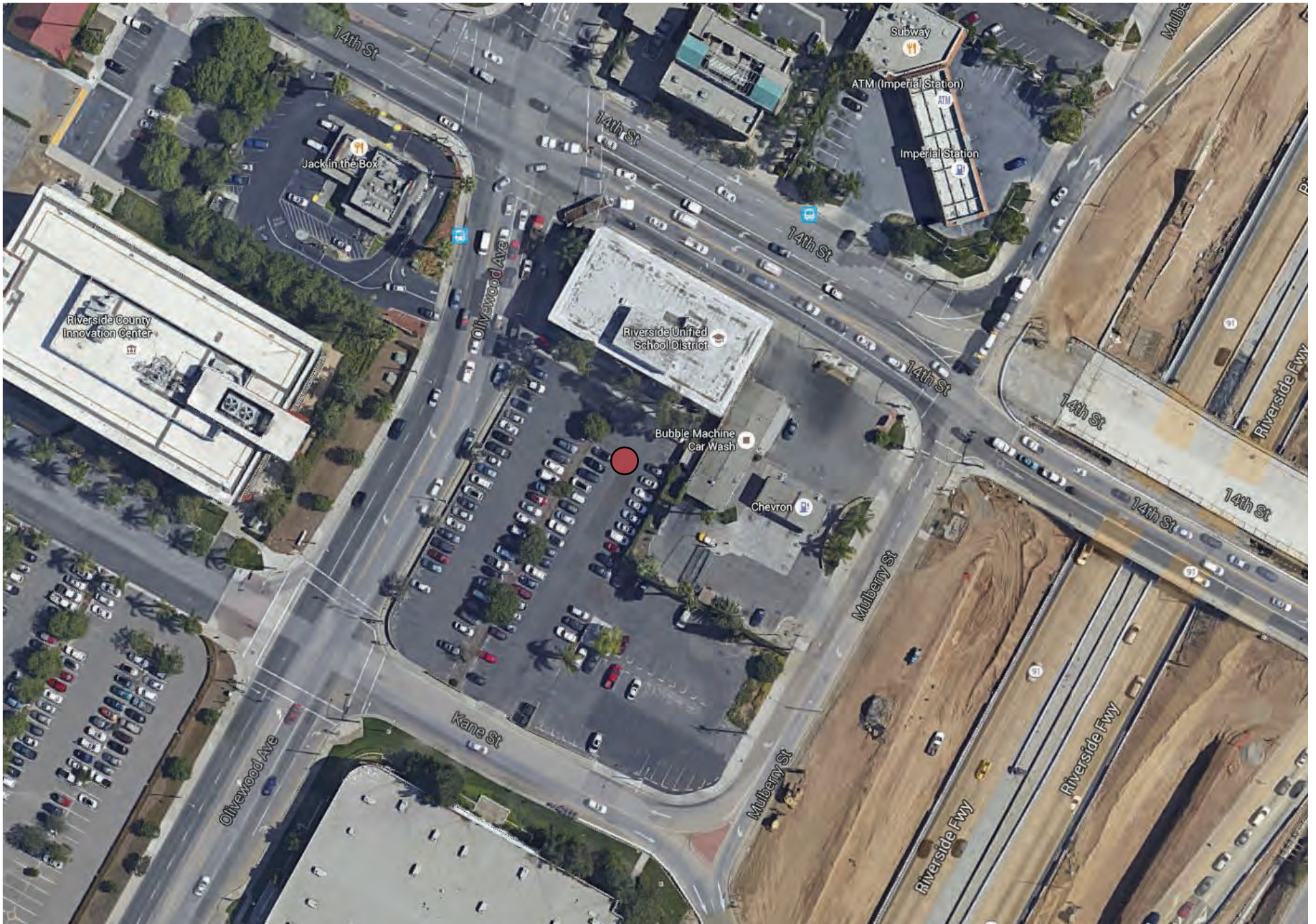


Van Buren- Vacant Land Property  
18790 Van Buren Blvd, Riverside, CA 92508



Cleveland and Myers Property  
 2300-2498 Myers St, Riverside, CA 92503





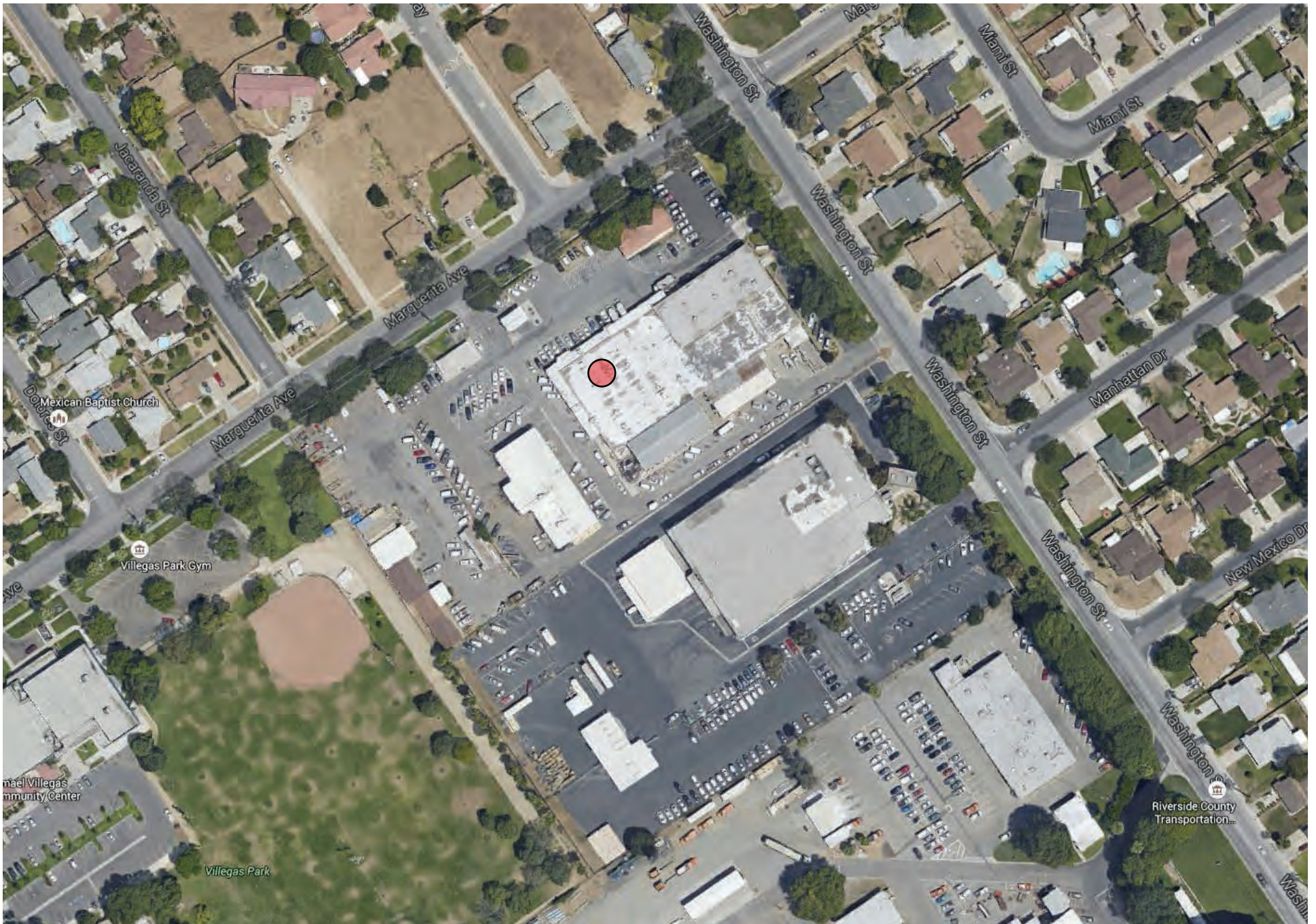
RUSD District Office  
3380 14th St, Riverside, CA 92501





Central Registration Center  
5700 Arlington Ave, Riverside, CA 92504



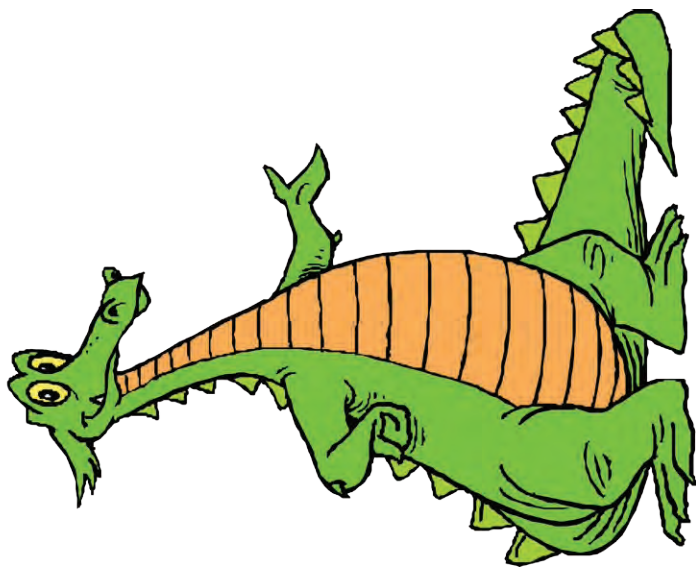


M&O Complex  
3070 Washington St, CA 92504





# John Adams Elementary School





ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

November 5, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Adams Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Adams Elementary School

**MEETING DATE:** November 3, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Carolina Michel, Principal, John Adams Elementary School  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Sylvia Shelley, Teacher, John Adams Elementary School  
Lisa Brees, Teacher, John Adams Elementary School  
Jamie Castaneda, Teacher, John Adams Elementary School  
Alicia Lowe, Teacher, John Adams Elementary School  
Mona Fennell, Teacher, John Adams Elementary School  
Paula Wilcoxon, Teacher, John Adams Elementary School  
Tara Stuart, Teacher, John Adams Elementary School  
Claudia Salazar, Parent, John Adams Elementary School  
Md. Guadalupe T., Parent, John Adams Elementary School  
Thomas Glenn, Parent, John Adams Elementary School  
Brandie Muzyka, Parent, John Adams Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Adams Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.

Meeting Minutes

Long Range Facilities Master Plan (Adams Elementary School Community Meeting)

Riverside Unified School District

Project 1517500.01

November 5, 2015

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2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Adams Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan, notes on easel pad and notes from Community Member)
  - A. New Construction Priorities (Additions):
    1. Construct a new one-story Kindergarten classroom building. Consider the possibility of a new two-story classroom building if there is a need to accommodate more classrooms.
    2. Construct a new dedicated, centrally located Library/Media Center with flex lab spaces for collaborative activities. The existing Library is a two-classroom facility.
    3. Construct more staff/student restrooms in multiple building locations throughout campus to accommodate the school in growth mode.
    4. Construct new shade structure adjacent to the hardscape playground area.
  - B. Renovation Priorities (Existing Facilities):
    1. Convert the portion of the existing two-story classroom building and reconfigure the existing Administration fronting Colorado Avenue to accommodate a larger Administrative space and the dedicated Special Education classrooms on the lower floor. Prefer to have the Administration entry close to the new parking structure for ease of access and a bigger front desk reception area.
    2. Provide entry to the existing MPR on the ground level for ease of access. The existing MPR has a maximum occupant load of 499 persons.
    3. Expand the existing Annex classroom building to accommodate additional classrooms.
    4. Add exterior windows to the lower and upper classrooms at the existing two-story classroom fronting Colorado Avenue.
    5. Add exterior windows and awning for drop-off/pick-up at the existing Cafeteria. Add big and inviting graphics to the interiors of the existing Cafeteria.

Meeting Minutes

Long Range Facilities Master Plan (Adams Elementary School Community Meeting)

Riverside Unified School District

Project 1517500.01

November 5, 2015

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6. Provide connectivity between classrooms for collaboration. Consider having centralized pods/workrooms accessible among several classrooms.
7. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.
8. Evaluate the existing school entry awning.
9. Add mechanical screen to conceal the mechanical units on the roof.
10. Beautify the existing walls at the hallways with bright colors.
11. Add big letters to identify John Adams Elementary School at the school front.
12. Provide new carpets at all classrooms.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.
2. Provide bright and comfortable chairs at the Library.

D. Site Improvement Priorities:

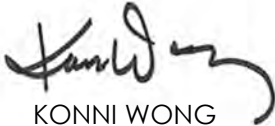
1. Construct new parking structure with two levels for staff and parent parking at the current parking lot location.
2. Construct bus drop-off along Adams Street.
3. Construct new Kindergarten playground area.
4. Provide perimeter running track, turf, and trees with benches at the playfield area.
5. Expand the hardscape at the playground area.
6. Replace existing chain link fence and gates with ornamental tube steel fence and gates and/or solid wall.
7. Enhance the playground area with landscaping.

Meeting Minutes  
Long Range Facilities Master Plan (Adams Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01  
November 5, 2015  
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**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x3-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad, Notes from Community Member

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



October 8, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Adams Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Adams Elementary School

**MEETING DATE:** October 6, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Carolina Michel, Principal, John Adams Elementary School  
Mona Fennell, Teacher, John Adams Elementary School  
Paula Wilcoxon, Teacher, John Adams Elementary School  
Kristen Vasta, Teacher, John Adams Elementary School  
Dina Calderon, Teacher, John Adams Elementary School  
Irene Dunbar, Teacher, John Adams Elementary School  
Adam Wright, Library Media Assistant, John Adams Elementary School  
Angelina Delgado, Teacher, John Adams Elementary School  
Paula Adcock, Intervention Specialist, John Adams Elementary School  
Yvonne Cortez, Teacher, John Adams Elementary School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Adams Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction
  - B. Provide technology infrastructure
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.

- D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Adams Elementary School in the next ten to twelve years:
- A. New Visioning Input / Instructional Goals
    - 1. Core Knowledge.
    - 2. HEARTS after school program (Helping Elementary Achievers Reach the Stars).
  - B. New Construction Priorities (Additions):
    - 1. Construct new Library/Media Center with flex lab spaces for collaborative activities.
    - 2. Construct new TK/Kindergarten classroom building to replace the portables.
    - 3. Construct new lunch structures for the lower and upper grades.
    - 4. Construct new Band/Choir classrooms with instrument/equipment storage and restroom facilities at the lower level.
  - C. Renovation Priorities (Existing Facilities):
    - 1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities drinking fountains, sinks, cabinetry and exterior painting.
    - 2. Reconfigure and relocate the Administration to the lower level for ease of access with classrooms renovation on the upper level.
    - 3. Relocate Special Education classrooms to be adjacent to Administration and direct access to parking lot with classroom renovation on the upper level.
    - 4. Convert the entire lower level of the existing MPR to MPR/Cafeteria spaces.
    - 5. Convert the existing Administration to classrooms.
    - 6. Provide windows for natural daylighting at existing exterior masonry walls of classroom building.
  - D. Furniture/Equipment:
    - 1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21st century learning environment.
    - 2. Provide playfield equipment/apparatus.

E. Site Improvement Priorities:

1. Correct accessible issues along path-of-travel.
2. Construct new bus drop-off and visitor parking lot along Adams Street.
3. Regrade, renovate and expand the parking lot.
4. Construct new TK/Kindergarten playground area with direct access to classrooms.
5. Expand hardscape at the playground.
6. Provide perimeter running track with turf, trees and benches.

**ACTION ITEMS:**

**Architect:**

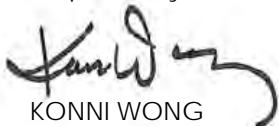
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

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Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District



# Alcott Elementary School





October 28, 2015

## **MEETING MINUTES**

Long Range Facilities Master Plan (Alcott Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Alcott Elementary School

**MEETING DATE:** October 26, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Patricia Tran, Principal, Alcott Elementary School  
Lisa Twarog, Attendance, Alcott Elementary School  
George Magana, Spanish Interpreter  
Caryn Hoffert, Parent  
Espy Calderon, Parent  
Mary Beth Loyal, Parent  
Kelli Wasserman, Parent  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### **PURPOSE OF MEETING:**

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Alcott Elementary School.

### **ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Alcott Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)

A. New Construction Priorities (Additions):

1. Construct a new two-story classroom building to replace the existing portables. It was discussed that the new two-story classroom building can be located either adjacent to the portables or adjacent to the existing MPR along Central Avenue. The community remarked that the school currently has poor curb appeal.
2. Construct a new dedicated, centrally located Library/Media Center with computer labs and flex labs for collaborative activities. The existing Library is a two-classroom facility.
3. Construct a new Preschool/TK/Kindergarten classroom building with playground area at a new location. It was discussed that this facility can be located either adjacent to the existing MPR and Administration for ease of supervision or at the northern part of the campus where it is away from the busy Central Avenue and is quieter. The community is concerned with the safety aspect and does not feel safe with the new Kindergarten facility to be located along Central Avenue. Getting the Kindergarteners in a safe location is a priority. It was also noted that there is the city bus stop in front of the Kindergarten facility along Central Avenue.
4. Expand the existing MPR/Cafeteria with Band and Choir classrooms and instrument/equipment storage. The existing MPR/Cafeteria has a maximum occupancy of 427 people.
5. Expand the existing Administration. Provide separate Staff Workroom and Staff Lounge areas.
6. Construct new shade structure at pick-up/drop-off area.
7. Construct covered walkway connecting buildings to buildings.

B. Renovation Priorities (Existing Facilities):

1. Convert one of the existing classroom buildings to be the Administration and repurpose the existing Administration to classroom spaces.
2. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access and to accommodate the school in growth mode to a maximum of 900 students.
3. Provide connectivity between classrooms for collaboration.
4. Provide drinking fountains and a station where students can fill their water bottles with ease.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

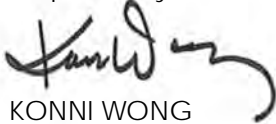
D. Site Improvement Priorities:

1. Expand the parking lot by demolishing the existing Preschool/TK/Kindergarten facility to accommodate more parking stalls, a safer parents pick-up/drop-off area, and a separate bus drop-off area. The existing is undersized and heavily congested with buses, regular cars, and pedestrians. There are eight buses total.
2. Repair drainage issue at the existing portable locations which is the low point at the campus. Flooding occurs during inclement weather.
3. Provide perimeter running track, turf and trees with benches at the playfield area.
4. There was a discussion on the National Habitat Garden. The direction on how to proceed with making this arrangement is yet to be determined.
5. Expand the hardscape at the playground area.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x3-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



September 23, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Alcott Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Alcott Elementary School

**MEETING DATE:** September 18, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Patricia Tran, Principal, Alcott Elementary School  
Kelly Powell, Principal's Secretary, Alcott Elementary School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Alcott Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction
  - B. Provide technology infrastructure
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Alcott Elementary School in the next ten to twelve years:

A. New Visioning Input / Instructional Goals

1. No Excuses University
2. HEARTS after school program (Helping Elementary Achievers Reach the Stars).

B. New Construction Priorities (Additions):

1. Construct two-story classroom wing to replace the existing portables.
2. Construct dedicated Library/Media Center with flex labs for collaborative activities. The existing Library is a two-classroom facility.
3. Expand the existing MPR/Cafeteria with Band and Choir classrooms and instrument/equipment storage. The existing MPR/Cafeteria has a maximum occupancy of 427 people.
4. Expand the existing Administration. The existing Administration space is undersized.
5. Construct new Preschool/TK/Kindergarten classroom building with playground area at new location.
6. Add classroom(s) spaces to the existing classroom building.
7. Construct bigger lunch shelter.

C. Renovation Priorities (Existing Facilities):

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, cabinetry and exterior painting.

D. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

E. Site Improvement Priorities:

1. Convert the existing Preschool/TK/Kindergarten facility to accommodate a new parking lot with bus drop-off. The existing lot is undersized.
2. Expand hardscape at the playground area.

3. Provide perimeter running track, turf with trees and benches.

**ACTION ITEMS:**

**Architect:**

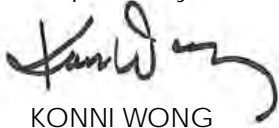
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District



# Beatty Elementary School



# Beauty ES Community meeting – 12.09.2015

---

## **Community supported many of the suggestions from the staff**

1. New auditorium
2. More equipment in playground, walking track
3. Trash area might be dangerous for kids
4. Covering between MPR and CRs
5. Outdoor stage
6. Shade for the quad and more of the outdoor area
7. Motion sensor in the bathrooms turn off on kids
8. More outlets in the classrooms
9. Expand the library, add media center
10. Would like maker space for crafts, tech club, arts, even cooking
11. More security cameras around the site

## **Urgent**

12. Smell coming from the sewer creates horrible situation during 1-3 months out of the year

# Beatty ES Kick-off meeting - 10.01.2015

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## **Attendees:**

RRC –Scott Griffith

RRC - Lance Higgins, Project Manager

## **Numbers:**

700 Total Enrollment

2 Preschool programs

100 Kinders

4 special ED busses

## **Overall Site Goals:**

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1. Bigger library
2. Extra rooms for auxiliary functions & curriculum
3. Bigger MPR
4. More site shading in strategic locations

## **Site:**

1. Shade structure leading from Admin building to MPR to cover when raining
2. More shade near playground and between classrooms
3. Larger exterior covered MPR area for lunch and event overflow
4. More parking for parents
5. More storage space near playground

## **Administration:**

1. Need more office space for staff: speech, psychology, campus supervisor, counselor
2. Staff lounge is very small

## **Classrooms:**

1. Tech issues in some classrooms
2. No computer lab
3. No art room
4. No dedicated science lab
5. No band room

## **MPR:**

1. MPR is too small, 5 lunch periods at 10min each
2. Serving food route needs revision to increase efficiency
3. More technology in MPR, no mounted project, lights are not dimmable
4. Desire to combine 2 assemblies into one event

## **Library**

1. More digital learning areas needed
2. Windows are in poor condition
3. Too small to serve school adequately

# Beauty ES staff meeting – 10.14.2015

---

## Site & Infrastructure

- Bathroom in the teachers' lounge - not enough staff restrooms
- bathrooms will lock you in - from the inside
- distracting bathroom noises in some classrooms
- bathrooms - along kindergarten- lead to outside – tough for supervision
- Teachers say covering along the classrooms doesn't protect from rain
- Traffic flow during lunch period is bad.
- boys restroom can be viewed through door – urinals
- play structure at kindergarten isn't large enough

## Parking & Access

- 75 staff members. most park on the street, ticketing, break ins
- cafeteria staff gets back parking – potential for more parking there
- dedicated restroom for playground
- blind corner around kinder restrooms creates security and injury issues
- potential amphitheater in the open courtyard

## MPR

- Assemblies are inside for the most part but outside for 6th grade
- Stage has no exit though the back or side

## **SAFTEY RISK - CENTRAL PLANTER AREA HAS BEES**

## Technology

- Sound amplification issues in the library
- Technology - some grades are 1 to 3 or 1 to 4
- Chrome carts are shared per grade. 60 for 5th grade and 60 for 6th
- Desire for computer lab
- Center box doesn't have plugs. Teachers don't like standing in the center.
- how can they be better facilitators
- maybe plugs at each desk
- missing plugs along the perimeter

## Vision for education

- Want standing desks.
- desire for science lab,
- No dedicated art classroom
- Want the tables that move. more flexible
- storage needs

- Balance seats. all grades
- Parent meeting center
- after-school parent learning
- Want separated mini-conference rooms where students can be visible but in private area.  
Similar to Woodcrest & Hawthorne

#### MISC

- cork board on 3 side
- too many whiteboards in the kindergarten
- band room - dedicated music room
- Desire covered area in the back playground

# Bryant Elementary School





December 2, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Bryant Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Bryant Elementary School

**MEETING DATE:** November 30, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Lari Nelson, Principal, Bryant Elementary School  
Dena Guyer, Health Assistant, Bryant Elementary School  
Tina Jurls, Teacher, Bryant Elementary School  
Scott Brennan, Teacher, Bryant Elementary School  
Valerie Sanchez, Teacher, Bryant Elementary School  
Katie Demick, Parent, Bryant Elementary School  
Senita Rogers, Parent, Bryant Elementary School  
Judi O'Brien, Parent, Bryant Elementary School  
Janice Bielman, Parent, Bryant Elementary School  
Erin Gettis, Parent, Bryant Elementary School  
Rose Cristales, Parent, Bryant Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Bryant Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Bryant Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and Notes on Easel Pad).

A. New Construction Priorities (Additions):

1. Construct new two-story Administration/Classroom Building fronting 3rd Street with the demolition of the existing Kindergarten Building. The existing Administration Building is undersized. Need a separate Teachers Lounge, Staff Workroom, and Conference Room to accommodate 6-12 people at a given time for meetings with parents and staff, bigger Nurse Office, small intervention rooms used for individualized learning, and ample storage.
2. Provide aesthetically pleasing school front with prominent school entrance. The existing school lacks curb appeal. Its aesthetic should reflect the nice surrounding neighborhood.
3. Construct new flex lab spaces for collaborative activities.
4. Construct new covered walkway.
5. Construct new lunch structure with outdoor mister system or provide new outdoor mister system to the existing lunch structure.
6. Expand vertically for more classrooms above the Library at the existing two-story Classroom Building.
7. Construct new Band/Dance Art classrooms preferably adjacent to the existing MPR.

B. Renovation Priorities (Existing Facilities):

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry, and exterior painting.
2. Correct HVAC issues at the existing two-story Classroom/Library Building.

C. Furniture/Equipment:

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21st century learning environment. More power outlets.
2. Replace playground apparatus on the blue top with friendly and usable ones.

D. Site Improvement Priorities:

1. Correct accessible issues along path-of-travel, i.e., accessible parking stall on the street.
2. Rework the exiting Kindergarten playground area.
3. Provide perimeter running track with turf, trees, and benches/seat walls.

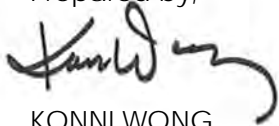
Meeting Minutes  
Long Range Facilities Master Plan (Bryant Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01  
December 2, 2015  
Page 3

4. Provide playground improvements with more turf and less hardscape.
5. Provide more shade (trees, structures) between playfield and playground hardscape.
6. Provide outdoor platform/ampitheater for outdoor learning activities and experiments.
7. Consider solar/sustainable opportunity.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District





ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

October 1, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Bryant Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Bryant Elementary School

**MEETING DATE:** September 28, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Lari Nelson, Principal, Bryant Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Bryant Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Bryant Elementary School in the next ten to twelve years in the following categories:

A. School Visioning Input / Instructional Goals

1. Core Knowledge.
2. HEARTS after school program (Helping Elementary Achievers Reach the Stars).
3. RUSD Band Brogram.
4. Visual Arts.

B. New Construction Priorities (Additions)

1. Construct new two-story Administration and Classroom Building fronting 3<sup>rd</sup> Street with the demolition of the existing Kindergarten Building. The existing Administration is undersized. Need a separate Teachers Lounge, Staff Workroom, and Conference Room to accommodate 6-12 people at a given time for meetings with parents and staff, bigger Nurse Office, small intervention rooms used for individualized learning, and ample storage.
2. Provide aesthetically pleasing school front with prominent school entrance. The existing school lacks curb appeal. Its aesthetic should reflect the nice, surrounding neighborhood.
3. Construct new flex lab spaces for collaborative activities.
4. Expand MPR to include Band/Dance classrooms.
5. Construct new covered walkway.
6. Construct new lunch structure with outdoor mister system or provide new outdoor mister system to the existing lunch structure.
7. Expand vertically for more classrooms above the Library at the existing two-story classroom building.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry, and exterior painting.
2. Correct HVAC issues at the existing two-story Classroom\Library Building.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment. More power outlets.
2. Replace playground apparatus on the blue top with friendly and usable ones.

E. Site Improvement Priorities

1. Correct accessible issues along path-of-travel, i.e., accessible parking stalls on the street.
2. Expand the Kindergarten playground area with direct access to classrooms.
3. Provide perimeter running track with turf, trees and benches/seat walls.
4. Provide playground improvements with more turf and less hardscape.
5. Provide more shade (trees, structures) between playfield and playground hardscape.
6. Provide outdoor platform/amphitheater for outdoor learning activities and experiments.
7. Consider solar/sustainable opportunity.

**ACTION ITEMS:**

**Architect:**

1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

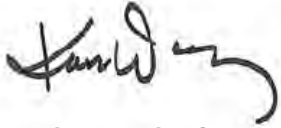
**NEXT MEETING:** TBD

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**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Castle View Elementary School





ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

October 23, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Castle View Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Castle View Elementary School

**MEETING DATE:** October 22, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Erica Square, Principal, Castle View Elementary School  
Dave Redding, Neighbor, Castle View Elementary School  
Joy Rutz, School Volunteer/Parent, Castle View Elementary School  
Ralph Cisneros, Parent, Castle View Elementary School  
Ana Rivera, Parent, Castle View Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Castle View Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Castle View Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)

A. New Construction Priorities (Additions):

1. Construct new two-story building with Administration and classrooms between the upper and lower field. It was remarked that this building will help to unify the campus with the current issue on the separation between the instructional minutes lost in travel time between the upper and lower campuses.
2. Construct new classroom building for the lower grades (Preschool/TK/Kindergarten) in the upper campus area.
3. Construct new classroom building for the upper grades in the lower campus area.
4. Construct new larger MPR with Band/Drama/Choir classrooms with instrument/equipment storage. The existing MPR is undersized and has not changed for decades.
5. Construct new shade structure to shelter students who are waiting at pick-up/drop-off area.
6. Construct new lunch shade structure.
7. Construct more staff/student restrooms in multiple building locations throughout campus to accommodate the school in growth mode.
8. Construct new covered walkway connecting buildings to buildings.

B. Renovation Priorities (Existing Facilities):

1. Convert one of the existing classroom buildings to be the dedicated Library. Include storage to lock up technology/supplies.
2. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.

C. Furniture/Equipment:

1. Provide furniture to accommodate the current student physical size.
2. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

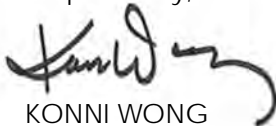
D. Site Improvement Priorities:

1. Expand and reconfigure the existing parking lot. The traffic at the existing parking lot is extremely congested with buses, equipment trucks, regular vehicles, and pedestrians. Expanding the entire frontage of the school with more parking will help to manage traffic flow on the school property and lessen the congestion on Shaker Drive.
2. Construct new low screen wall/low fence at the parking lot at the front of the school to screen it from the adjacent neighbors. There is a desire for Castle View Elementary School to be more of a neighborhood school.
3. Construct new wider gates and sidewalks for ease of access.
4. Correct/repair the drainage issue by replacing gutter system at buildings, in particular the one at the Administration building.
5. Correct/repair the grading issue at the Administration sidewalk which currently serves as the main pathway for parents/students to enter/exit the campus. The adjacent grade is higher in elevation than the existing sidewalk and therefore the low point of the sidewalk floods when it rains. The current mitigation measure is to use sandbags to keep the water from flooding the sidewalk.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District





ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

October 4, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Castle View Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Castle View Elementary School

**MEETING DATE:** September 28, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Erica Square, Principal, Castle View Elementary School  
Sherri Watkins, Teacher Special Education Early Childhood, Castle View Elementary School  
Martha Cabrera Toscano, Teacher, Castle View Elementary School  
Julia Cook, Resource Specialist, Castle View Elementary School  
Susan Cocca, Elementary Library/Media Assistant, Castle View Elementary School  
Lee Ann Henninger, Teacher, Castle View Elementary School  
Evelyn Erum, Teacher, Castle View Elementary School  
Lori Backstrom, Teacher, Castle View Elementary School  
Janice Bishop, Teacher, Castle View Elementary School  
Jacqueline Gray, Teacher, Castle View Elementary School  
Roseann Ornelas, Teacher, Castle View Elementary School  
Stephanie Zolfaghari, Principal's Secretary, Castle View Elementary School  
Maria Bieberstein, Teacher, Castle View Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Castle View Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.

2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.
  
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Castle View Elementary School in the next ten to twelve years in the following categories:
  - A. School Visioning Input / Instructional Goals
    1. DLI (Dual Language Immersion)
  
  - B. New Construction Priorities (Additions)
    1. Demolish the entire site.
    2. Construct new Administration Building with covered entry to be close to center of campus between the upper and lower fields to unify school. Include Staff Lounge with stove and dining facilities, conference rooms, and counselor offices.
    3. Construct new classroom building for the upper grades in the upper field and one for the lower grades (Preschool/TK/Kindergarten) in the lower field to avoid loss of instructional minutes.
    4. Construct and reorganize TK/Kindergarten playground area in the lower field for ease of accessibility and supervision. Parents enter the Kindergarten classrooms without attending the Office.
    5. Construct new MPR/Cafeteria with Band/Drama/Choir classrooms with instrument/equipment storage.
    6. Construct new lunch shelter.
    7. Construct covered walkway connecting buildings

C. Renovation Priorities (Existing Facilities)

1. Convert one of the existing classrooms to be the dedicated Library. Include storage to lock up technology/supplies.
2. Provide connectivity between classrooms.
3. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, cabinetry and exterior painting.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
2. Provide computers to every classroom.
3. Integrate center pod for collaboration.
4. Provide equipment/apparatus at the play field.

E. Site Improvement Priorities

1. Expand and improve parking lot for visitors/parents drop-off. Poor ingress and egress traffic condition.
2. Expand and improve parking lot for staff with more parking stalls in the upper field. Poor ingress and egress traffic condition.
3. Provide separate bus drop-off loop on the north side of campus entered from Century Avenue.
4. Provide outdoor maker space.
5. Provide perimeter running track with trees and benches.

Meeting Minutes  
Long Range Facilities Master Plan (Castle View Elementary School)  
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**ACTION ITEMS:**

**Architect:**

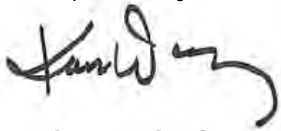
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x1-mm

Attachment: Meeting Registry

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Emerson Elementary School



# Emerson ES Staff & Community Meeting

---

- Staff DF @ admin
- DF at kindergarten playground
- access to restroom from playground
- Dirt playground at kindergarten causes children to get asthma
- cement ball wall disrupts security visual
- new bldg and portables maybe a teacher room they need a workroom
- work pods instead of classroom wing - collaboration spaces
- conference rooms for meetings
- more restrooms for staff
- drainage flooding
- security fence - to visible from outside
- kindergarten new location to where relocatables are
- more staff lounge rooms - eating room - outdoor eating space
- casework in CRs- standup, standing desks - combination of desks - adjustable desks for teachers and students
- smart teaching wall
- more outlets in CRs
- climate control
- new bldg badly design - sun and heat penetration
- Landscape - no more shading areas.
- More storage on site and CRs
- band rooms - music rooms - Science labs - performing spaces
- MPR folding tables into the wall
- Playgrounds - rubber better than wood chips - shredded rubber??
- kickball softball areas needed.
- track for kids
- grass
- covered area at playground - shaded area for kids to eat snacks
- benches for kids outdoor spaces
- natural lighting in CRs - skylights
- safety storage area - for emergency - water etc.
- new buildings - need to exit doors ?? not per code.

## TEACHING IN 10 YRS

- no more typical CRs
- tech influences
- flexibility - collaboration rooms

# Emerson ES – Kickoff – 08.31.15

---

## **Attendees:**

RRC - Roger Clarke, Principal  
RRC - Lance Higgins, Project Manager  
EES- Russ Bouton, Principal  
EES – Tascaie Churchwell, Assistant Principal

## **Overall Site Goals:**

---

1. Replace relocatable classrooms with new classroom building
2. Additional restrooms
3. Additional administrative space for various departments
4. Rework bus drop-off
5. Reorganize kinder rooms and playgrounds

## **Site:**

1. Correct problematic flooding areas
2. Improved playgrounds
3. Improved playfields for formal sports like soccer and softball.
4. Expand Kindergarten playground
5. Dedicated S.D.E. playground.
6. Need drinking fountains
7. Need more shade
8. More security cameras
9. Redesign drop-off, pickup, and dispersal areas.

## **Administration:**

1. Need A.P.'s office
2. Need councilor's office
3. Expand health office
4. Need translator's office
5. Need campus security office
6. More storage

## **Classrooms:**

1. Hodge-podge technology
2. Goal is working towards 1-1 electronics.
3. Non Title-5 compliant kinder classrooms.
4. Need more storage
5. Currently have no dedicated science room/tech-maker space.
6. Have had some robotics, computer coding, and other tech related curriculum in the past.
7. Need a band room. Currently using the stage which limits the use of the MPR.
8. Replacement of relocatable classrooms with new 2 story classroom building.
9. Need dedicated special education classrooms

## **Library:**

1. Removal of computer lab and conversion to staff conference room.

**MPR:**

1. Too small
2. Need technology upgrade
3. Expand kitchen
4. Dedicated dry storage
5. Want recessed tables
6. Need chair and table storage
7. Larger to house greater number of students.
8. Not enough space to serve, seat, and allow kids to eat. Lunch schedule is each grade every 15 mins.
9. More shade for lunch areas.

**Misc. Items**

1. Storage for HEART program
2. Storage for P.E. curriculum
3. O.T.C. needs some facilities



# Franklin Elementary School



**Meeting # 025 Benjamin Franklin Elementary School #002**

**Date** November 10, 2015

**Present**

**District**

Dawn Smith–Principal

**Community**

Adrianna Duran–PTO  
 Tamara Hernandez–PTO  
 Jeff Smith–Grandparent

**HMC**

Sandy Kate

**Project Name RUSD Long Range Facilities Master Planning**

**Project # 3152164-000**

**Subject Community meeting to discuss Facilities Master Plan – process, issues and potential facilities improvements**

**Items Discussed**

**23.1 Educational goals and school programs impacting space**

- a. Align space with the school’s new “smart goals” which emphasizes technology integration focusing on writing.
- b. Each student creates a digital portfolio on the computer which they have for the 12 years they are in school. Therefore students constantly need access to computers at school.
- c. The school is trying to give the students a “real world” experience to assist in preparing them for careers and college
- d. The school has a goal of one-to-one devices in the future – they only have this capability in the upper grades.
- e. The school has a band program and is trying to have a STEM makerspace with a video studio so all students get experience presenting/performing in front of others
- f. The school encourages parent involvement and partnership

**23.2 New Construction**

- a. Replace portables with two story building for better use of site – include support space
- b. Create new MPR to be used for the multiple programs, events, instruction, etc. that takes place at the school and dedicate the existing small MPR for dining (too small for many school activities)  
 New MPR would be used for performances and band/music instruction so include storage
- c. New kindergarten complex with all 5 classrooms in same area around kindergarten play area
- d. Move CDC – to allow for better drop-off configuration and use of site
- e. Need dedicated parent room

**23.3 Modernizations and Renovations**

- a. Library needs to be expanded and update space – different furniture and types of spaces – cover outdoor area for more utilization
- b. Modernize all classrooms – current technology, flat screens, less fixed casework, replace connection movable walls, sinks in all classrooms, carpet everywhere
- c. Central shared area between classrooms for extended learning and pullouts
- d. Need more restrooms on campus

- e. All laminate casework in all spaces including Administration needs to be replaced with more durable casework

#### 23.4 Site Improvements – PE, Safety, Security, Outdoor learning environments

- a. New running track
- b. Drop-off/pick-up needs reconfiguration for better flow
- c. Improve the utilization of the site for critical needs and functions
- d. Modify ball wall and play area to create a larger area for school to meet
- e. Add up-to-date play equipment for all grades – expand play equipment area
- f. Larger enclosed kindergarten play area
- g. More parking on the campus site is the number one priority
- h. Cover exterior outdoor learning areas between classrooms for improved utilization
- i. Improved shade structure for eating and add shade all over campus
- j. Site lighting on sensor – there needs to be night lighting for safety and security
- k. Less decorative grass out from of school and more parking
- l. Consider more parking by Kindergarten complex where parents don't cross traffic when walking students in class.

#### 23.5 Furniture and Technology

- a. New mobile and ergonomic furniture is very important to the school
- b. Teachers want to create a variety of settings in their classroom
- c. Some storage can be mobile for flexibility
- d. New furniture is needed in the library
- e. Up-to-date technology is needed everywhere in the school
- f. Secure storage with charging station for technology devices

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



for

Sandy Kate  
Senior Educational Facility Planner, Associate Principal

**Next Meeting Date**  
TBD

**cc** H. Calhoun, K. Lewis, Kevin Wilkeson  
**File** MM.MI

**Meeting # 012/ Franklin ES #001**

**Date** September 21, 2015

<b>Present</b>	<b><u>District</u></b>	<b><u>HMC</u></b>
	Adriana Duran	Hayley Calhoun
	Dawn Smith	Jan Johnson
	Deb Klever	Sarah Johnson
	Gina Summerour	
		John Nichols
		Sandy Kate

**Project Name** RUSD Long Range Facilities Master Planning – Benjamin Franklin ES

**Project #** 3152164-000

**Subject** Coordination Meeting and Site Tour with Principal and Staff

**Items Discussed**

**12.1 New Construction and Additions**

- a. Develop a “makerspace” in an existing classroom (to include computers, tables and a broadcast studio for students to develop announcements/school news via YouTube).
- b. Create alcoves, small group rooms or quiet study areas just off of the classrooms with glass windows for visual supervision.
- c. Replace deteriorating walls in shared classrooms with a glass sliding door.
- d. Classrooms to only have floor tile at the sinks (keep the carpeting).
- e. Not as much built-in casework in the classrooms to open up the space/storage, could be mobile.
- f. Four to five additional Kindergarten classrooms.
- g. Upgrade Kindergarten space to include restrooms in each room and access to the shared play area.
- h. Need space for the band program to store instruments and larger area for performances.
- i. Double the size of the MPR.
- j. In the MPR, double the size of the stage, get appropriate sound/projection, and fix the roll-up door to the outdoor stage from the indoor stage system.
- k. Space for indoor PE when hit with inclement weather.
- l. Appropriate shade for the lunch shelter.
- m. House other types of resources and media in the Library other than just books.
- n. Include a parent room (PTO).

**12.2 Modernizations and Renovations**

- a. Modernize restrooms (flooring is hard to clean now).
- b. Need access to restrooms from the playground.
- c. Need appropriate offices for support and itinerant staff with a dedicated conference room.

**12.3 Site Improvements – PE, Safety, Security**

- a. Address drainage problems underneath portables and leaks in the roof/gutters.
- b. Staff the drop-off and pick-up process.
- c. More play equipment for all grade levels.
- d. Fix poor field conditions (rodent holes/uneven turf).
- e. New shade structure over dining area and playground.
- f. Shade structures and sliding glass doors (to increase visibility from the classroom) in the outdoor learning areas.
- g. Appropriate landscape where the Manzanita shrubs have been removed.
- h. More exterior video cameras for security.
- i. Security at the gates by loading dock could be improved.
- j. Synthetic (running) track.

## 12.4 Furniture and Technology

- a. Replace classroom furniture with mobile/ergonomic furniture.
- b. Staff hasn't had success with the charging carts – is important to have a location for computers to be charged and securely stored.
- c. Staff prefers to have flat screens in all rooms.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Sandra Kate

**Next Meeting Date**

TBD

**cc**

**File**

MM.MI

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# Fremont Elementary School



# Fremont E.S. Community & Staff Meeting

## - 12.3.2015

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Expansion parking lot on orange street. Especially during pick up and drop off  
Front of school is tough to determine. No signage or identity  
Beautification for the campus  
Drinking fountains need repair and the need more  
More shading and trees on the property. Either more trees or shade structures. Not just in playgrounds but around site  
Bike rack for children that might ride bikes to school. Covered space for the bikes. keeping them out of the elements  
Gym for activities on rainy and sunny/hot days. Have indoor PE  
Better technology in the classrooms  
Shelter for kids waiting to be picked up. Both for the hot days and rain  
Better drainage for the parking lot  
Upper playground has green mesh security fence. Lower playground needs that.  
Security fencing  
Digital marquee for better identity and communication to community  
Larger administered health office. Better facilities  
Better passage for ADA children. so they can get around the site without help.  
Roof leaking - fixing those types of problems urgently  
Established walkways are extremely inefficient. They have to go all the way around.  
More outlets in the rooms  
Better ventilation in the rooms  
Panic hardware on all the exterior gates. Something better looking than a padlock  
Better kitchen facilities with better food service area. Where kids can get their meals without having to come in and go back out  
Better paint in the classrooms  
Tree in the upper playground over the water fountain clogs it  
The kindergarten classrooms are in a bad spot and kids get distracted easily  
Better security. Cameras around the site. 23 currently.  
Provide way for office staff to be able to see people that are about to come inside. They currently cannot see who is on the way. Might be a security issue.

# Fremont Elementary School

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Principal's Introductory Meeting – 9/22/15

## Attendees:

RRC – Scott Griffith, Principal  
RRC - Lance Higgins, Project Manager  
RUSD – Haley Calhoun, Director of planning and development  
FES -

## Numbers:

720 total enrollment: 125 kinders, 50 pre & TK, 17 disabled, 200 in HEARTS program, 200 bus, 90% free and reduced lunch.

## Overall Site Goals:

---

1. Replace relocatable classrooms with new classroom building
2. Remove septic system
3. Additional restrooms
4. Need more shade

## Site:

1. Need to replaced excessive relocatable classrooms on site
2. Would like a track or DG path for running
3. Older play structures in wood-chip play areas
4. Need drinking fountains
5. Central amphi-theatre in need of redesign w/ shade.
6. Lots of landscape areas that need be redone in looking at outdoor learning spaces.
7. Bus drop-off and parent drop off function well.
8. More covered outdoor areas
9. Playground shade structure near back on Garfield

## Administration:

1. Need spaces for
  - a. Psychologist
  - b. Speech
  - c. Sap councilor
  - d. Campus Supervisor
2. Recently expanded, working well for them.
3. Have promethean boards throughout. Uniform system.
4. Want to consolidate Admin functions

## Classrooms:

1. Need a band room that isn't a portable
2. Would like a science lab to do "icky science stuff"
3. Would like a maker space, or stem type space
4. Are mostly 1-1, have security issues with storing them and charging them in a secure place.
5. Want flexible teaching and learning spaces
6. 4 Kinder, 1 TK – expand kinder play area

## Library:



1. It's in a classroom wing
2. No media center, no technology
3. Need a dedicated library/ media center building

**MPR:**

1. Too small
2. Kitchen too small
3. Lunch runs from 10:30am-12:45pm with 12 min. intervals.
4. Band is in here 3 times a week
5. Need storage

**Misc. Items**

1. Have a parent center that is currently housed in 2 portables in the front. They do parent learning courses, also use it for HEARTS (after school program)
2. HEARTS has over 200 students and is housed in 2 empty portables.
3. Would like a before school program because many parents take the train to work and can't drop off their children earlier than 7:15.
4. Breakfast is served in the classrooms
5. Larger MPR for school functions

# Harrison Elementary School



## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Tuesday, November 17, 2015 - 2:30 p.m.  
Location Harrison Elementary School Multipurpose Room  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Harrison Elementary School Community Meeting  
Arlington High School Cluster

### Topics

**Attendees:** Jamelia Oliver, Principal  
Kevin Fleming, DLR Group  
Patti Ashton, DLR Group  
(3) Parents (See sign-in sheet)

### **Issues/Comments:**

- Drop-off is a problem
- Parking lot and drop off not designed for the amount of cars that come to the school
- Perimeter fencing for better security is needed
- Playfields need repaired
- Not enough shade throughout campus
- Need new/additional play equipment
- There are no windows in the quad area
- Restrooms need modernized. Some have never been
- Courtyard needs shade
- Uneven asphalt throughout campus
- 100-mile club would like a running track
- Large windows/visibility in quad area so classrooms can see each
- Entrance is not inviting
- There are 5 regular ed buses and 5 special ed buses so drop off needs to accommodate this number
- Auditorium/Amphitheater that would be big enough to house all students is needed. Currently 6<sup>th</sup> grade promotion is held in parking lot.
- Neighbors complain about students being too close to their backyards. During supervised P.E., students can use large grass area; however, during recess they cannot. There could be a problem if playfields are relocated too close to the neighbors' back yards.

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Tuesday, October 27, 2015 – 2:15 p.m.  
Location Harrison Elementary School  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Leadership Team Meeting #1– Principal Meeting #2  
Arlington High School Cluster

### Topics

#### Comments:

- Dropped ceilings/better lighting is needed. Not provided during last modernization
- Window replacement and windows needed in quad classrooms
- HVAC upgrade
- Counters needed in quad classrooms
- Old furniture – needs replaced—beyond repair
- Conference room for staff is needed – currently meet in classroom
- Root exposure in Kindergarten area has made landscaping problematic, old kindergarten area needs resurfaced/re-landscaped
- Additional lighting in Admin building
- Need two additional classrooms in kindergarten wing – currently have 2 with one kindergarten class located outside of wing (4 total needed)
- Administration spaced needs reconfigured. Confusing for students on how to enter/exit nurses office. Health office needs reconfigured
- Plumbing system is bad – after weekends and long breaks, classroom have strong gas odors
- Water filtration is needed – water is brown
- All RRs need modernized – not done during last modernization
- Electrical upgrades to support technology
- Some of the fencing needs replaced/repared
- No irrigation in out fields. Fields are dead and causes mud during rainy season and dust during windy days
- Drainage is poor around MPR and RRs, and Classrooms 5,6,& 7

#### Visioning:

- Media center to accommodate digital technology
- 3 classrooms for Emotional Disturbed program and quiet room
- Psych/counselor offices for ED
- ED program should be located in self contained area
- Regular size classroom for ESP
- Reading lab
- Dedicated music room
- Media/Tech space for all grades
- Connection between classrooms – visibility between classrooms needed
- Teacher/student workroom between classrooms
- More P.E. space – more P.E. equipment – more blacktop
-

- Running track for 100-mile club
- Need storage space in classrooms - cupboards
- MPR is new, sufficient for school
- Possible outdoor eating area

### **Master Planning**

- Drop off/parking extended
- New building for library
- Existing library becomes outdoor learning space
- Mini amphitheater by Library/Media Center
- Covered shade areas
- Parent/PTA room with adult sized furniture

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Tuesday, November 17, 2015 - 2:30 p.m.  
Location Harrison Elementary School Multipurpose Room  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Harrison Elementary School Community Meeting  
Arlington High School Cluster

### Topics

**Attendees:** Jamelia Oliver, Principal  
Kevin Fleming, DLR Group  
Patti Ashton, DLR Group  
(3) Parents (See sign-in sheet)

### **Issues/Comments:**

- Drop-off is a problem
- Parking lot and drop off not designed for the amount of cars that come to the school
- Perimeter fencing for better security is needed
- Playfields need repaired
- Not enough shade throughout campus
- Need new/additional play equipment
- There are no windows in the quad area
- Restrooms need modernized. Some have never been
- Courtyard needs shade
- Uneven asphalt throughout campus
- 100-mile club would like a running track
- Large windows/visibility in quad area so classrooms can see each
- Entrance is not inviting
- There are 5 regular ed buses and 5 special ed buses so drop off needs to accommodate this number
- Auditorium/Amphitheater that would be big enough to house all students is needed. Currently 6<sup>th</sup> grade promotion is held in parking lot.
- Neighbors complain about students being too close to their backyards. During supervised P.E., students can use large grass area; however, during recess they cannot. There could be a problem if playfields are relocated too close to the neighbors' back yards.

## Meeting Minutes

Date / Time Thursday, September 24, 2015 -10:00 AM  
Location Harrison Elementary School – Principal’s office/site tour  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject **Principal Meeting #1 – Harrison Elementary School**  
Arlington High School Cluster

### Topics

#### Comments:

- 1964 circle building
- Enrollment is about 550
- Campus was modernized in 2004/2005 – some portables were removed
- RR never modernized - #1 priority
- HVAC issues
- Library – no air flow – no windows – needs more light
- Has 3 kindergarten classes (2 K and 1 TK)
- Has preschool classroom
- No irrigation system – would like orchard
- Students belong to 100-mile club – would love to see area for them to run
- School houses 3 special education classes (Severe – Emotional Disturbed)
- Needs rooms for speech and RSP
- Needs classroom for mental health
- Principal is pleased with MPR. Big enough for their needs.

#### Visioning:

- Visions library as a media center with digital devices
- Classrooms in circle building – some have walls or double doors – would love better visibility for team teaching
- Music/band/chorus use relocatable – music room is needed
- Art classroom is needed
- Read 180 program needed classroom
- Technology infrastructure upgrades are wanted – not enough electrical plugs
- School has 3 lunch periods and all students eat inside – would like outdoor eating area with shade
- Would like park-like environment where library is for reading buddy program

#### Kevin’ notes:

- Restrooms need updating
- HVAC is an issue
- Library air flow a problem – future library may transition to a media center
- 3 K’s – 1 preschool
- Remove library from circle to promote outdoor learning
- Irrigation not automated
- Wants a garden or orchard
- Special Education consists of emotionally disturbed severe, speech and RSP
- Add glass partitions

- Needs new lighting (diffusers)
- Music is currently in a relocatable
- Read 180 computer lab
- Would like an art program
- Would like outdoor eating area
- New building 9,000 square feet: Special Education Suite – 3 classrooms, 1 speech office; 2 psych offices; 1 RSP office; 1 calming room; 1 conference room; 1 new media center; 1 art program; 1 maker space
- 1:1 device school – heading to individualized learning





# Hawthorne Elementary School

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Monday, October 12, 2015 -3:30 – 4:45 PM  
Location Hawthorne Elementary School, Room F112 (PL Lab)  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Site Committee Meeting #1 – Hawthorne Elementary School  
Arlington High School Cluster

### Topics

#### Comments/Issues:

- Kindergarten Restrooms are very large. Do they need to be that large?
- Kindergarten playground is too small for the number of students. Remove sand box as students don't use it.
- School has 5 Kindergarten rooms and 1 SDC Kindergarten. The SDC Kinder room is OK with being in the pod.
- Only one portable on campus and it is used for State Preschool
- Neighborhood school, 775 students.
- Only busing for SDC and handicapped students
- Parking problems due to Kinder parents needing to park in parking lot and walk students in. Drop off area is only for SDC and handicapped buses.
- Green space is under-utilized. Very large green space.
- There are no restrooms near green space. Students have to come into campus.
- Drinking fountains need to have shade over them. Students crowd around fountains that do have shade.
- Shade is needed in Kinder playground
- Need an additional Kinder play structure
- Passage between Kinder classrooms has storage area that is not used. Better utilized as a student work area.
- Neighbors have successfully worked with City to put no parking signs in neighborhood during the day so parents cannot park in the surrounding neighborhood.
- Visibility between pods is bad. Not enough windows for supervision. Some classrooms have no windows into work area.
- No overhead coverage or walk areas to MPR during raining season. Students have to stand out in the rain before entering MPR.
- Kitchen design needs redone. Serving problems due to salad bar and warming kitchen layout.
- Door is needed between principal's office and secretary's desk for both confidentiality reason and private conversations.
- Window is needed in AP office.
- Placement of the A.V. equipment in the classrooms makes it difficult to re-arrange furniture.
- Marquee needs to be placed in different location. Now parents must stop in the middle of the street to read what is on the marquee.

#### Visioning:

- Perimeter tracks at all elementary campus is district's goal
- More bluetop and play structures so students have better option for play
- Storage is needed for large P.E. items, i.e. sheds would be good

- Site needs covered and accessible space
- Parent Resource Room
- A larger Teacher workroom
- Need an outside public restroom for parents, guests
- Full size sink in staff lounge
- Seating benches along outside corridors that could be used for storage
- Add doors to administration offices for 2<sup>nd</sup> exits
- Need an additional pod/wing for growth
- Dedicated band classroom
- Maker space, flexible large spaces, and science labs
- Repurpose library – remove storage to enlarge – provide carts for books
- Green room/sound studio/production classroom is wanted

#### **Visioning from AAF-Gates Foundation Design Workshop:**

- Quad area to become Piazza
- Shade throughout campus and between buildings
- Amphitheater in new Piazza
- Repurpose existing space – remove workrooms/pull out rooms in the middle of the pods, move them to end of pods
- Create outdoor learning spaces
- Connect the pods/buildings
- Special Ed suite needs to be designed differently than other pods

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Tuesday, November 17, 2015 - 6:30 p.m.  
Location Hawthorne Elementary School Multipurpose Room  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Hawthorne Elementary School Community Meeting  
Arlington High School Cluster

### Topics

**Attendees:** Ellen Parker, Principal  
Hayley Calhoun, RUSD  
Kevin Fleming, DLR Group  
Patti Ashton, DLR Group  
(8) Parents; (2) Students (See sign-in sheet)

### **Issues/Comments:**

- Not enough parking
- Drop off needs revised
- City ordinance does not allow parking on streets during school hours – causes severe traffic issues
- Pearson Math Program – internet problems, so program doesn't run efficiently
- Personalized Learning Program has been very successful. Parents would like to see that continue
- Lack of adequate parking creates poor attendance at events (back to school night, etc.)
- Blue tube play equipment causes problems – too many students trying to use at one time. Need additional equipment.
- More parking for kindergarten parents and preschool parents
- Not enough shade – campus wide problem
- Containers are used for ball walls – would like to have dedicated ball walls
- Gopher holes in fields
- Do not remove trees around field; however, better landscaping is needed to eliminate root problems
- Restroom for kindergarten is too far away. They need restrooms located either within or near the classrooms
- Crosswalk is a city crosswalk with no crossing guard
- Relocate storage containers to allow better use of hardscape

### **Visioning:**

- Need 6 kindergarten classrooms (includes TK), 1 preschool, and 1 SDC classroom near kindergarten area
- Campus is starting a 100-mile club. Would like a perimeter running track
- Bigger pods
- Better access to pods – visibility into pods from classrooms
- Need a parent room that has access to technology, large enough for meetings, storage, and in a central area. Due to capacity, current PTA room is no longer available
- Add music/band/choir/theater classroom/space

- Add classroom wing that includes maker space, science labs, flex labs, and additional classrooms. Campus is at capacity and will be out of room soon.
- Add project area for arts
- Add media arts classroom
- Create a couple of fields out of current large playfield
- Would like to see a food/science program, with a campus garden
- Need shade/shelter covered area near MPR
- Need shade/shelter area near student pickup/drop off area and busing area
- Need large bluescape play area and improved play equipment
- Relocate basketball courts so they can be utilized better
- SDC classroom needs better access to kindergarten play area

# Highgrove Elementary School



# Highgrove E.S. Community Meeting

## -11.13.15

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### Special Needs

- Needing more space for special needs children. Currently cannot hold special needs students locally. Parents have to drive to Corona. Facilities are not sufficient.

### New Development

- Expanded Kindergarten in order to fit after-school study program
- Expanded MPR should include a family enrichment center. A center that can help with employment classes, English, mental, physical health

### Playground

- Playground upgrades. Safer playground areas
- New ball wall. This is a direct request from the Kids and the principle
- Music program expansion. Dedicated space for the band to practice. Better MPR facilities for that program
- Open pre-school for everyone to apply. Expanded pre-school facilities. Should include sliding scale children. Should help to support the Kindergarten teachers. Would require a larger facility.
- More facilities for PE. Better sport areas. Includes the walking track. Ball-wall.
- Landscaping along the front of the school. How to make it safer for students. Remove the poison ivy.

### Community Concerns

- Is there any opportunity to create a Highgrove museum close to the property? Move the train from Colombia Park to the museum.
- How can the school be the hub of the community?
- Find out who owns Springfield & Garfield. Consider it for expansion space
- Is there a new school site as part of the new development (Spring Mountain Ranch)? Will there be a competitive situation where the money should go up there.
- How will the new development (1,500 acres) impact Highgrove E.S. Would it be feasible to move the school up there?
- Bring back the historical style of the original Highgrove E.S. Domes and arches. Bring back the character of the area.

# Highgrove Staff Meeting - 11.16.2015

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1. More community meeting space for adult classes.
2. Indoor/outdoor teachers lounge
3. Getting sinks in all the classrooms. Preparing to meet the upcoming 2017 science standards
4. Replacements of portables
5. More storage in each classrooms
6. More teacher workrooms. Office is a distant trek
7. Hawthorne is an example of workroom pods that may be shared between classrooms.
8. HVAC is set too high. 78 degrees
9. Square shaped classrooms instead of rectangles may help teaching style/setup
10. Student focused media centers so children can create things
11. Kindergarten desperately needs more restrooms
12. Sandbox was taken way. Perhaps replace with built-in sand tables
13. Outdoor learning area
14. Learning garden with water faucet. Portable life lab.
15. White boards that slide and can hide away when not in use
16. Shaded picnic area.
17. Electricity plugs on the ceiling, floor, raceway
18. Leveling the field and walkways
19. marquee for the school
20. Outdoor water fountains
21. Preserve the bell!
22. Make Highgrove a teaching school by providing a space for the college students to come and learn and teach.
23. Movable walls between classrooms. They can slide to combine spaces
24. Providing for natural light and the balance with security
25. Keys that work during certain times of day. Intelligent keys. Electronic keys



# Highgrove ES – kickoff meeting – 09.02.15

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## **Attendees:**

RRC – Scott Griffith, Principal  
RRC - Lance Higgins, Project Manager  
RUSD – Haley Calhoun, Director of planning and development  
RUSD – Dr. Kirk Lewis, Assistant Superintendent  
EES- Elizabeth Gosnell, Principal

## **Numbers:**

720 total enrollment: 125 kinders, 50 pre & TK, 17 disabled, 200 in HEARTS program, 200 bus, 90% free and reduced lunch.

## **Overall Site Goals:**

---

1. Replace relocatable classrooms with new classroom building
2. Remove septic system
3. Additional restrooms
4. Need more shade

## **Site:**

1. Need to replaced excessive relocatable classrooms on site
2. Would like a track or DG path for running/walking
3. Older play structures in wood-chip play areas need updating
4. Need drinking fountains
5. Central amphi-theatre in need of redesign w/ shade.
6. Lots of landscape areas that need be redone in looking at outdoor learning spaces.
7. Bus drop-off and parent drop off function well but are non-compliant
8. More covered outdoor areas
9. Playground shade structure near back on Garfield
10. Major ADA issues throughout portable areas

## **Administration:**

1. Need spaces for
  - a. Psychologist
  - b. Speech
  - c. Sap councilor
  - d. Campus Supervisor
2. Recently expanded, working well for them.
3. Have promethean boards throughout. Uniform system but is aging.
4. Want to consolidate Admin functions
5. Need more staff restrooms

## **Classrooms:**

1. Need a band room that isn't a portable
2. Would like a science lab to do "icky science stuff"

3. Would like a maker space, or stem type space
4. Are mostly 1-1, have security issues with storing them and charging them in a secure place.
5. Want flexible teaching and learning spaces
6. 4 Kinder, 1 TK – expand kinder play area
7. No bandroom
8. No science labs
9. No digital learning spaces
10. Kindergarten classrooms are non-compliant

**Library:**

1. It's in a classroom wing
2. No media center, no technology
3. Need a dedicated library/ media center building

**MPR:**

1. Too small
2. Kitchen too small
3. Lunch runs from 10:30am-12:45pm with 10 min. intervals.
4. Band is in here 3 times a week
5. Need storage

**Misc. Items**

1. Have a parent center that is currently housed in 2 portables in the front. They do parent learning courses, also use it for HEARTS (after school program)
2. HEARTS has over 200 students and is housed in 2 empty portables.
3. Would like a before school program because many parents take the train to work and can't drop off their children earlier than 7:15.
4. Breakfast is served in the classrooms

# Highland Elementary School



# Highland ES Community meeting – 10.15.2015

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## Site

- Walking access
- Parking lot is too small
- Supervisor necessary
- MPR-access to restrooms is a problem
- Lack of shade on playground
- Need additional space – containers are difficult and dangerous
- Not enough power
- Site lighting is inadequate
- More sports areas on fields

## Classrooms

- Support technology at desks – charging stations, etc
- Can devices be networked for monitoring
- Make class room more like work environment – conference rooms, collaboration spaces
- Where do you put 800 backpacks?
- How can we accommodate food in classrooms?
- Teachers and students need more storage
- Play structures
- Restrooms are in poor condition
- Want more break-out areas

## Security

- How to evacuate kids in emergency
- What if train derails or pipeline has issues?
- How do we keep kids safe during pickup and drop-off

# HIGHLAND ELEMENTARY SCHOOL

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Principal's Introductory Meeting – 9/23/15

## **Attendees:**

RRC –Roger Clarke

RRC - Lance Higgins, Project Manager

## **Numbers:**

800 Total Enrollment - 75 Preschoolers + TK - 100 Kinders, 70% fee reduced lunch, 2 sever specialized classes, 5 special ed buses, 3 full-size buses

## **Overall Site Goals:**

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1. Improve the site's access points. Major access problems
2. Improve MPR and Kitchen
3. Internal campus circulation an issue
4. Bus parking and access via ramp needs fixing

## **Site:**

1. Drop-off is a problem, provider alternative for busses
2. URGENT Single access issues
3. Sand bags along main corridor
4. Upgrade playfields
  - a. Woodchip play areas
  - b. Soccer field in need of upgrade
5. Need to upgrade manual irrigation to auto irrigation
6. Improve or add shade structures
7. Increase number of restrooms for both staff & students
8. Create public/guest restrooms
9. Daycare must have access from street or parking
10. Neighboring park uses playground facilities

## **Administration:**

1. Need more office spaces
2. Create spaces for speech, psychology/health services
3. Create area for staff meetings
4. Modernize admin spaces

## **Classrooms:**

1. Maintain the indoor/outdoor learning spaces, modernize where necessary
2. Create space for music program
3. Create dedicated science labs/classrooms
  - a. STEM is part of 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> grade
4. Need to replace portables with permanent classrooms
5. No band room
6. No science labs
7. No digital learning spaces

## **MPR & Kitchen:**

1. Increase Kitchen size
2. Increase MPR size, currently holds 300-400
3. Increase lunch area
  - a. Currently 4 lunch periods: 10:45-12:30

- b. Assemblies have to be done in 4 phases
- 4. Improve food services efficiency
  - a. Food is currently carted into the MPR
- 5. HEARTS program needs dedicated space, currently meet in MPR
- 6. MPR also used for parent assemblies

**LIBRARY**

- 1. A little small
- 2. No windows
- 3. Many admin offices are in the library but you must go through the library to access them

# Highland ES Staff meeting – 09.30.2015

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## Site Infrastructure

- Dire need for more toilets: Kinders, staff, guest, near playground
- Need more water fountains across site
- Flooding is problem in central corridor
- Little to no storage for teachers, library, misc items
- Better utilization of outdoor breakout spaces
- Protected space for special education needed
- Site lighting is desperately needed
- Playground lighting

## Parking and Access

- Staff parking is too small
- Morning and evening drop-off /pick-up is hectic
- Special ed buses block staff parking
- Access from park is not secure

## Administration

- Way too small
- Office conference room needed
- Extra, misc space needed for testing, special considerations
- Space for IEP

## Kindergarten

- Playground too small
- Non-compliant kinder standards
- More toilets needed in rooms

## Special Education

- 26 students total
- More rooms for changing and special needs
- Library acts as thoroughfare which doesn't work

## Library

- No windows or skylights – more light!
- Needs more space for technology and breakout space
- Shouldn't be a thoroughfare for students

## MPR

- Needs a stage
- Too small for students, way too small for parent events
- Food distribution is inefficient
- Lunch is spread over too many session 10:15 – 1:00
- Kitchen is too small
- Lunch area can be too loud for students

## Classrooms

- More storage
- Relos have mold or uncomfortable smells
- Animals live underneath
- No sinks in classrooms
- No dedicated science classrooms with proper equipment
-



# Jackson Elementary School





November 11, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Jackson Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Jackson Elementary School

**MEETING DATE:** November 9, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Lynne Ennis, Principal, Jackson Elementary School  
Kyle Gerhard, Assistant Principal, Jackson Elementary School  
Juan Angeles, Parent, Jackson Elementary School  
Luis Diaz, Parent, Jackson Elementary School  
Yesenia Garcia, Parent, Jackson Elementary School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Jackson Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Jackson Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)
  - A. New Construction Priorities (Additions):
    1. Construct two-story classroom building with restroom facilities to replace the existing portables.

Meeting Minutes

Long Range Facilities Master Plan (Jackson Elementary School Community Meeting)

Riverside Unified School District

Project 1517500.01

November 11, 2015

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2. Construct dedicated Library/Media Center with flex lab spaces. The existing Library is a two-classroom facility.
3. Reorganize and add classroom(s) spaces to the existing classroom building.
4. Expand the existing MPR/Cafeteria with Band/Choir/Drama classrooms. The existing MPR/Cafeteria has a 446 max occupancy.
5. Expand the existing Administration space.
6. Construct covered walkway.
7. Consider solar opportunity.

B. Renovation Priorities (Existing Facilities):

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry and exterior painting.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

D. Site Improvement Priorities:

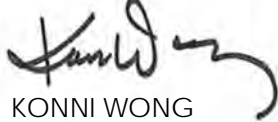
1. Construct new parent drop-off along Jackson Street adjacent to the existing portables location.
2. Construct Kindergarten drop-off along Monticello Avenue.
3. Reconfigure the existing front parking lot.
4. Increase TK/Kindergarten playground area with removal of adjacent fencing.
5. Provide perimeter running track with turf, benches and shade.
6. Provide sports equipment/apparatus at the playfield.
7. Provide campus security surveillance system or replace perimeter fence and gates with ornamental tube steel fence and gates.

Meeting Minutes  
Long Range Facilities Master Plan (Jackson Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01  
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**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



December 8, 2015

## **MEETING MINUTES**

Long Range Facilities Master Plan (Jackson Elementary School Community Meeting – Second Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Jackson Elementary School

**MEETING DATE:** December 8, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Lynne Ennis, Principal, Jackson Elementary School  
Kirsten Roloson, Assistant Director Nutritional Services, Riverside Unified School District  
Darius Nadziejko, Registered Dietician, Riverside Unified School District  
Miriam Castelldeca, Parent, Jackson Elementary School  
Monica Ulloa, Parent, Jackson Elementary School  
Lilian Barco, Parent, Jackson Elementary School  
Graciela Melero, Parent, Jackson Elementary School  
Alma Beltra, Parent, Jackson Elementary School  
Alicia Lopez, Parent, Jackson Elementary School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## **PURPOSE OF MEETING:**

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Jackson Elementary School.

## **ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Jackson Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)

A. New Construction Priorities (Additions):

1. Construct two-story classroom building with restroom facilities to replace the existing portables.
2. Construct dedicated Library/Media Center with flex lab spaces. The existing Library is a two-classroom facility.
3. Expand the existing MPR/Cafeteria with Band/Choir/Drama classrooms. The existing MPR/Cafeteria has a 446 max occupancy.
4. Expand the existing Administration space.
5. Construct covered walkway.
6. Consider solar opportunity.

B. Renovation Priorities (Existing Facilities):

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry and exterior painting.
2. Repair roof leaks at all existing buildings.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

D. Site Improvement Priorities:

1. Construct new parent drop-off along Jackson Street adjacent to the existing portables location.
2. Construct Kindergarten drop-off along Monticello Avenue.
3. Reconfigure the existing front parking lot.
4. Increase TK/Kindergarten playground area with removal of adjacent fencing.
5. Provide perimeter running track with turf, benches and shade.
6. Provide sports equipment/apparatus at the playfield.

Meeting Minutes  
Long Range Facilities Master Plan (Jackson Elementary School Community Meeting – Second Meeting)  
Riverside Unified School District  
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Page 4

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x3-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



CLIENT FOCUSED. PASSION DRIVEN.

October 9, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Jackson Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Jackson Elementary School

**MEETING DATE:** October 5, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Lynne Ennis, Principal, Jackson Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Jackson Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.



3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Jackson Elementary School in the next ten to twelve years in the following categories:

A. School Visioning Input / Instructional Goals

1. AVID
2. HEARTS after school program (Helping Elementary Achievers Reach the Stars).

B. New Construction Priorities (Additions)

1. Construct two-story classroom wing to replace the existing portables.
2. Construct dedicated Library/Media Center. The existing Library is a two-classroom facility.
3. Add classroom(s) spaces to the existing classroom building.
4. Increase building footprinting of existing MPR/Cafeteria. The existing MPR/Cafeteria has a 446 maximum occupancy.
5. Construct larger lunch shelter.
6. Construct flex labs for collaborative activities.
7. Increase building footprint of existing Administration space.
8. Construct Band, Choir, and Arts classrooms.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, restroom facilities, cabinetry and exterior painting.
2. Modernize teaching spaces to support technology with more power outlets.
3. Repair existing air conditioning units.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.

E. Site Improvement Priorities

1. Construct new bus drop along Jackson Street adjacent to the existing portables location.
2. Expand the existing staff parking with more parking stalls.
3. Relocate and preserve the existing apple orchard.
4. Increase TK/Kindergarten playground area with removal of adjacent fencing.
5. Correct the existing poor site drainage issue.

**ACTION ITEMS:**

**Architect:**

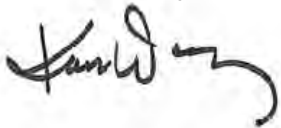
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Jefferson Elementary School





November 11, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Jefferson Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Jefferson Elementary School

**MEETING DATE:** November 6, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Maria Ortega, Principal, Jefferson Elementary School  
Eric Fladland, Assistant Principal, Jefferson Elementary School  
Maria J. Hernandez, Translator, Jefferson Elementary School  
Antonio, Grandparent, Jefferson Elementary School  
Ysaura Ramirez, Parent, Jefferson Elementary School  
Martha Trujillo, Grandparent, Jefferson Elementary School  
Sergio Trujillo, Grandparent, Jefferson Elementary School  
Ana Munoz, Parent, Jefferson Elementary School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Jefferson Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).

3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Jefferson Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan)

A. New Construction Priorities (Additions):

1. Construct two-story classroom wing with computer stations to replace the existing portables.
2. Construct dedicated Library/Media Center with flex labs for collaborative activities and computer lab. The existing Library is a two-classroom facility.
3. Expand the existing MPR/Cafeteria with Band/Choir/Drama classrooms instrument/equipment storage. The existing MPR/Cafeteria has a maximum occupancy of 427 people.
4. Expand the existing Administration. The existing Administration space is undersized.
5. Construct new Preschool/TK/Kindergarten classroom building.
6. Construct new lunch shelter.
7. Construct more restroom facilities.

B. Renovation Priorities (Existing Facilities):

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry and exterior painting.
2. Renovate existing restroom facilities, especially the kindergarten restrooms.
3. Renovate the PA system.
4. Upgrade sound system at the existing MPR.

C. Furniture/Equipment:

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21st century learning environment.
2. Provide playground equipment/apparatus.

D. Site Improvement Priorities:

1. Reconfigure the existing front parking lot to be the dedicated drop-off area.
2. Expand the existing Preschool/Kindergarten playground area.

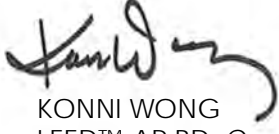
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3. Increase staff parking lot.
4. Provide perimeter running track, turf with trees and benches.
5. Replace perimeter fence and gates with ornamental tube steel fence and gates.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



CLIENT FOCUSED. PASSION DRIVEN.

November 19, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Jefferson Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Jefferson Elementary School

**MEETING DATE:** November 17, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Josefa Moya, Family Resource Center, Riverside Unified School District  
Monal White, Teacher, Jefferson Elementary School  
Holly Newman, Teacher Jefferson Elementary School  
Ulises Romero, Teacher Jefferson Elementary School  
Patricia Oropeza, Parent, Jefferson Elementary School  
Martha Trujillo, Grandparent, Jefferson Elementary School  
Ysaura Ramirez, Parent, Jefferson Elementary School  
Rafaela Rodriguez, Parent, Jefferson Elementary School  
Beatriz Garcia, Parent, Jefferson Elementary School  
Maria Quintero, Parent, Jefferson Elementary School  
Ana Munoz, Parent, Jefferson Elementary School  
Claudia Garcia, Parent, Jefferson Elementary School  
Leen Rojas, Parent, Jefferson Elementary School  
Beatriz Sanchez, Parent, Jefferson Elementary School  
Micaela Cam, Parent, Jefferson Elementary School  
Alma Lopez, Parent, Jefferson Elementary School  
Alma Castro, Parent, Jefferson Elementary School  
Jessica Sierra, Parent, Jefferson Elementary School  
Gemma Ueyz, Parent, Jefferson Elementary School  
Elia Nieves, Parent, Jefferson Elementary School  
Rebeca Cabrera, Parent, Jefferson Elementary School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Jefferson Elementary School.

**ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Jefferson Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan)
  - A. New Construction Priorities (Additions):
    1. Expand the existing Kitchen Building. The existing Kitchen space is undersized for the number of students at the school.
    2. Is the enrollment expected to go up? The projections indicate that the campus will likely remain at the current level.
    3. Construct new Library larger than the existing. The existing Library space is undersized.
    4. Construct new classrooms that are larger than the existing. The possibility of combining three classrooms into two classrooms in a few locations was discussed. This would provide added space for pull-out workrooms and collaborative project space.
    5. Two-story buildings shall be considered for any future addition to the campus.
    6. Pre-school classrooms should have restrooms.
  - B. Renovation Priorities (Existing Facilities):
    1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry, and exterior painting.
    2. Renovate and enlarge existing restroom facilities.
    3. Energy efficiency should be included in all renovation and new building projects.
    4. Provide for a restroom facility in the Administration Building for parent and visitor use.
  - C. Furniture/Equipment:
    1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21st century learning environment.



D. Site Improvement Priorities:

1. Expand the existing parking lots to include added teacher, parent, and visitor parking spaces.
2. Replace existing drinking fountains with new campus-wide.
3. The existing security fence/gate looks too "prison like." Improve the look of the perimeter and main entry security fencing and gates while maintaining the required security.
4. The trash dumpster needs to be relocated; it is too close to the outdoor lunch area.
5. The play area needs to be re-designed with shade structures and more "things for kids to do." The District will be defining a standard for the amount of play equipment needs per site based upon the enrollment.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



JUAN C. REYES  
Project Manager

JCR:hb/P01517500x3-mm

Attachment: Meeting Registry, Aerial Site Plan

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.



October 2, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Jefferson Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Jefferson Elementary School

**MEETING DATE:** September 30, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Maria Ortega, Principal, Jefferson Elementary School  
Eric Fladland, Assistant Principal, Jefferson Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Jefferson Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Jefferson Elementary School in the next ten to twelve years in the following categories:

A. School Visioning Input / Instructional Goals

1. AVID (Advanced Via Individual Determination).
2. DLI (Dual Language Immersion).
3. HEARTS after school program (Helping Elementary Achievers Reach the Stars).

B. New Construction Priorities (Additions)

1. Construct two-story classroom wing to replace the existing portables.
2. Construct dedicated Library/Media Center with flex labs for collaborative activities and computer lab. The existing Library is a two classroom facility.
3. Expand the existing MPR/Cafeteria with Band/Choir/Drama classrooms and instrument/equipment storage. The existing MPR/Cafeteria has a maximum occupancy of 427 people.
4. Expand the existing Administration. The existing Administration space is undersized.
5. Construct new Preschool/TK/Kindergarten classroom building.
6. Construct new lunch shelter.
7. Construct more restroom facilities.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, cabinetry and exterior painting.
2. Renovate the existing Restroom facilities.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
2. Provide playground equipment/apparatus.

E. Site Improvement Priorities

1. Correct/repair site drainage issue at the playfield area.
2. Expand the existing Preschool/TK/Kindergarten playground area.
3. Increase staff parking lot.
4. Expand hardscape at the playground area.
5. Provide perimeter running track, turf with trees and benches.
6. Replace perimeter fence and gates with ornamental tube steel fence and gates.

**ACTION ITEMS:**

**Architect:**

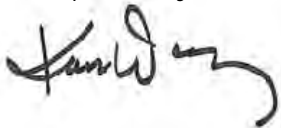
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Kennedy Elementary School



Meeting # 027 Kennedy Elementary School #002

Date November 10, 2015

Present

District

Lisa Gonzales – Principal  
Galye Baker – Assistant Principal

Community

HMC

Sandy Kate  
John Nichols

Project Name

RUSD Long Range Facilities Master Planning – Kennedy Elementary School

Project #

3152164-000

Subject

Community meeting to discuss Facilities Master Plan – process, issues and potential facilities improvements

Items Discussed

27.1 Site

- a. Most parents drive their children to school even if they live close in the neighborhood. The school has over 1,000 students so traffic backs up around the entire school for about 15 minutes before school often blocking other streets.
- b. This group discussed the option of extending the paved emergency vehicles lane along the field which could be used as a drop-off lane and get more cars off the streets. There may be challenges with turning out of the lane so there would need to be a traffic study to see if this option might help the vehicle backup on the streets.
- c. The entire field is not used so losing the width of a drive lane would not significantly impact the use of the field. The school could put the paved road in and experiment with drop-off and pick up procedures using this lane.

27.2 General and Other Items

- a. No community members attended the meeting even though multiple forms of communication were sent to parents to announce the meeting. After sharing the video with Lisa Gonzales and Galye Baker, they provided additional information on what they felt the number one concern is for parents which is the drop-off/pick-up back up and onsite parking and potential solutions.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



for

Sandy Kate  
Senior Educational Facility Planner, Associate Principal

cc  
File

H. Calhoun, K. Lewis, Kevin Wilkeson, John Nichols, Marco Eacrett  
MM.MI

**Meeting # 013/ Kennedy ES #001**

**Date** September 23, 2015

**Present**

**District**

Lisa Gonzalez, Principal  
 Joan Stine, Teacher  
 Debra Atlas, Teacher  
 Diego Carrillo, Head Custodian

Gayle Baker, Assistant Principal  
 Bonnie Potts, Teacher

**HMC**

John Nichols  
 Sandy Kate

**Project Name**

**RUSD Long Range Facilities Master Planning – Kennedy ES**

**Project #**

**3152164-000**

**Subject**

**Coordination Meeting and Site Tour with Principal and Staff**

**Items Discussed**

**13.1 Overview of Existing School**

- a. Lisa explained that the school is relatively new and in pretty good shape.
- b. The school just had a technology infrastructure upgrade project this past summer for improvement in the wireless internet throughout the school. It seems like a great improvement so far. Many students bring their own technology devices. Students are also using school provided Chromebooks in the classrooms.
- c. The challenge the school has had has been a constant increase in enrollment. The school has 1000 students and is the largest elementary school in the district.
- d. The school just added two portables to accommodate new classes and they have already added more students since school started and will most likely need another classroom.
- e. Last year the school had to use the library for a classroom.
- f. The school currently has six portable classrooms on site.
- g. There may continue to be growth in the area in the future.

**13.2 Instructional Programs and Spaces:**

- a. The school has a strong band program. There are two beginning band classes and one advanced class and each class meets twice a week. Currently the class meets on the stage in the multi-purpose room.
- b. The school has after school activities which are organized by teaching staff on a volunteer basis. These special interest activities and programs are currently held in classrooms. It would be helpful if there was a community room/special programs rooms where these after school programs could be held. This could also be used for other community and parent activities.
- c. The school has a very strong PTA but no parent room for them to use.
- d. There is a preschool program on the school site but it is run by a private company.
- e. The school has the largest elementary GATE program in the district. There are no special spaces for the GATE program.
- f. Art and Science classes would be important for the school. Ideally there would be one or two classrooms for these subjects to accommodate all the grades for the 1000 student enrollment. Storage for projects would be important in these rooms. A STEM room or makerspace for these subjects would help with instruction and inclusion of the subjects for all grades.

- g. Teachers are doing a lot more hands on activities and large projects for Common Core. Right now they are doing them in the hallways as there is not enough space in the classrooms. Some of the lower grade levels have slightly smaller classrooms than the upper grade classrooms which makes project activities challenging. (They are about 48 square feet smaller)
- h. The Chromebook charging carts are kept in the classrooms but don't have a specific secure area for storage or power for charging. A closet for the cart with power would be beneficial. The school would like to have ways to make more space in the classroom. Mobile storage rather than the built in storage may help.
- i. The school would like to have a breakout space near the classrooms with appropriate flexible furniture for project work and collaboration.
- j. The school also does a lot of work outside when weather permits. Outdoor learning centers with sinks and power would help extend the classroom area if there was a good visual connection to the classroom for supervision.
- k. The school has a severe SDC program on site but does not really have appropriate spaces to support the program. A sensory room would be very beneficial for the program and for OT and PT but other students might also use the room for such things as PE.
- l. It would be beneficial to have a large support restroom with a changing table and storage shared between the two SDC classrooms with a kitchen/skills lab set up also between the rooms. If the two rooms were connected it would allow staff to better support each other.
- m. There are not enough Kindergarten classrooms to accommodate all the kindergarten classes. Currently there are 5 ½ TK and Kindergarten classes. Three of these classrooms are designed as Kindergarten rooms with restrooms and are in a gated Kindergarten area. The other classes are outside of this gated Kindergarten area and do not have restrooms. There is no special outdoor play structures for kindergarten or a dedicated play area. Right now all students K-6 play together on one shared playground space. Additional Kindergarten rooms adjacent to the existing Kindergarten area with access to a gated play area are needed.

### 13.3 Modernizations and Renovations:

- a. The multi-purpose building and food service area is small for the current enrollment. Last year an additional lunch period was added. There needs to be more outdoor tables to accommodate all the students. The school really likes the multi-purpose stage but the room needs appropriate lighting, a sound system, and a projection system. The school does a lot of plays and drama/performances are encouraged for all grade levels.
- b. The multi-purpose room is also used for book fairs, PE classes such as yoga and dance, photo day, etc. and is rented to girl scouts after school and occasionally other community groups.
- c. The built-in tables don't work well anymore and there is a concern that the tables will fall out of the wall. The locking mechanism is difficult to use.
- d. The food service area is functional. About 60% of students bring their lunch to school. Most of the time students eat outside. Other plans are made if it is raining or really hot.
- e. The administration is adequate. There are offices for support staff such as guidance, and the psychologist. There is a small classroom for the Resource specialist. The conference room size is adequate but needs to be updated with technology.
- f. The health room is too small for the school. There are only two cots and often more than two students are on one cot or in chairs outside the clinic.



**13.4 Site Improvements – PE, Safety, Security, Landscaping:**

- a. The school does not have any outdoor play structures or apparatuses on the playground other than two swing sets. The school would like to see more options for the students. Also, accessible play structures that are appropriate for special needs students are needed on the site. Currently there are just wood chips under the swings and the area is surrounded by a curb.
- b. The shade structure for the outdoor dining area works well for providing shade but additional shade structures or trees are needed out by the field and hardscape. Students are always looking for shade at recess due to the extreme heat and sun at the site. Many of the small trees that have been planted on the site have died.
- c. A water fountain is needed out by the field.
- d. The hardscape and play courts are always cracked. They are often repaired but the fix does not last. The cracks are large and can be a safety issue for student play.
- e. The field is uneven and filled with rodent holes. This also makes playing on the field a safety issue. Staff asked if there might be an opportunity to have artificial turf on the field.
- f. The school felt they would benefit from a synthetic track for PE and the 100 mile club. Students run two days a week. A dirt track would be challenging to maintain but a synthetic track would be a benefit to the school and could also be used by the community.
- g. Security and control of gates seem to work with control of the site. The school opens three of the site gates in the morning and then six gates for dismissal of school at end of day. After school begins, visitors or late students need to enter the campus through the administration building and check in.
- h. Currently there are no security cameras on site but the school would like to have them.
- i. The biggest concern on the site is the drop-off and pick-up traffic which wraps around the neighborhood streets both in the morning and the afternoon. This will be the biggest concern for parents as they all get very frustrated over this. Almost all parents drive their children to school even if they live very close. The streets around the school are not wide enough for parking on both sides of the street and vehicular traffic both ways which makes the traffic situation even more challenging. Only about 15 students come on the bus. Parents generally do not follow the rules set up by staff causing the back up to be worse than it could be.

**13.5 Furniture and Technology:**

- a. There is a definite interest in replacing the classroom furniture with mobile and ergonomic furniture that could be moved more easily. Staff indicated they would like to have tables rather than desks. Options for different types of seating would be beneficial and allow choice for students.
- b. The school is using Chromebooks with many classrooms having a Chromebook for each student. The school does not have a good or secure place to store the charging carts.
- c. The school does not really have a good system in all classrooms for either interactive boards or projection systems. Some classrooms still have the old TVs but they are difficult to use. The school needs an updated display system in the classrooms and library/media center.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects

 *Sandra Kate* for

Sandra Kate

**Next Meeting Date**  
TBD

**cc**  
**File**           MM.MI

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# Lake Mathews Elementary School



## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Wednesday, September 16, 2015 -2:50 PM

Location Lake Mathews ES Library

Project RUSD – Long Range Facilities Master Plan

Project No. 75-15611-00

Subject **Site Committee Meeting #1 – Lake Mathews Elementary School**  
Arlington High School Cluster

Topics

### Comments:

- 900 students – expecting an additional 200 with future development
- No covered areas for students to walk from building to building
- Poor drainage in lunch area, fields, and 5<sup>th</sup> grade planters
- Shade structures are needed on basketball courts/blacktop
- Need a walk/stairway to bottom fields
- Kindergarten wing – poor visibility to RRs
- Parking for parent drop-off is only one way in/one way out

### Visioning:

- Technology upgrades are needed
- Ceiling mounted projectors
- Classrooms are isolated – would be great if connected by either movable walls or windows for visibility
- Flexible furniture – stand up desks and adjustable for special education needs
- Expand kindergarten wing/classrooms – need 5 classrooms and only 3 are in kindergarten area
- Expand MPR to fit at least 500 students at one time
- Additional staff RR is needed – provide outdoor access to RR in speech room so you don't have to enter classroom
- Infrastructure is not adequate to house an additional 200 students (RR, MPR)
- Need a dedicated band room/choir room – would like to offer fine arts as CTE pathway
- Possibly boundary changes could occur to help with overcrowding – students could attend Harrison and/or Woodcrest
- Additional storage is needed
- Upgrade playground equipment
- Long-term solution to a track in field. PTA has funds to donate, but may want to look at a concrete track paid for with bond
- Replace tile floor in MPR. Moisture problems.

**Kevin' notes:**

- MPR – 250 capacity – needs 500 capacity
- Additional restrooms
- School at capacity
- Band/chorus classrooms
- P.E. storage
- Child care center leases building from district

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Wednesday, November 18, 2015 – 4:00 PM  
Location Lake Mathews ES Multi-purpose Room  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Lake Mathews Elementary School Community Meeting  
Arlington High School Cluster

### Topics

**Attendees:** Pam Williams, Principal  
Jeanette Prescott, AP  
Kevin Fleming, DLR Group  
Patti Ashton, DLR Group  
Parents (See sign in sheet)

### Comments:

- Parking and student safety the biggest issue
- Need two exits, currently entrance and exit is at the same opening
- Left turn only sign at dismissal is ignored
- Need one-way only traffic
- Additional parking should be added – eliminate corner shrubs
- More traffic control by staff
- Illegal parking around campus throughout neighborhood
- School has three regular education buses and 1 special education bus
- Not enough shade throughout the campus
- Playground equipment too hot
- Capacities issues due to new development and increased enrollment
- Next year, band classroom will most likely be lost to regular classroom
- General maintenance/painting of exterior campus is needed

### Visioning:

- Connections between classrooms
- Current Technology (matching) and integrated within classrooms and devices
- Convert library to 2 kindergarten classrooms with storage and outdoor restrooms
- Possibility of acquiring additional land
- Classroom pods per grade level with restrooms within each pod
- 4-5 classrooms per classroom pod
- Charging stations
- Gathering/meeting space for 500-600 at one time, possibly amphitheater
- Flexible classrooms and dedicated music room
- Flexible furniture
- Would like to see built-in portables (permanent portables) replace with permanent construction
- Would like an electronic marquee



# Liberty Elementary School

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Tuesday, November 3, 2015 - 8:45 a.m.  
Location Liberty Elementary School MPR  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Liberty Elementary School Community Meeting  
Arlington High School Cluster

### Topics

**Attendees:** Esther Garcia, Principal Liberty ES  
Hayley Calhoun, RUSD  
Kevin Fleming, DLR Group  
Patti Ashton, DLR Group  
Parents (See Sign-in Sheet)

### **GROUP 1**

#### **Issues/Comments:**

- Playfields are too small. Need more green space/grass.
- Parking is a problem, especially on street sweeping days done by the City. Cars are not allowed to be parked on streets during hours of drop-off and pick-up. Causes more congestion than normal.
- Not enough shade on playfields
- Food quality and service is poor. Need more food choices as some students throw their lunch away.
- Site security is needed – fencing in some areas is not provided
- New building looks nice, nice entrance and landscaping. However, school mascot needs to be added to building
- New two story building classrooms need better window coverings. Difficult to use projectors with current lighting

#### **Visioning:**

- School needs a dedicated music room, art room, maker space room, lab room for exploratory projects
- Dedicated classroom is needed for adult education/GED program. Currently program uses regular classroom and there is not adequately-sized furniture
- Need to provide Spanish/English classes for parents
- Need classroom or meeting room for PTA functions, parent meetings, etc.
- Would like to see gym or exercise facility that both students and parents could use
- Needs a larger MPR/cafeteria
- Would like new lunch tables/benches for outdoor eating area
- Would like to see a large outdoor eating area with shade structure
- Classrooms need charging stations for 1:1 devices
- Furniture needs replaced in classrooms – would like to see laptop storage furniture



- Administration office needs reconfigured. Health office needs 2<sup>nd</sup> exit. The lobby needs to be larger for parents and confidentiality
- Cubbies or areas for backpack storage is needed throughout campus
- Additional restrooms are needed and existing restrooms need modernized
- Running track around perimeter of campus

## **GROUP 2**

### **Issues/Comments:**

- Parking – none for parents. Lack of control in parking. Not a good flow in lot.
- Playfields – asphalt lifting
- Need more playground equipment – soccer field, basketball courts
- Water leak in preschool classroom
- More security watching kids when they come and leave the campus
- Verify who is picking up child

### **Visioning:**

- Dedicated band room – choir room
- Dedicated maker space
- Art room
- Computer lab
- Weight room/exercise room for indoor P.E.
- Room for parents to meet. Not the MPR or library. Adult size furniture is needed.
- Room specifically for parents taking GED classes, English classes, computer classes
- New shade structures on playground and where students wait to get picked up
- More kindergarten equipment
- Need 5 kindergarten classrooms with interior restrooms
- Lower class sizes
- Covered walkways between all buildings
- Room for childcare when parents are in meetings
- Personalized furniture in all classrooms

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Monday, September 21, 2015 -11:00 AM  
Location Liberty Elementary School – Principal’s office/site tour  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject **Principal Meeting #1 – Liberty ES**  
Arlington High School Cluster

### Topics

#### Issues/Comments:

- Drop-off and parking lot is monitored – traffic flow is ok. Street is too narrow for amount of traffic
- Several parents drop off behind the school on Garfield Avenue
- Esther Garcia has talked to City about street issues, but no resolve
- School has a very large walking population. School is a neighborhood school
- City has a 3-1-1 call center to help with traffic issues
- GED program for parents shares pace with after school program
- Seven remaining portables
- Full day kindergarten – need 4 kindergarten classes and 1 TK
- Admin building houses 9 classrooms, teachers’ lounge and library
- 11 classrooms are in new two story building
- HVAC is problem – ceilings are leaking from condensation
- County juvenile hall is behind 2 story building – issues for concern for windows in 2<sup>nd</sup> floor classrooms

#### Visioning:

- 90% of the staff are involved in personalized learning teaching
- Need flexible space
- School is in Phase 4 of the instructional piece of the Gates Foundation program
- School’s focus is careers and technology
- School has 1:1 devices
- Principal would like to see school become an academy
- In grades K:3 – student loading is 25:1
- Need outdoor learning environment outside of 2-story building

#### Kevin’s Notes:

- Traffic problem on the street, primarily with crossing
- Garfield street is a problem as well – used as additional drop-off and pick up area
- Neighbors to the west climb the fence to cut through the school site
- Four kindergarten classrooms (one in relocatable)
- One TK classroom
- One preschool classroom
- Admin, library, 9 classroom, teachers’ lounge in main building
- Behind admin – four classrooms
- Two story – 11 classrooms – speech/language therapist

# Longfellow Elementary School



# Longfellow E.S. Community Meeting: 12/4/15

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## **SITE**

The fencing around perimeter is see through and parents don't feel that it's safe to be able to see inside.  
The Cafeteria needs to be bigger  
MPR is too small  
Playground is too small and doesn't have enough structures for playing.  
There used to be gardens and nice sprinkler system that now doesn't work or function.

## **RENOVATION**

There is not sufficient infrastructure and since the buildings are Brick most of the conduit needs to be surface mounted which causes issues within the classrooms  
Not enough light in the bathrooms and kids are fearful of entering.  
More drinking fountains at the playgrounds  
There are neighbors that have fences but you can see through and with their dogs there isn't enough security due to the see through fencing.  
There are not enough bathrooms for all the ages  
There is a need for shade throughout the site

## **VISION & INSTRUCTIONAL**

No open area when you enter the office. The old remodeled hallway that has been converted to an office feels enclosed and confining.  
Area for art and creativity and can do other types besides just go to class. There should be programs and places here at the school where we can bring our kids to participate in additional programs.

## **INFRASTRUCTURE**

Exposed conduits throughout the entire site needs to be addressed. Very utilitarian looking, uninviting.  
When it rains it floods at the entrance of the school and near the cafeteria.  
More drainage between classrooms, the gutters and drains need to be cleaned and improved.

## **NEW CONSTRUCTION**

There is a need to expand the admin building and make sure that there is sufficient space within the admin, MPR, and cafeteria.  
The parent room that's by the kindergarten needs bathrooms within the space as well as sinks for them to use the space.  
Many of the classrooms needs better ventilation systems as they get stuffy.  
More windows!  
Windows from the office so that you can see who's coming and see the buses and what's going on around the site.  
The parent room needs computers and power for devices so that parents can use the space.  
Shade in the quad so that when they have performances the kids can be shaded and have shelter.  
The kids also need the lines painted for the games and activities that they play on the playground.  
They like having their cafeteria and MPR separate and notice that most schools now a days are joined together.

# LONGFELLOW ES Kick-off – 09.23.15

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**Attendees:**

RRC –Roger Clarke  
RRC - Lance Higgins, Project Manager

**Numbers:**

900 Total Enrollment  
75 Preschoolers  
120 Kinders

**Overall Site Goals:**

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1. No drop-off area
  - a. Very frustrating parking situation
  - b. No Bus drop-off
2. Fix security concerns with access via admin
3. Larger MPR
4. Superintendent said he would like to build a new school

**Site:**

1. No shade around site
2. Security concerns: there are multiple access points which makes it impossible to control campus security
3. Have a donated and landscaped courtyard space that's nice
4. Site is divided and needs to be re-thought

**Administration:**

1. Leaking problems
2. Reduce prison feel of buildings – make it more welcoming
3. Admin entrance leaves staff exposed to visitors. Need more secure access points in Admin
4. Keep a stove in the lounge
5. Need more conference space

**Classrooms:**

1. Need science classrooms
2. Better heating management – HVAC issues because of large windows without proper shading
3. New building has leaking problems
4. More wall space for hanging art and student work
5. SDC is 5<sup>th</sup>/6<sup>th</sup> classrooms are ¾ rooms
6. Dedicated music space, currently in MPR
7. Create afterschool STEM space
8. Need to replace additional relocatables.
9. YMCA building has a sloping floor

**MPR:**

1. Home HEARTS is in MPR
2. Remove carpet from MPR
3. Music is currently held in MPR
4. MPR used as a computer lab

**Tech**

1. Promethean boards
2. Have Chromebook & iPads
3. Few 1-1 grades

**Other**

1. Food service “works”
2. Open campus for pickup
3. Closed for drop-off
4. Most parents walk and cannot cross university St.
5. Campus should be more sustainable

# Longfellow ES Staff Meeting - 12.2.15

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## Site Issues

Increase curb appeal

Drainage issues need to be addressed

Parking for additional staff in inadequate

Replacement of relocatables

Visual privacy into restrooms

Too maybe windows. Maybe higher

Not enough tackable walls

Site feels segregated

More field equipment

Kids are exposed around field area to predators

Inadequate infrastructure

Health offices are too small

Larger MPR to accommodate groups

Operable walls to be flexible

School that in on par with newer schools

HVAC in new building does not work properly

Drop off in middle of street.

Kitchen in MPR

Closer playground

Outside covered seating

Small classroom side needs more space

Secondary entrance to health office – not front door

More office and conference space

Needs paint

Teachers lounge should be more private and separated from work room

Decentralized workrooms around campus

# Madison Elementary School







November 5, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Madison Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Madison Elementary School

**MEETING DATE:** November 2, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Chelsea Bow, Teacher, Madison Elementary School  
George Magana, Spanish Interpreter, Madison Elementary School  
Joseph Underwood, Parent, Madison Elementary School  
Luis Leon, Parent, Madison Elementary School  
Stanley Neal, Parent, Madison Elementary School  
Elisabeth Bond, Parent, Madison Elementary School  
Silvia Medina, Parent, Madison Elementary School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Madison Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Madison Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)
  - A. New Construction Priorities (Additions):
    1. Construct a new MPR/Cafeteria with Band and Choir classrooms with the demolition of the existing classroom building. Include new classroom connected to the Cafeteria for culinary instructional program opportunity. The existing MPR has a maximum occupancy of 160 persons.

2. Construct a new larger lunch structure to accommodate the current school capacity in a new location. Remove the existing lunch shelter for future parking lot expansion.

B. Renovation Priorities (Existing Facilities):

1. Reorganize Preschool/Kindergarten classrooms to proximity of the playground area.
2. Lighting upgrades campus-wide.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

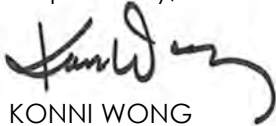
D. Site Improvement Priorities:

1. Reconfigure and improve the existing front parking lot for bus drop-off. The existing rear parking lot poses a bottleneck situation for bus turnaround. Poor ingress and egress traffic condition.
2. Expand and improve the rear parking lot to accommodate more parking stalls.
3. Improve the Preschool/Kindergarten playground area with artificial turf, concrete paving, and drinking fountains.
4. Provide perimeter running track with trees and benches.
5. Provide playground equipment/apparatus.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x3-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

September 17, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Madison Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Madison Elementary School

**MEETING DATE:** September 14, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
John McCombs, Principal, Madison Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Madison Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.

- E. Provide landscape upgrades with automatic irrigation systems.
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Madison Elementary School in the next ten to twelve years in the following categories:
- A. School Visioning Input / Instructional Goals
    - 1. HEARTS after school program (Helping Elementary Achievers Reach the Stars).
  - B. New Construction Priorities (Additions)
    - 1. Expand the existing Administration by converting the adjacent existing MPR space to accommodate more administrative spaces. Reconfigure the entry for a more prominent presence. The existing Administration space is undersized and does not have a waiting area, Counselor Room and Staff Room. The existing school front lacks curb appeal.
    - 2. Construct new two-story classroom building with restroom facilities to replace the portables.
    - 3. Construct new Library/Media Center with flex lab spaces for collaborative activities. The existing Library is a two-classroom combined facility.
    - 4. Construct new MPR/Cafeteria with Band and Choir classrooms with the demolition of the existing classroom building. Include new classroom connected to the Cafeteria for culinary instructional program opportunity. The existing MPR has a maximum occupancy of 160 persons.
    - 5. Construct new larger lunch shelter to accommodate the current school capacity in a new location. Remove the existing lunch shelter for future parking lot expansion.
    - 6. Construct covered walkway connecting buildings to buildings.
    - 7. Construct more restroom facilities to accommodate the current school capacity.
  - C. Renovation Priorities (Existing Facilities)
    - 1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, cabinetry and exterior painting.
    - 2. Provide connectivity between classrooms and workroom to share supplies between classrooms.

3. Reorganize Preschool\Kindergarten classrooms to proximity of the playground area.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
2. Would like to have circular tables to facilitate interaction.

E. Site Improvement Priorities

1. Reconfigure and improve the existing front parking lot for bus drop-off. The existing rear parking lot poses a bottleneck situation for bus turnaround. Poor ingress and egress traffic condition.
2. Expand and improve parking lot to accommodate more parking stalls.
3. Improve the Preschool\Kindergarten playground area with artificial turf and concrete paving and drinking fountain.
4. Construct amphitheater seating with shade structure for outdoor activities and events at the main quad area.
5. Provide community garden with separate entry from school to prepare students with educational outdoor activities.
6. Provide perimeter running track with trees and benches.
7. Provide playground equipment/apparatus.

**ACTION ITEMS:**

**Architect:**

1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

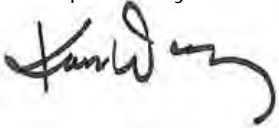
**NEXT MEETING:** TBD

Meeting Minutes  
Long Range Facilities Master Plan (Madison Elementary School)  
Riverside Unified School District  
Project 1517500.01  
September 17, 2015  
Page 4

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,

A handwritten signature in black ink, appearing to read 'Konni Wong', with a stylized flourish at the end.

KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Magnolia Elementary School





December 2, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Magnolia Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Magnolia Elementary School

**MEETING DATE:** November 30, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Annette Raspudic, Principal, Magnolia Elementary School  
Mary Alvarez, Parent, Magnolia Elementary School  
Elba Hernandez, Parent, Magnolia Elementary School  
Elaine Carter, Parent, Magnolia Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Magnolia Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Magnolia Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)
  - A. New Construction Priorities (Additions):
    1. Construct new two-story classrooms to accommodate the portable removal. Location preferably to be along Magnolia Avenue.
    2. Construct new Library/Media Center with flex lab spaces for collaborative activities.
    3. Construct new lunch shelter.



4. Construct new MPR with Cafeteria/Kitchen adjacent to the existing Auditorium.

B. Renovation Priorities (Existing Facilities):

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, cabinetry and exterior painting.
2. Convert the existing Library and adjacent rooms to accommodate more administrative spaces as the existing Administration is currently undersized. Need to have separate staff Workroom and staff Lunch Room.
3. Provide connectivity between classrooms.
4. Modernize the existing Auditorium/Theater. Convert the existing Cafeteria and adjacent spaces to Band/Choir/Dance classrooms and ample storage for equipment/instruments.
5. Restore the facade located in front of the existing Auditorium.
6. Provide connectivity between classrooms.

C. Furniture/Equipment:

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21st century learning environment.
2. Provide playground apparatus and playfield.

D. Site Improvement Priorities:

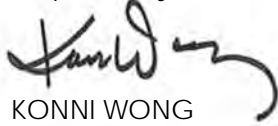
1. Replace the existing Kindergarten playground with bus drop-off and visitor parking stalls. There are currently four buses.
2. Expand the existing parking lot with parent drop-off/pick-up.
3. Construct new Kindergarten playground area adjacent north of the existing Kindergarten Building.
4. Provide more shade (trees, structures) between playfield and playground hardcape.
5. Provide perimeter running track with turf, trees and benches.
6. Construct one tennis court facility.
7. Provide outdoor light fixtures as the existing outdoor lighting is very poor.
8. Construct a pool.

Meeting Minutes  
Long Range Facilities Master Plan (Magnolia Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01  
December 2, 2015  
Page 4

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

October 12, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Magnolia Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Magnolia Elementary School

**MEETING DATE:** October 7, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Annette Raspudic, Principal, Magnolia Elementary School  
Paula Fretwell, Secretary, Magnolia Elementary School  
Deana Marker Morse, Teacher, Magnolia Elementary School  
Cheryl Russell, Teacher, Magnolia Elementary School  
Raphaela Wallace, Teacher, Magnolia Elementary School  
Kim Luginbill, Teacher, Magnolia Elementary School  
Sonya Justice, Teacher, Magnolia Elementary School  
Longi Summers, Teacher, Magnolia Elementary School  
Dionne Jones, Teacher, Magnolia Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Magnolia Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.

- C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Magnolia Elementary School in the next ten to twelve years in the following categories:
- A. School Visioning Input / Instructional Goals
    - 1. No Excuses University.
  - B. New Construction Priorities (Additions)
    - 1. Construct new two-story classrooms to accommodate the portable removal. Location preferable to be along Magnolia Avenue.
    - 2. Construct new Kindergarten classroom building to accommodate the portable removal.
    - 3. Construct new Library/Media Center with flex lab spaces for collaborative activities.
    - 4. Construct new lunch shelter.
  - C. Renovation Priorities (Existing Facilities)
    - 1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, cabinetry and exterior painting.
    - 2. Convert the existing Library and adjacent rooms to accommodate more administrative spaces as the existing Administration is currently undersized. Need to have separate Staff Workroom and Staff Lunchroom.
    - 3. Provide connectivity between classrooms.
    - 4. Modernize the existing Auditorium/Theater. Convert the existing Cafeteria and adjacent spaces to Band/Choir/Dance classrooms and ample storage for equipment/instruments.
    - 5. Restore the façade located in front of existing Auditorium.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
2. Provide playground apparatus at playfield.

E. Site Improvement Priorities

1. Replace the existing Kindergarten playground with bus drop-off and visitor parking stalls. There are currently four buses.
2. Expand the existing parking lot with parents drop-off/pick-up.
3. Construct new Kindergarten playground area adjacent to the north side of the existing Kindergarten building.
4. Provide more shade (trees, structures) between playfield and playground hardscape.
5. Provide perimeter running track with turf, trees and benches.
6. Provide outdoor light fixtures as the existing outdoor lighting is very poor.

**ACTION ITEMS:**

**Architect:**

1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

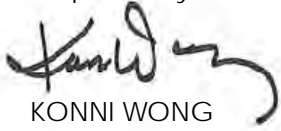
**NEXT MEETING:** TBD

Meeting Minutes  
Long Range Facilities Master Plan (Magnolia Elementary School)  
Riverside Unified School District  
Project 1517500.01  
October 12, 2015  
Page 4

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Monroe Elementary School





October 30, 2015

## **MEETING MINUTES**

Long Range Facilities Master Plan (Monroe Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Monroe Elementary School

**MEETING DATE:** October 29, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Jennie Mikels, Principal, Monroe Elementary School  
Yolanda Dodrill, Library\Media Assistant, Monroe Elementary School  
Alex Hinojos, Head Custodian, Monroe Elementary School  
Deanna Robinson, Office Assistant, Monroe Elementary School  
Vanessa Smith, Parent, Monroe Elementary School  
Martha Muniz, Parent, Monroe Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### **PURPOSE OF MEETING:**

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Monroe Elementary School.

### **ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Monroe Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)



A. New Construction Priorities (Additions):

1. Construct new 2-story Administration with offices on the first floor and Staff Lounge and Conference Room on the second floor at a new location to be located at the corner of Garfield Street and Shelby Drive. The existing Administration is undersized.
2. Construct new MPR with Band, Choir classrooms and restroom facilities at a new location to be located at the corner of Garfield Street and Shelby Drive. The existing MPR is also undersized with a maximum occupancy of 179 people.
3. Construct new lunch shade shelter for the upper and lower (Preschool/Kindergarten) grades.
4. Construct new Preschool/Kindergarten building to replace the portables and to include five Kindergarten and two Preschool classrooms to accommodate the school in growth mode.
5. Construct storage for playground equipment.
5. Construct covered walkway connecting buildings to buildings.

B. Renovation Priorities (Existing Facilities):

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, cabinetry and exterior painting.
2. Convert the existing Administration Building to be the dedicated Library/Media Center. The existing Library is undersized.
3. Convert the existing Library to Art Classroom. The school would like to preserve this building and repurpose it.
4. Convert the existing MPR to flex lab spaces and/or classroom spaces with restroom facilities.
5. Provide connectivity between classrooms.
6. Provide more restroom facilities throughout the campus for ease of access.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

Meeting Minutes  
Long Range Facilities Master Plan (Monroe Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01  
October 28, 2015  
Page 4

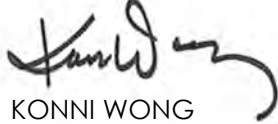
D. Site Improvement Priorities:

1. Construct new parking lot to include a bus drop off at the corner of Garfield Street and Shelby Drive. There are total of five buses.
2. Construct a bigger Preschool/TK/Kindergarten playground area.
3. Reconfigure the existing parking lot.
4. Provide perimeter running track with turf, trees and benches.
5. Relocate the citrus and apple orchard to a new location. New location to be determined.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x3-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

September 21, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Monroe Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Monroe Elementary School

**MEETING DATE:** September 17, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Jennie Mikels, Principal, Monroe Elementary School  
Yolanda Dodrill, Library\Media Assistant, Monroe Elementary School  
Alex Hinojos, Head Custodian, Monroe Elementary School  
Deanna Robinson, Office Assistant, Monroe Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Monroe Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Monroe Elementary School in the next ten to twelve years in the following categories:

A. School Visioning Input / Instructional Goals

1. PL Y1 (Personalized Learning Year 1).
2. HEARTS after school program (Helping Elementary Achievers Reach The Stars).

B. New Construction Priorities (Additions)

1. Construct new 2-story Administration with offices on the first floor and Staff Lounge and Conference Room on the second floor at a new location to be located at the corner of Garfield Street and Shelby Drive. The existing Administration is undersized.
2. Construct new MPR with Band, Choir classrooms and restroom facilities at a new location to be located at the corner of Garfield Street and Shelby Drive. The existing MPR is also undersized with a maximum occupancy of 179 people.
3. Construct new lunch shade shelter for the upper and lower (Preschool/Kindergarten) grades.
4. Construct new Preschool/Kindergarten building to replace the portables and to include five Kindergarten and two Preschool classrooms to accommodate the school in growth mode.
5. Construct storage for playground equipment.
6. Construct covered walkway connecting buildings to buildings.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, cabinetry and exterior painting.
2. Convert the existing Administration Building to be the dedicated Library/Media Center. The existing Library is undersized.
3. Convert the existing Library to Art Classroom. The school would like to preserve this building and repurpose it.
4. Convert the existing MPR to flex lab spaces and/or classroom spaces with restroom facilities.

5. Provide connectivity between classrooms.
6. Repair the existing covered walkway as it does not have a proper gutter and drainage system.
7. Provide more restroom facilities throughout the campus for ease of access.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.

E. Site Improvement Priorities

1. Construct new parking lot to include a bus drop off at the corner of Garfield Street and Shelby Drive. There are total of five buses.
2. Construct a bigger Preschool/TK/Kindergarten playground area.
3. Reconfigure the existing parking lot.
4. Provide perimeter running track with turf, trees and benches.
5. Relocate the citrus and apple orchard to a new location. New location to be determined.

**ACTION ITEMS:**

**Architect:**

1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

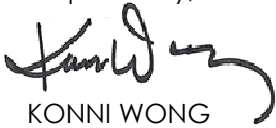
**NEXT MEETING:** TBD

Meeting Minutes  
Long Range Facilities Master Plan (Monroe Elementary School)  
Riverside Unified School District  
Project 1517500.01  
September 21, 2015  
Page 4

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



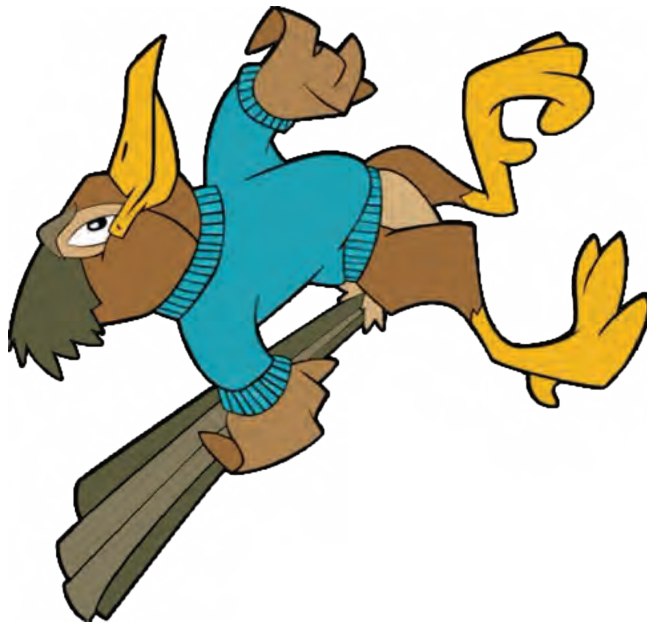
KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x2-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Mountain View Elementary School





October 23, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Mountain View Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Mountain View Elementary School

**MEETING DATE:** October 21, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Paula Allbeck, Principal, Mountain View Elementary School  
Eliu Rodriguez, Assistant Principal, Mountain View Elementary School  
Mayra Lopez, PTA/Parent, Mountain View Elementary School  
Cecilia Cortez, President PTA/Parent, Mountain View Elementary School  
Jennifer Ruvalcaba, Parent, Mountain View Elementary School  
Icis Aramburo-Mendoza, Office Assistant, Mountain View Elementary School  
Olga Vazquez, PTA/Parent, Mountain View Elementary School  
Araciel Herrera, PTA/Parent, Mountain View Elementary School  
Ricardo Ramirez, Parent, Mountain View Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Mountain View Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Mountain View Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)



A. New Construction Priorities (Additions):

1. Add classroom spaces to the existing classroom building to replace the portables and the removal of the existing Kindergarten classroom building. Provide larger size classrooms to accommodate the DLI program.
2. Construct new MPR with telescoping bleachers. Include dedicated Band and Choir classrooms with instrument/equipment storage. Include possible PTA room with ample storage for equipment and materials.
3. Construct shade shelter on north side of the campus for students/parents to wait for pick-up/drop-off during inclement weather.

B. Renovation Priorities (Existing Facilities):

1. Modernize and reconfigure the Administration space to have separate Staff Workroom, Staff Lounge, and Parent Workroom.
2. Renovate the existing MPR to flex labs for collaborative activities.
3. Modernize and provide more restroom facilities and drinking fountains throughout the campus.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.
2. Provide playground equipment/apparatus at the play field.

D. Site Improvement Priorities:

1. Expand and improve parking lot north of the Library with more parking stalls. Poor ingress and egress traffic condition.
2. Expand the existing staff parking lot with parking stalls.
3. Provide a separate drop-off/pick-up area for the lower grades (Preschool/TK/Kindergarten).
4. Provide a way to enclose the existing lunch shelter and any new lunch shelters during inclement weather. Provide heaters if possible.
5. Construct a bigger Kindergarten playground area.

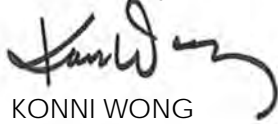
Meeting Minutes  
Long Range Facilities Master Plan (Mountain View Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01  
October 23, 2015  
Page 4

6. Provide perimeter running track with trees and benches.
7. Provide more turf at the play field. The existing play field is predominantly dirt and students get themselves dirty and are discouraged from using the play field for this reason.
8. Provide privacy slats at the existing perimeter school property to avoid neighbors/strangers from peeking through.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



CLIENT FOCUSED. PASSION DRIVEN.

October 21, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Mountain View Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Mountain View Elementary School

**MEETING DATE:** October 13, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Paula Allbeck, Principal, Mountain View Elementary School  
Eliu Rodriguez, Assistant Principal, Mountain View Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Mountain View Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Mountain View Elementary School in the next ten to twelve years in the following categories:

A. School Visioning Input / Instructional Goals

1. AVID (Advanced Via Individual Determination).
2. DLI (Dual Language Immersion).

B. New Construction Priorities (Additions)

1. Add classroom(s) spaces to the existing classroom building.
2. Construct 9,500 sf Multi-Purpose Room with Band and Choir classrooms adjacent to the playground area.
3. Construct lunch shelter and connect it to the existing covered walkway at the classroom building adjacent to the Library.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, cabinetry and exterior painting.
2. Modernize and reconfigure Administration space to have separate Staff Workroom and Staff Lunch Room.
3. Provide connectivity between classrooms.
4. Renovate the existing Multi-Purpose Room to flex labs for collaborative activities.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
2. Provide equipment (African drums, volleyball, and softball apparatus) at play field.

E. Site Improvement Priorities

1. Expand and improve parking lot north of the Library. Poor ingress and egress traffic condition.
2. Expand the existing staff parking with more parking stalls.
3. Expand Kindergarten play area with the demolition of the TK/Kindergarten classrooms at the existing classroom building.
4. Reconfigure parents/drop-off at front parking lot.
5. Provide outdoor maker space.
6. Provide perimeter running track with trees and benches.
7. Expand hardscape.

**ACTION ITEMS:**

**Architect:**

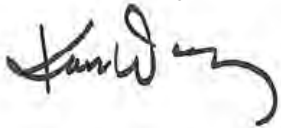
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Pachappa Elementary School





November 20, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Pachappa Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Pachappa Elementary School

**MEETING DATE:** November 18, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Bud Jones, Parent, Pachappa Elementary School  
Seid Santiago, PTA, Pachappa Elementary School  
Araceli Lopez, Parent, Pachappa Elementary School  
Rebecca Best, Parent, Pachappa Elementary School  
James Best, Parent, Pachappa Elementary School  
Richard Teller, Parent, Pachappa Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Jose Adrianzen, Architect, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Pachappa Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
  2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
  3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Pachappa Elementary School in the next ten to twelve years in the following categories:  
(Refer to attached Aerial Site Plan and notes on easel pad)
- A. New Construction Priorities (Additions):
1. Construct new Administration Building with separate Staff Lounge and Workroom. The existing Administration Building is undersized. Possible two-story building.

2. Expand MPR/Cafeteria criteria:
    - A. Construct new MPR with kitchen and restroom facilities.
    - B. Construct new larger lunch shade shelter.
  3. Expand existing classroom buildings to have more classrooms. Construct new classroom building to replace the portables.
  4. Expand Kindergarten Buildings criteria:
    - A. Construct new Kindergarten building and playground area.
  5. It was noted during the meeting that the District may want to look at the possibility of building a new school to replace smaller congested sites and to serve the East Side community.
- B. Renovation Priorities (Existing Facilities):
1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry, and exterior painting.
  2. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.
  3. Replace all temperature controls.
  4. Provide high windows so kids don't get distracted.
- C. Furniture/Equipment:
1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
- D. Site Improvement Priorities:
1. Expand front parking lot. Make landscaping smaller, similar to north side.
  2. Construct new Kindergarten playground area.
  3. Provide security lighting campus-wide. Dark at night due to lack of night lighting.
  4. Secure campus with high picket fence due to vandalism and homeless use of enclosed yard. Neighbor kids get in campus through shared fence.



Meeting Minutes  
Long Range Facilities Master Plan (Pachappa Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01  
November 20, 2015  
Page 3

5. Provide proper site drainage due to flooding and ponding in front of classrooms.
6. Provide larger shade structure.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by



JOSE ADRIANZEN  
Architect

JA:br/P01517500x1-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District  
Konni Wong, LEED™ AP, BD+C, Project Manager, WLC Architects, Inc.



October 2, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Pachappa Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Pachappa Elementary School

**MEETING DATE:** September 29, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Vivian Lee, Principal, Pachappa Elementary School  
Mark Graham, Architect, AIA, LEED™ GA, NOMA, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Pachappa Elementary School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Pachappa Elementary School in the next ten to twelve years in the following categories:

A. School Visioning Input / Instructional Goals

1. AVID (Advanced Via Individual Determination)

B. New Construction Priorities (Additions)

1. Expand Administration Building with separate Staff Lounge and Workroom.
2. Expand and renovate the existing MPR/Cafeteria with restroom facilities. Demolish the existing trash enclosure as it is currently housing the homeless.
3. Construct new lunch shade structure.
4. Construct new two-story building to replace the portables removal and Kindergarten classroom demolition.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, cabinetry and exterior painting.
2. Renovate existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.
3. Renovate and reorganize TK/Kindergarten classrooms to have direct access to the playground area.
4. Provide bigger special education classrooms with equipment/apparatus storage. The existing classroom size is not adequate to accommodate the special education needs.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
2. Provide equipment/apparatus at playfield area.

E. Site Improvement Priorities

1. Reconfigure and expand the front parking lot by reducing the landscaping area and adding more parking stalls.

Meeting Minutes  
Long Range Facilities Master Plan (Adams Elementary School)  
Riverside Unified School District  
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Page 3

2. Provide a separate entry and exit bus drop-off area. 300 students are bused in on a daily basis.
3. Expand Kindergarten playground area with the demolition of the existing TK/Kindergarten classroom building.
4. Provide perimeter running track with turf, trees, and benches.
5. Correct the poor drainage at the Kindergarten classroom building and the adjacent classroom buildings.
6. Provide tall fence at school perimeter to avoid vandalism by the neighbors.
7. Provide site lighting throughout campus.

**ACTION ITEMS:**

**Architect:**

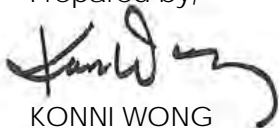
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Tomas Rivera Elementary School



**Meeting #** 015/ Rivera ES #002      **Community Meeting**      **Date** October 14, 2015

**Present**

<p><b>RUSD – Rivera ES</b> Hayley Calhoun</p>	<p><b>HMC</b> Kevin Wilkeson Sandy Kate</p>	<p><b>Community</b> Jeffery O’keefe Jennifer Obert Kim Juarez Heather Molascon Anya Gilbert Noy lemsisanith Jennifer Giacoppe</p>	<p>Manuela Beltran Kathy Gragg Shana Diallo Chazstine Franco Carmon Trejo</p>
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**Project Name**      **RUSD Long Range Facilities Master Plan – Tomas Riviera Elementary School**

**Project #**      **3152164-000**

**Subject**      **Rivera ES community meeting to discuss the Facilities Master Plan - process, issues and potential facilities improvements**

**Items Discussed**

**15.1 New Construction**

- a. Larger MPR to accommodate the entire student body
- b. More storage
  - The existing sea containers leak
  - For custodial supplies, furniture, PE, activities, special events
  - Dedicated PTA storage
  - Locate storage cross campus
  - Classroom storage
  - Backpack storage
- c. Kindergarten rooms consolidation
- d. New kindergarten toilets
- e. Replace relocatable buildings
- f. All classrooms to have sinks
- g. Solar/Shades, benefit student learning and generate energy, reduce electricity costs
- h. More classrooms to support enrollment growth

**15.2 Site Improvements**

- a. More parking. Some parents arrive one hour early in the am
- b. Shade – trees or structures before and after school locations, quad playgrounds
- c. Verify need for drinking fountains
- d. Quad is well used for special events, fairs, movie night etc
- e. Fields- Gophers, squirrels, bees, ants are constant safety problems and need to be eliminated
  - Consider putting artificial turf on fields
- f. Support 100 mile club
  - Provide a dedicated track/running surface

- g. Replace woodchips at play equipment. They cause injuries
  - Sand is better, rubber surface is probably best
- h. Update play equipment
- i. Consider adding slides for 1<sup>st</sup> graders.
- j. Provide a variety of shade across campus
- k. More variety of courts and fields – not all the same
- l. Basketball hoops should all be the same height

### 15.3 Technology/Furniture

- a. Mitigate bad cell reception.
- b. Allow parents WIFI access on campus.
- c. Improve campus WIFI for students.
- d. Better device storage and charging.
- e. Train staff and students on use of technology.
- f. Improve technology infrastructure.
- g. Special activity areas like reading ie “VIP area” in the classroom on sofas.
- h. Update student furniture with furniture that has flexible uses.
- i. Consider providing limited flexible furniture arrangement options.
- i. Existing student furniture is old fashioned – sharing of desks is sometimes too distracting for some students.

### 15.4 Renovation

- a. Improve HVAC - classrooms and MPR - sometimes too hot
- b. Back-up generator
- c. Classroom storage
- d. Backpack storage

### 15.5 General/Other

- a. Reduce class sizes – 36 students is too many
- b. Train teachers on the benefits of different learning styles and how a variety of student groupings and positions can benefit learning
- c. Recycle program
- d. Backpack storage

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects

A handwritten signature in black ink, appearing to read "Kevin Wilkeson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**cc** H. Calhoun, E. Delgado, K. Lewis, A. Parslow, S. Kate, J. Nichols, M. Bernal, B. Leavitt, Marco Eacrett  
**File** MM.MI

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**Meeting #** 008/ Rivera ES #001      **Principal Meeting**      **Date** September 14, 2015

<b>Present</b>	<b>RUSD – Rivera ES</b> Wilson Cuellar (principal) Keri Atwood (Principal Secretary) Deshaun Pierson (Custodian)	<b>HMC</b> Kevin Wilkeson Sandy Kate
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**Project Name**      **RUSD Long Range Facilities Master Planning – Tomas Riviera Elementary School**

**Project #**      **3152164-000**

**Subject**      **Introduction for the Principal and staff to HMC Master Plan Team and Discuss Master Plan Process**

**Items Discussed**

**8.1 New Construction**

- a. A total of seven kindergarten classes will be needed for the school site. Currently there are three kindergarten classes, one transitional kindergarten class and one first grade kindergarten combination class. The school was originally designed with only two kindergarten classrooms; ideally there will be a new kindergarten complex that includes seven kindergarten classrooms with restrooms and a larger playground facility, ideally twice as large as current kindergarten playground. The kindergarten area should also have a larger storage area for outdoor play equipment such as tricycles. Currently there is one transitional kindergarten on campus but this is expected to grow. TK is an all-day program.
- b. One or two additional classrooms should be added for future growth.
- c. Ideally work areas for teachers will be added.
- d. Ideally additional work area for parents will be provided. Currently parents are using the staff lounge which is not ideal.
- e. The existing preschool special day class needs to have dedicated toilets added adjacent to their classrooms.
- f. The existing relocatable buildings should be replaced with permanent construction. Two-story construction would be acceptable for classrooms.
- g. Currently the library is working well but may need to be expanded in the future depending on what types of programs and activities happen there.
- h. Several new meeting rooms could be added to campus that would be large enough to have groups of 4 or 5 staff meet.
- i. Student collaboration space, ideally several spaces for small groups of students to meet and collaborate would be useful.
- j. The computer lab could use additional workspace.
- k. The campus would like a dedicated band room that could also be used for other arts activities. This should be able to hold 50 students and have storage space for band instruments. The band room should double in size over its current size. Currently the band room is used three days a week.
- l. Ideally a dedicated auditorium with approximately 400 fixed seats would be added.
- m. The campus would like a dedicated science and art room.
- n. An additional staff office may be needed in the future.

## 8.2 Site Improvements

- a. Repave the current play area blacktop.
- b. Expand the staff patio to accommodate the entire staff of over 30 people.
- c. Add 2-4 drinking fountains in the playground.
- d. Replace the wood chips under the play equipment with a rubberized surface.
- e. Replant the acacia and other landscaping on the banks in the play area.
- f. Kindergarten playground needs to be approximately doubled in size.
- g. Add approximately 30 more parking spaces for a total of 100 spaces.
- h. Improve traffic flow for vehicles and drop off and pick up, beginning and end of school.
- i. Provide a digital marquee at the front of the campus.
- j. Provide ceiling fans for the existing lunch shelter.
- k. Add additional shade to the existing playground area, blacktop as well as the playfields.
- l. Add a solid fencing such as concrete block on the perimeter of the school. Holes are being cut in the existing chain link fence to gain access to the school site and a solid block fence would stop this security problem.
- m. Add an enhanced and expanded video surveillance system.
- n. Provide better control of ants, gophers and squirrels on campus.
- o. Add a running track around the perimeter of the grass playfields.
- p. Add shade in the kindergarten play area. Shade for all grade levels is a high priority for the campus and parents.
- q. Currently the grass fields are in poor condition and could use more water and maintenance because of this fact there is little community use of the fields. The students use the fields for soccer, kickball and softball.
- r. Some of the acacia plants on campus attract bees, and should be replaced.

## 8.3 Modernization

- a. Replace the furniture and countertops in the administration building.
- b. Provide better cooling in the main data room in the administration building.
- c. Replace and upgrade the telephone system
- d. Improve the sound system, wiring and add a ceiling mounted projector and a large screen in the existing multipurpose room.
- e. Replace the flooring in the multipurpose room and stage with no wax flooring.
- f. Provide new paint on the exterior and interior of the buildings. The portable classrooms specially need new paint.
- g. Replace the shingles and roofing on all the roofs.
- h. Replace the waterless urinals with low flow urinals.

## 8.4 Furniture, Equipment and Technology

- a. Provide additional devices and supporting infrastructure including power and charging carts.
- b. Provide furniture for flexibility of learning and teaching activities especially for the upper grades.
- c. Replace all furniture on the campus.
- d. Replace projectors in the classrooms with new presentation technology.
- e. The size of the current computer lab is acceptable but the technology could use upgrading.

## 8.5 Other and General Items

- a. Currently classrooms 4 and 5 have a movable wall between them and are used for professional development and staff meetings.
- b. Classroom number 3 is currently used as a dedicated computer lab.
- c. Relocatable classrooms 39 and 40 have been removed from the campus.
- d. Currently there are no programs on campus that articulate into the middle school level but they are looking to develop an enhanced science and arts program that may do so in the future.
- e. The staff had no problem with adding a two story building to the campus.
- f. Proposed community meeting Oct 14, 8:30AM. Staff meeting Oct 20, 2:40PM.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**cc** H. Calhoun, K. Lewis, A. Parslow, S. Kate, J. Nichols, M. Bernal, B. Leavitt, Marco Eacrett  
**File** MM.MI

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**Meeting #** 021/ Rivera ES #003      **Staff Meeting**      **Date** October 20, 2015

**Present**      **RUSD – Rivera ES**      **HMC**  
 Wilson Cuellar      Jennifer Riddle      Stacy Parslow      Kevin Wilkeson  
 Debbie Caudill      Ana Vaaj      Gwynee Murray  
 Jaimie Kurkowski      Tanya Huerte      Brenda Martinez  
 Alva Goodwin      Lisa Green      Andrea Brown  
 Karen S.      Sandi Ahsue      Annie Call  
 Amy Reyes      Christine Waterland      Erin Medina  
 Debbi Gorecli      Teri Stamen      Melissa Gill

**Project Name**      **RUSD Long Range Facilities Master Planning – Tomas Riviera Elementary School**

**Project #**      **3152164-000**

**Subject**      **Introduction for the Staff to HMC Master Plan Team and Discuss Master Plan Process**

**Items Discussed**

**21.1 New Construction**

- a. Larger upper grade classrooms.
- b. Closer proximity restrooms for students and staff
- c. Larger MPR
- d. Dedicated science/art lab
- e. Larger kindergarten classrooms
- f. Sink and running water in all classrooms
- g. Replace relocatable classrooms
- h. Larger MPR
- i. Consolidate and expand kindergarten rooms
- j. More classroom and campus storage
- k. Connect campus with covered walks with rain and sun protection. Door handles that are exposed to direct sun are too hot.

**21.2 Site Improvements**

- a. Outside classrooms - options for outdoor classroom activities
- b. Electronic marquee
- c. Solar panels for shade and energy savings
- d. Improve flow of traffic and lack of parking
- e. Plateau field area. More surface area for playground
- f. Site area is underutilized, may be used for buildings or parent drop-off or parking
- g. More parking
- h. Bigger drop off area
- i. New running track
- j. Improve fields – eliminate pests - gophers, ants

### 21.3 Renovation

- a. New classroom technology infrastructure
- b. Built in cubbies for backpacks in classrooms
- c. More natural light in classroom
- d. Extended roofing/coverage for rain and sun protection
- e. Shade near classrooms
- f. Update sound system for MPR
- g. New computers and improved wireless network
- h. Backpack hooks
- i. Center video flat screens in classrooms
- j. Larger kinder classrooms
- k. Better toilet room ventilation
- l. More classroom and campus storage

### 21.4 Furniture and Technology

- a. More devices, 1 to 1 devices
- b. Appropriate size furniture for students
- c. Unsafe chairs and desks, replace
- d. Flexible furniture
- e. Update interactive technology
- f. Update learning software
- g. Smart boards for all grade levels

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**cc** H. Calhoun, K. Lewis, A. Parslow, S. Kate, J. Nichols, M. Bernal, B. Leavitt, Marco Eacrett  
**File** MM.MI

# Sunshine Early Childhood Center



## Sunshine Early Childhood Center



November 5, 2015

## **MEETING MINUTES**

Long Range Facilities Master Plan (Sunshine Early Childhood Center Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Sunshine Early Childhood Center

**MEETING DATE:** November 2, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Debora Holk, Principal, Sunshine Early Childhood Center  
Barbara Lewis, Administrative Designer, Sunshine Early Childhood Center  
Elizabeth Ammerman, Parent, Sunshine Early Childhood Center  
Olivia Delgadillo, SDC Teacher, Sunshine Early Childhood Center  
Andrea Cardenas, SDC Teacher, Sunshine Early Childhood Center  
Cynthia St. Clair, SDC Teacher, Sunshine Early Childhood Center  
Jennifer Castillo, SDC Teacher, Sunshine Early Childhood Center  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## **PURPOSE OF MEETING:**

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Sunshine Early Childhood Center.

## **ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Sunshine Early Childhood Center in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)

A. New Construction Priorities (Additions):

1. Construct a new MPR to include the following:
  - a. Accommodate at least 250-300 people.
  - b. Indoor play area with sensory room.
  - c. Storage for sensory integration and indoor play materials accessible for inclement weather.
  - d. Flooring that permits ease of movement for wheelchairs, walkers.
  - e. Restrooms for students and staff.
  - f. Easily accessible storage space for furniture and chairs.
  - g. Appropriately sized furniture designed for the development needs of students.
  - h. Overhangs and covered walkways to connect to the main building in inclement weather.
  - i. Dedicated kitchen.
  - j. Stage for programs.
2. Construct a new lunch shade structure.
3. Construct new classrooms with sufficient storage to replace the portables.
4. Expand the existing Administration and Library Building.

B. Renovation Priorities (Existing Facilities):

1. Convert the existing Cafeteria to expand the Library space.
2. Provide storage to store equipment at the existing classrooms.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

D. Site Improvement Priorities:

1. Acquire more properties.
2. Provide more parking stalls at the front parking lot.



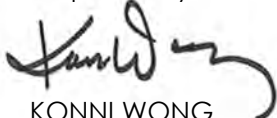
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3. Expand and reconfigure the existing rear parking lot as there are insufficient parking stalls for staff and parents.
4. Rework the upper playground area adjacent to the rear parking lot.
5. Preserve the existing citrus and apple orchard or relocate it to a new location.
6. Improve the safety and security with the school perimeter fence and gates.
7. Correct the sitework along the path-of-travel.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



CLIENT FOCUSED. PASSION DRIVEN.

October 2, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Sunshine Early Childhood Center)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Sunshine Early Childhood Center

**MEETING DATE:** September 29, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Debora Holk, Principal, Sunshine Early Childhood Center  
Barbara Lewis, Administrative Designer, Sunshine Early Childhood Center  
Sharon Duncan, Principal's Secretary, Sunshine Early Childhood Center  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Sunshine Early Childhood Center.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Sunshine Early Childhood Center in the next ten to twelve years in the following categories:

A. School Visioning Input / Instructional Goals

1. Project Move
2. PIP (Preschool Intervention Program)
3. IB (Intensive Behavioral Intervention)
4. OTPT (Occupational Therapy and Physical Therapy)
5. ECAT (Early Childhood Assessment Team)
6. Infant Program
7. SDC (Special Day Class)
8. ABA (Applied Behavioral Analysis)
9. TEACCH (Teaching and Educating Autistic and Communicative Handicapped Children)
10. Multi-Sensory/Multi-Model Strategies

B. New Construction Priorities (Additions)

1. Construct new classrooms to replace the portables plus one more additional new classroom.
2. Construct new MPR/Cafeteria with the following spaces/elements:
  - a. Accommodate at least 250-300 people.
  - b. Flooring that permits ease of movement for wheelchairs, walkers, etc.
  - c. Appropriately sized furniture designed for the developmental needs of students.
  - d. Restrooms for students and staff.
  - e. Storage space for furniture, chairs, etc. so it is easily accessible.

- f. Storage for Sensory Integration and indoor play materials accessible for inclement weather.
  - g. Overhangs and possible walkway with covering to connect to main building in inclement weather.
  - h. Dedicated Kitchen with working oven.
  - i. Small stage for programs.
3. Construct new lunch shelter adjacent to the new MPR\Cafeteria location.
  4. Expand the existing Administration (as it is currently undersized) to include the following spaces:
    - a. Two Psychologist Offices.
    - b. Two Speech Offices.
    - c. One office for parent/infant teacher.
    - d. One Custodian Office.
    - e. One to two Conference Rooms.
  5. Construct storage for special equipment.
- C. Renovation Priorities (Existing Facilities)
1. Convert the existing Cafeteria to expand the Library space.
  2. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, cabinetry, and exterior painting.
- D. Furniture/Equipment
1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
- E. Site Improvement Priorities
1. Expand and reconfigure the existing rear parking lot as there are insufficient parking stalls for staff and parents.
  2. Rework the upper playground area adjacent to the rear parking lot.
  3. Preserve the existing citrus and apple orchard or relocate it to a new location.

4. Remove few existing parking stalls at the front parking lot to enlarge the throat for buses entering and exiting. There are ten buses.

**ACTION ITEMS:**

**Architect:**

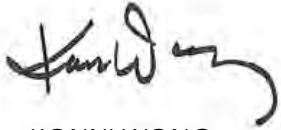
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Taft Elementary School



**Meeting # 019/ MLK #002****Date** October 16, 2015**Present** **RUSD-Taft ES**Jonelle Rietveld  
Jerry Bardeen  
Doreen Ramsay  
Stacy Banks  
Anne Pacheco**HMC**Carrie Vanderwee  
Michele Potten  
Kevin Wilkeson  
Alex Parslow**Project Name** **RUSD Martin Luther King High School cluster-William Howard Taft ES****Project #** **3152164-000****Subject** **Community Meeting to discuss the FMP process and to identify potential school improvements****Items Discussed****19.1 FMP Improvements**

It's been 15 years since the LRFMP. The process is extensive and will continue through the 2015-16 school year. The document is strategic planning document to set a road map for future facility projects and improvements at every site in the District. Think 2025. The principal said hello and then left and asked the community member present to think big. Kevin showed the introduction video with the purpose of the master plan.

**19.2 New Construction and Additions:**

- a. New gym with expanded PE space near the existing MPR (like pachappa ES.)
- b. New kindergarten classrooms in the same area.

**19.3 Modernizations and Renovations:**

- a. Modernize and expand the multi-purpose room it is too small and hot.
- b. The roll up door behind the MPR gets way to hot.
- c. Larger classrooms, they are too small for the 34 student typical class size.
- d. Replace portables. They are in an isolated area and have HVAC issues. The sound quality is terrible and we believe that the students feel disconnected and temporary, almost not valued. The science lab is OK in portable classrooms.
- e. Classrooms need better insulation.
- f. Solar-panels should be considered. To improve energy savings and efficiencies.
- g. Additional adult staff restrooms are needed.
- h. The bathrooms need to be renovated they are gross, dark and unclean. It is not an M&O issue it's the way they designed. Separate the restrooms from the younger and older grades.
- i. The office needs to be larger.
- j. The teachers work room and hall areas is too crowded.

**19.4 Site Improvements – PE, Safety. Security:**

- a. The kindergarten gate is not ADA accessible, and is difficult to access, especially with strollers.
- b. Electrical work throughout the campus is needed.
- c. Shade and electricity in the quad areas.
- d. Shade, is needed in all of the play areas-lunch area, kindergarten area, promotion area,, blacktop and sandbox areas. The students get sun burns.
- e. The playground needs to be updated, and maybe two play areas should be put in to separate the grade levels.
- f. Walking track
- g. Trees for shade.
- h. The hill on the playground needs to graded, it's a safety issue, or a fence put in.
- i. The sand box should be replaced. New and better sand and new play apparatus.
- j. The front entrance needs new landscape.
- k. The parking is terrible and there is not enough stalls for teachers.
- l. The loading rea for the bus has three lands with buses in one area, they park down the street causing congestion. The capacity of the site seems to be increasing and the traffic is getting worse.
- m. Stairs would be nice from the street to the parking
- n. More ball walls are need. Soccer area and nets with back stops on the field, more play areas, there may be too many basketball courts.

**19.5 Furniture and Technology:**

- a. More lunch tables with shade.
- b. Technology is hard to predict, plug in areas are needed. RUSD is getting technology too late.
- c. The Riverside Stem Academy (RSA) has a library with no books. Having not books is an issue, you need to touch and feels, should be a blend of books and technology moving forward.

**19.6 Other items:**

- a. There are a lot of rules on the playground, don't go on the hill, don't run on blacktop etc. we need to incorporate less rules in the play areas so kids can be kids.
- b. The existing stencil lettering on all the doors looks bad. New classrooms signage is needed.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Alex Parslow  
Senior Vice President / Pre-K-12 Education

cc File, H. Calhoun, K. Lewis, S. Kate, K. Wilkeson, John Nichols, Marco Eacrett



**File**            MM.MI

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**Meeting #** 006/ Taft ES #001

**Date** September 11, 2015

**Present** RUSD-Taft ES HMC  
Rebecca Brown (Principal) Kevin Wilkeson  
Alex Parslow

**Project Name** RUSD Long Range Facilities Master Planning – Taft Elementary School

**Project #** 3152164

**Subject** Introduction for the Principal to HMC Master Plan Team and to Discuss the Master Plan Process

### Items Discussed

#### **6.1 Master Plan Overview**

- a. The process is District-wide and will continue through the 2015-16 school year. The document is a strategic planning document to set a road map for future facility projects and improvements at every site in the District over the next 15 years. The Principal reached out to staff for input and told them to think big picture. The agenda and past bond measure project list was reviewed.

#### **6.2 New Construction Additions**

- a. It would work great to have a new building with all kindergarten rooms in one area. Possibly a new building with three additional classrooms suitable for Kindergarten with access to the playground. The original school design had 2 Kindergarten classrooms. The school will need a total of 5 Kindergarten classrooms in the future. The play area is not large enough for all at one time; they have two recesses and make it work. The existing play area size is fine with the two recesses in the future. It should include added bathrooms with outside and inside access. It should also include an operational workroom.
- b. Any special programs that need facilities? The current Maker Space will be going into the library, more robotics and computer programs will likely be added, but no additional space or facility upgrades needed there. If the portables are replaced for 5<sup>th</sup> and 6<sup>th</sup> grade they need science classrooms with sinks. All permanent classrooms have sinks but the portables need these sinks as well. There is mandatory band at the site for all 5<sup>th</sup> graders. It would be nice to have cabinetry to store the musical instruments, right now it's a make shift storing system. It would need to be a secure cabinet area.
- c. A new STEM lab would be beneficial, and could be shared with band, but it is not a top priority.
- d. Additional PE storage is also needed.

#### **6.3 Band/ STEM/ Science/ PE Storage Room**

- a. The MPR has the stage for performances; it's been used to store furniture not being used. PTA also has all of their things stored in cabinets along the wall. The band teacher loves the arrangement he has now. A new dedicated band/STEM/Science room near the 5<sup>th</sup> and 6<sup>th</sup> grade classrooms would be desirable.

#### 6.4 Modernization and Renovation

- a. The District is considering replacing all of the portables. The portables off the blacktop are sinking and need to be replaced. All of the portables are being used as classrooms currently. Band is 2 days a week, and then 3 days a week are small group instruction and reading intervention with the K2 Institute in one of the portables. All 7 classrooms are still used and needed if the portables are removed. One of the portables on the site is used for after school care.
- b. The administration office flooring needs to be redone. The building had several pipe leaks last year with no new carpet. The original piping may have been installed incorrectly. It has also happened in other classrooms (room 3 and 22). Some of the toilet room piping has been recently replaced.
- c. Flooring and carpets should be replaced camps-wide.

#### 6.5 Site Improvements – PE, Safety, Security

- a. Exterior security lighting and improved lighting throughout the exterior of the campus is needed, especially outside on the playground area.
- b. The landscaping between the central hallways has grass; ideally some of the grass would be replaced with concrete. This would also reduce water usage. Seat walls would also be beneficial in this area.
- c. A running/walking track is wanted at the perimeter of the playfields. This would also save water.
- d. The bank at the playfield should be replanted.
- e. The fields have a significant rodent infestation that creates dangerous holes in the play fields.
- f. There is one backstop which is enough for current use.
- g. Blacktop is working but should be resurfaced.
- h. The lunch trellis structure should be made solid for needed shade. Additional lunch area shade is needed as well as shade on the handcarts. This is a top priority for parents.
- i. There is not a large enough parking lot. The drop off works well, except they use the some parking lot for drop off. The bank is an eyesore and that area could lose the current landscaped and to add more parking. The bus loop is used daily with 7 busses arriving every day. Ideally another row of parking should be added. Some or the entire adjacent bank can be used. If not it should be landscaped.
- j. Add cameras on the front entrance by the office and also at the blacktop area, to record people entering from the park area over the fence. Also provide video cameras at gate by the kindergarten. The fencing and gates are fine for security.

#### 6.6 Furniture and Technology

- a. Student furniture needs to be updated to support 21<sup>st</sup> Century Learning.
- b. The campus has a chrome book or similar device for every student. They need secure charging stations for these devices.
- c. Taft had wiring completed in the summer 2015.
- d. Chrome books are taken home by the 5<sup>th</sup> and 6<sup>th</sup> grade classes. The school needs more locked cabinets.
- e. The MPR needs to be rewired for audio visual, including a ceiling mounted projector and high quality speakers.
- f. Public address speakers are needed in the hard-court area.
- g. Solar panels in the parking lot could also be integrated into the curriculum.

**6.7 Library**

- a. Size and location is good.
- b. Furniture similar to that recently purchased at University Heights Middle School would be ideal.
- c. Additional computer tables were recently added in the library. The library should be flexible space to provide books, computers, support research and large group instruction. Audio visual capacity should be added.

**6.8 MPR**

- a. Needs new folding lunch tables.

**6.9 Community Meeting**

- a. October 16<sup>th</sup>, 2016 is a PTA event and movie night starting at 6:00PM. School ends at 2:55PM and the end of the school day for staff is 4:00PM. The staff meeting can be scheduled from 3:00-4:00PM and the community meeting from 4:30-6:00PM. The staff meeting should be one group with a general idea of what has been previously discussed.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects

Handwritten signature of Alex Parslow in black ink, followed by the word "for" in a smaller font.

Alex Parslow  
Senior Vice President / Pre-K-12 Education

**cc** File, H. Calhoun, K. Lewis, S. Kate, K. Wilkeson, John Nichols, Marco Eacrett  
**File** MM.MI

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**Meeting # 018/ Taft ES #002 DRAFT**

**Date** October 16, 2015

<b>Present</b>	<b><u>RUSD-Taft ES</u></b>	<b><u>HMC</u></b>
	Michelle Van	Rosalyn Poole
	Jane Mcfarland	Kevin Wilkeson
	Debbie Fenn	Alex Parslow
	Russ Plaive	Kevin Downey
	Jennifer Jovel	Katie Williams
	Ericka Kuande	
	Marisol Stokes	

**Project Name** RUSD Long Range Facilities Master Planning – Taft Elementary School

**Project #** 3152164

**Subject** Introduction for the Staff to HMC Master Plan Team and to Discuss the Master Plan Process

**Items Discussed**

**18.1 New Construction Additions**

- a. Computer lab – separate from library
- b. Need a larger teacher lounge. Hot/cold water with fridge.
- c. Two additional kindergarten classrooms.
- d. All kindergartens should be located close together.
- e. Replace portables.
- f. Larger classrooms for upper grades
- g. Dedicated science labs (1 upper grade – 1 lower grade)
- h. Dedicated visitor restroom.
- i. More staff restrooms
- j. New classrooms need sinks with high faucet to fill buckets.
- k. Makerspace lab with flexible work space.

**18.2 Modernization and Renovation**

- a. Improve outside speakers, especially at rooms #13 & #14 at blacktop area.
- b. More charging stations for computers
- c. Office – needs new carpet.
- d. Repair roof leaks – campus wide
- e. Security cameras inside office (throughout school too)
- f. Rooms need to be re-wired, not enough capacity.
- g. Rooms facing outside need doors to playground for safety
- h. Second door for all classrooms.
- i. Issues with moveable walls (replace).
- j. One way view roller shades in classrooms.

- k. New weather stripping in doors.
- l. Drywall in room #14 needs to be finished. Room #14
- m. Shelving in cabinets needs to slide out.
- n. Built in bookcases behind whiteboard.
- o. Carpet removed from classrooms add acoustic panels for noise.
- p. HVAC needs to be improved.

### 18.3 Site Improvements – PE, Safety, Security

- a. More parking is top priority. District functions and training on campus overload the parking lot.
- b. Shade in back area (solar).
- c. Learning options with solar.
- d. Fields “holes” gopher problem
- e. Upgrade field back-stops.
- f. Kinder play shade over all play area.
- g. Teaching garden (gopher problem).
- h. More water fountains.
- i. Outdoor seating with shade places to sit.
- j. Ant problem
- k. Shade in school quads.

### 18.4 Furniture and Technology

- a. Flex furniture - desks with power, moveable furniture.
- b. Storage at desks for students.
- c. Flat screens TV's the current ones are very old.
- d. Moveable/flexible seating and storage.
- e. Ceiling mount projector. Chrome Cast, wireless options reinforced for data and sound.
- f. Classroom voice amplification-sound reinforcement.
- g. New document cameras.
- h. Allow flexible use of technology.
- i. Increased data bandwidth.

### 18.5 Other

- a. Electric cart for custodian.
- b. More liberal wireless device policy – allow parents access to guest network. Since cell reception is so bad.
- c. Many students come to by bus.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects

Handwritten signature of Alex Parslow in black ink, followed by the word "for" in a smaller font.

Alex Parslow  
Senior Vice President / Pre-K-12 Education

**cc** File, H. Calhoun, K. Lewis, S. Kate, K. Wilkeson, John Nichols, Marco Eacrett  
**File** MM.MI

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# Mark Twain Elementary School







- e. The bathroom in the multi-purpose room has outside access so the bathroom is only used by students during lunch time, change locks so they are usable.
- f. The drainage in the bathroom by the health office needs to be flushed out due to odor.
- g. The health office is not large enough, it has a capacity for 2 students. Sometimes 10+ students at a time needing help during recess. Add 4 cots and 10 chairs in the health office.
- h. The HVAC system needs to be modified or repaired. Temperature control is a problem in many classrooms, especially the classrooms with the high windows and high ceilings, possibly redesign the ceilings in classrooms 410, 417, 311 and 320. The benefit of reducing the height of the ceilings should be explored. Room 409 is often the coldest room on campus. The HVAC door interlock switches are temperamental and do not always work properly, keeping the HVAC system shut down even though the door is closed.
- i. The campus could use new carpet, paint, and interior finishes.
- j. Need additional storage in all of the classrooms with deeper cabinets and doors.
- k. The multipurpose room needs a stage curtain.

### 9.3 Site Improvements

- a. The perimeter of the playground could use a track with a drinking fountain.
- b. The softball diamond in the center of the play area should be completed.
- c. More swings and play equipment should be added for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade. The current play equipment is not an appropriate size. There is currently only one play apparatus for the older students. There should be rocking experience on the playground for adapted PE that is safe, a crossover apparatus that could be shared.
- d. The kindergarten area should have two outdoor drinking fountains with tables and shade.
- e. The playgrounds need new rubber, the wood chips and sand do not work.
- f. A 6 ft. high fence should be added at the top of the slope on the western perimeter of the school side also continue the chain link fence on the south side.
- g. Additional parking would be desirable but not necessary. Currently there are about 82 staff on site and about 78 parking spaces.

### 9.4 Furniture Equipment and Technology

- a. More bandwidth, power outlets and projectors are needed in the classrooms. An interactive screen in the classroom that is sturdy and affordable would work.
- b. Need more Chromebooks. Currently there are 6 teachers that share 1 cart, need more portable carts at the school, possibly 2-3 carts of computers per grade level that can be shared and recharged.
- c. New furniture should be provided to support personalized learning styles. This includes chairs that allow some student movement and a variety of seating, learning, and collaboration spaces similar to the furniture at University Middle School and Franklin Elementary School.
- d. Need additional cameras, there are ports for 15-20 and only 3 are working. Need a few more cameras in strategic places.

### 9.5 Other and General Items

- a. No additional special education or kindergarten classrooms are needed.
- b. The current enrollment is about 1,077 students, this is the second largest elementary school in the District, additional expansion at this site should be reviewed carefully.
- c. The library is currently working well. Staff feels that libraries continue to need books to engage students in reading.
- d. Recycled water is used for the grounds.
- e. Lighting on site is good.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**Next Meeting Date**  
TBD

**cc** H. Calhoun, K. Lewis, M. Eacrett, A. Parslow, J. Nichols, S. Kate, B. Leavitt, M. Bernal  
**File** MM.MI

**Meeting #** 009/ Mark Twain ES #001

**Date** September 14, 2015

**Present**

**Staff**

Debbie Ausman-Haskins  
Tiffany Farris  
Helen Cha, Silvia Lin,  
Holly Barr, Kevin Fine,  
Jennifer Snipe

**HMC**

Kevin Wilkeson

**Project Name**

**RUSD Long Range Facilities Master Plan – Mark Twain Elementary School**

**Project #**

**3152164-000**

**Subject**

**Introduction for the principal and staff to HMC Master Plan Team and Discuss Master Plan Process**

**Items Discussed**

**9.1 New Construction**

- a. Additional shade should be provided on campus. An overhang or other type of solid shade structure is desired on the playground and adjacent to some of the buildings. At the 400 wing the shade could extend out to the edge of the concrete walk. Shade can be provided at the south side of the 300 and 400 wings to the edge of the planters or to the edge of the concrete walk. Also shade can be provided at the end of the concrete walk, on the playground, south of the palm trees and east of the baseball fields.
- b. Additional staff toilets are needed. There's only one set of staff restrooms outside of the administration building. Ideally the quantity and size of staff restrooms would double beyond what currently exists.
- c. The staff work room should be increased in size to approximately 960 sq. ft. The current staff work room is too small. The quad area near the administration building is a possible location for this addition.
- d. A flexible lab classroom is needed that could accommodate science, STEM, music, and art. This should about twice the size of a normal classroom.
- e. Ideally a space about the size of two classrooms would be provided for student collaboration and student personalized learning activities. This would be a dedicated space for collaboration and personalized learning activities.

**9.2 Modernization**

- a. The doors in the 400 building should be modified or repaired so they do not stick during hot days. When the temperature is hot the classroom doors stick and are difficult to open probably due to the expansion of the frames
- b. The HVAC system needs to be modified or repaired. Temperature control is a problem in many classrooms, especially the classrooms with the high windows and high ceilings. The benefit of reducing the height of the ceilings should be explored. Room 409 is often the coldest room on campus. The HVAC door interlock switches are temperamental and do not always work properly, keeping the HVAC system shut down even though the door is closed.
- c. The campus could use new carpet, paint, and interior finishes.
- d. Additional storage spaces are needed in the classrooms. With Common Core there will most likely be more books, more materials in the classrooms that will need to be stored within the classrooms. This will include materials for hands on learning activities for students and project based learning activities.
- e. The kindergarten area needs direct access to outdoor toilets.

- f. The multipurpose room needs a stage curtain

### 9.3 Site Improvements

- a. The perimeter of the playground could use a running track.
- b. The softball diamond in the center of the play area should be completed
- c. A second backstop should be added.
- d. More swings should be added for all grade levels.
- e. The kindergarten area should have two outdoor drinking fountains.
- f. The play area for grades 1-6 should also have additional drinking fountains.
- g. A 6 ft. high fence should be added at the top of the slope on the western perimeter of the school side.
- h. Additional parking would be desirable but is not necessary. Currently there are about 82 staff that work at the site and 80 parking spaces.
- i. The marquee sign should be repaired and repainted or replaced.

### 9.4 Furniture Equipment and Technology

- a. More bandwidth and more power outlets are needed in the classrooms. Some rooms can have up to 40 computers. Wireless bandwidth should be increased.
- b. New furniture should be provided to support personalized learning styles. This includes chairs that allow some student movement and a variety of seating, learning, and collaboration spaces similar to the furniture at University Middle School.

### 9.5 Other and General Items

- a. The outside shaded dining area is used frequently and works well.
- b. The current enrollment is about 1,077 students.
- c. The library is currently working well. Staff feels the library will continue to need a variety books to engage students in reading.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**Next Meeting Date**  
TBD

**cc** H. Calhoun, K. Lewis, M. Eacrett, A. Parslow, J. Nichols, S. Kate, B. Leavitt, M. Bernal  
**File** MM.MI

# Victoria Elementary School





ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

November 11, 2015

## **MEETING MINUTES**

Long Range Facilities Master Plan (Victoria Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Victoria Elementary School

**MEETING DATE:** November 10, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Nicole Marques, Parent, Victoria Elementary School  
Arocely Robles, Parent, Victoria Elementary School  
Megan Gunty, Parent, Victoria Elementary School  
Nicole Petty, Parent, Victoria Elementary School  
Maricela Plancarte, Parent, Victoria Elementary School  
Dave Gunty, Parent, Victoria Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## **PURPOSE OF MEETING:**

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Victoria Elementary School.

## **ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).

3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Victoria Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)
  - A. New Construction Priorities (Additions):
    1. Construct new Administration in new location with separate Staff Lounge and Workroom. The existing Administration is undersized.
    2. Expand MPR/Cafeteria to have Band/Choir classrooms with equipment/instrument storage and restroom facilities. The existing MPR is undersized with maximum occupancy of 165 people.
      1. Construct new Library/Media Center with flex labs and restroom facilities.
      2. Construct new lunch shade shelter.
      3. Construct Kindergarten building to replace the portables.
      4. Expand existing classroom buildings to have more classrooms.
      5. Construct storage for playground equipment.
      6. Construct covered walkway.
  - B. Renovation Priorities (Existing Facilities):
    1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry and exterior painting.
    2. Convert the existing Library to classrooms.
    3. Provide connectivity between classrooms.
    4. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.
  - C. Furniture/Equipment:
    1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
    2. Provide sports equipment/apparatus.



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Long Range Facilities Master Plan (Victoria Elementary School Community Meeting)  
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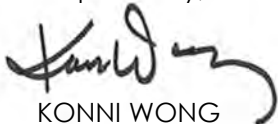
D. Site Improvement Priorities:

1. Expand front parking lot to include bus drop-off.
2. Construct new Kindergarten playground area.
3. Expand hardscape.
4. Provide perimeter running track with turf, trees and benches.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



October 5, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Victoria Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Victoria Elementary School

**MEETING DATE:** October 1, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Linda Daltrey, Principal, Victoria Elementary School  
Gale Mitzner, Teacher, Victoria Elementary School  
Catherine Matthews, Teacher, Victoria Elementary School  
Richard Prelesnik, Teacher, Victoria Elementary School  
Louise Berkley, Teacher, Victoria Elementary School  
Jane Racobs, Teacher, Victoria Elementary School  
Art Juario, Teacher, Victoria Elementary School  
Joshua Atkinson, Teacher, Victoria Elementary School  
Robin Bourbonnais, Teacher, Victoria Elementary School  
Richandra Truesdale, Teacher, Victoria Elementary School  
Tracy Straley, Teacher, Victoria Elementary School  
Katrina Zeeb, Teacher, Victoria Elementary School  
Deborah Bruns, Teacher, Victoria Elementary School  
Kathleen Love, Teacher, Victoria Elementary School  
Kim Harris, Teacher, Victoria Elementary School  
Holly Goulet Perez, Teacher, Victoria Elementary School  
Fran Gibson, Teacher, Victoria Elementary School  
Maureen Sheffield, Teacher, Victoria Elementary School  
Kelly Sugden, SDC Teacher, Victoria Elementary School  
Carolyn Wright, Teacher, Victoria Elementary School  
Leslie Lockwood, Speech Pathologist, Victoria Elementary School  
Kristina Sanchez, Teacher, Victoria Elementary School  
Erin Conner, Teacher, Victoria Elementary School  
Brandi Bauder, Teacher, Victoria Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

**PURPOSE OF MEETING:**

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Victoria Elementary School.

**ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Victoria Elementary School in the next ten to twelve years in the following categories:
  - A. School Visioning Input / Instructional Goals
    1. HEARTS after school program (Helping Elementary Achievers Reach The Stars).
  - B. New Construction Priorities (Additions)
    1. Construct new Administration in new location with separate Staff Lounge and Workroom. The existing Administration is undersized.
    2. Expand MPR/Cafeteria to have Band/Choir classrooms with equipment/instrument storage and restroom facilities. The existing MPR is undersized with maximum occupancy of 165 people.
    3. Construct new Library/Media Center with flex labs and restroom facilities.
    4. Construct new lunch shade shelter.
    5. Construct Kindergarten building to replace the portables.

6. Expand existing classroom buildings to have more classrooms.
7. Construct storage for playground equipment.
8. Construct covered walkway.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry and exterior painting.
2. Convert the existing Library to classrooms.
3. Provide connectivity between classrooms.
4. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
2. Provide sports equipment/apparatus.

E. Site Improvement Priorities

1. Expand front parking lot to include bus drop-off.
2. Construct new staff parking lot.
3. Construct new Kindergarten playground area.
4. Expand hardscape.
5. Provide perimeter running track with turf, trees and benches.
6. Relocate citrus orchard.

**ACTION ITEMS:**

**Architect:**

1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

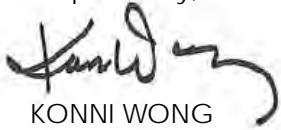
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**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Washington Elementary School





ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

November 6, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Washington Elementary School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Washington Elementary School

**MEETING DATE:** November 5, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Kiersten Frausto, Principal, Washington Elementary School  
Tammie Blackmore, PTA, Washington Elementary School  
Rory Ingram, PTA, Washington Elementary School  
Margaret Wilson, PTA, Washington Elementary School  
Lis Zuloaga, PTA, Washington Elementary School  
Tracey Powl, Site Council, Washington Elementary School  
Amy Ayer, Parent, Washington Elementary School  
Maria Romero, Teacher, Washington Elementary School  
Dawnette El Fattal, PTA President/Parent, Washington Elementary School  
Ricardo Solis, Parent, Washington Elementary School  
Melissa Marquel de Carter, Parent, Washington Elementary School  
Rosemary Moreno, Parent, Washington Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Washington Elementary School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.

Meeting Minutes

Long Range Facilities Master Plan (Washington Elementary School Community Meeting)

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2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Washington Elementary School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan, notes on easel pad and notes from Community Members)
  - A. New Construction Priorities (Additions):
    1. Construct a new two-story classroom building to replace existing portable classrooms.
    2. Construct a new Multi-Purpose/Cafeteria with Dance, Drama, Band and Choir classrooms adjacent to the playground area. Include an adequate sound system to accommodate the theatrical program.
    3. Construct a new dedicated Library/Media Center with Computer Lab. The existing Library will be demolished to allow improved supervision of the playground and playfield areas.
    4. Construct a new 1-story Kindergarten classroom to replace existing portable classrooms.
    5. Expand the existing Kindergarten classroom building with more classrooms.
    6. Expand the Administration space to have separate Staff Workroom, Staff Lunch Room and Parent Volunteer Room. Provide covered space at Administration entry.
    7. Construct new shade structures between the playground and playfield areas.
    8. Construct a new lunch shade structure adjacent to the new MPR.
    9. Construct covered structures at the basketball courts and sand box.
    10. Construct ventilated staff/student restrooms in multiple building locations throughout campus.
    11. Consider constructing more classrooms to accommodate the school in growth.
    12. Consider constructing facilities to encourage partnership with industrial sectors, STEM program, and career tech education.



B. Renovation Priorities (Existing Facilities):

1. Correct drainage issue at the heart of the campus (west of Administration).
2. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry and exterior painting.
3. Provide connectivity between classrooms. Consider having centralized pods/workrooms accessible among several classrooms.
4. Convert the existing Multi-Purpose/Cafeteria to Flex Labs for collaborative activities with restroom facilities.
5. Provide computer stations in the classrooms.
6. Evaluate the existing mechanical systems for low air flow quality.
7. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.
8. Consider using carpet tile at all classrooms. Easy to replace.
9. Consider using solutube lighting in the classrooms.
10. Consider adding a Kiln room for Art/Ceramic classes.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.
2. Prefer round tables at the Cafeteria to encourage communication and interaction. Avoid using long tables.
3. Provide campus security system.
4. Provide sports equipment/apparatus at the playfield area.
5. Provide seating at the basketball courts.

D. Site Improvement Priorities:

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1. Expand and reconfigure south parking lot for more parking stalls and improve traffic flow.
2. Provide separate bus entry and exit route from the entry and exit of the regular vehicles at the front parking lot to improve traffic flow.
3. Expand the Kindergarten playground area.
4. Provide perimeter running track, turf, and trees with benches at the playfield area. Preserve existing trees.
5. Expand the hardscape at the playground area.
6. Replace existing chain link fence and gates with taller ornamental tube steel fence and gates and/or solid wall.
7. Provide outdoor learning environment with stage and power outlets.
8. Provide parking lot lighting.

#### **END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x3-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad, Notes from Community Members

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



October 12, 2015

## **MEETING MINUTES**

Long Range Facilities Master Plan (Washington Elementary School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Washington Elementary School

**MEETING DATE:** October 8, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kiersten Frausto, Principal, Washington Elementary School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### **PURPOSE OF MEETING:**

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Washington Elementary School.

### **ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Washington Elementary School in the next ten to twelve years in the following categories:

A. School Visioning Input / Instructional Goals

1. AVID (Advanced Via Individual Determination).
2. DLI (Dual Language Immersion).
3. HEARTS after school program (Helping Elementary Achievers Reach the Stars).

B. New Construction Priorities (Additions)

1. Construct two-story classroom building to replace portable classrooms.
2. Construct new Multi-Purpose Room with Band and Choir classrooms adjacent to the playground area.
3. Construct lunch shelter and connect it to the existing covered walkway at the classroom building adjacent to the Library.
4. Construct dedicated Library/Media Center. The existing Library will be demolished to allow improved supervision of the playground and playfield areas.
5. Construct covered walkway from buildings to buildings.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry and exterior painting.
2. Modernize and reconfigure Administration space to have separate Staff Workroom and Staff Lunch Room.
3. Provide connectivity between classrooms.
4. Convert the existing Multi-Purpose Room to flex labs for collaborative activities with restroom facilities.
5. Correct drainage issue at the heart of the campus (west of Administration).

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.

2. Provide equipment/apparatus at play field area.

E. Site Improvement Priorities

1. Expand and reconfigure south parking lot for more parking stalls and improve traffic flow.
2. Expand the Kindergarten playground area.
3. Provide perimeter running track with turf, trees, and benches.
4. Expand hardscape.

**ACTION ITEMS:**

**Architect:**

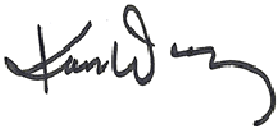
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Woodcrest Elementary School



**Meeting # 017/ Woodcrest ES #003 Community Meeting**

**Date** October 14, 2015

**Present**      **RUSD – Woodcrest ES**                      **HMC**  
 Christy Ekman    Kevin Wilkeson  
 Hayley Calhoun    Sandy Kate

**Community**  
 2 community members

**Project Name**      **RUSD Facilities Master Plan – Tomas Riviera Elementary School**

**Project #**      **3152164-000**

**Subject**      **Woodcrest ES community meeting to discuss the Facilities Master Plan - process, issues and potential facilities improvements**

**Items Discussed**

**15.1 New Construction**

- a. Larger MPR/ dedicated performing arts space
- b. Dedicated and flexible specialized learning spaces for
  - Science
  - Band
  - Choir
  - Art/ wet lab
  - A dedicated computer lab is important. It needs staff and proper support. Computer skills allow access to many learning activities at home and at school
- c. More permanent classrooms to support enrollment growth if needed

**15.2 Site Improvements**

- a. More parking. Some parents arrive 40 minutes early in the am
  - The added traffic light at Krameria has helped
  - Crossing guards are helpful
  - Parking stacks to Van Buren
  - Parking lots across the street have been fenced off
  - One way traffic flow at Krameria causes congestion
- b. Consider extending drop off area at Krameria
  - The bus loop only serves 3-4 buses
  - Consider switching bus and parent drop off areas
- c. More shade and rain cover is needed on the playgrounds
- d. Drinking fountains are needed on the playgrounds

- e. A variety of activities should be provided for in the fields and play areas
- f. Playfields are important for students for fitness and physical activities helps them focus in the classroom, some students even want to be at school early for more outside time. Recess and lunch is the favorite part of the day for many students.
- g. Lunch periods have two grades at a time, recess has three grades at a time
- h. For PE usually an entire grade level, about 90 students, will participate
- i. Minimize on campus flooding during rain

### 15.3 Technology/Furniture

- a. More Chromebooks or other devices are needed
- b. Teachers recently got new document cameras and those are working well.
- c. New classroom projection technology is needed- possibly flat screens in all rooms
- d. Train staff and students on use of technology
- e. More cafeteria tables are needed
- f. Update student furniture
- g. Existing student furniture is very old

### 15.4 Renovation

- a. Improve HVAC - classrooms and MPR are sometimes too hot or too cold
- b. The lunch court needs to be expanded to hold more than 180 students
- c. Increase classroom storage, reduce classroom clutter
- d. Allow for natural light in the classrooms

### 15.5 General/Other

- a. Consider adding solar panels for shade and energy production
- b. Current safety plans are good but consider student safety in all future projects
- c. Reduce the lunch line wait time

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson AIA, LEED AP BD+C  
Principal

cc  
File

H. Calhoun, K. Lewis, A. Parslow, S. Kate, J. Nichols, M. Bernal, B. Leavitt, Marco Eacrett, G Baez  
MM.MI



**Meeting #** 011/ Woodcrest ES #001

**Date** September 15, 2015

<b>Present</b>	<b><u>RUSD</u></b>	<b><u>School</u></b>	<b><u>HMC</u></b>
	Kirk Lewis	Kristy Eckman (principal)	Kevin Wilkeson
	Haley Calhoun		

**Project Name** RUSD Long Range Facilities Master Planning – Woodcrest Elementary School

**Project #** 3152164-000

**Subject** Introduction for the Principal to HMC Master Plan Team and Discuss Master Plan Process

### Items Discussed

#### 11.1 New Construction

- a. Some growth and enrollment is anticipated within the school. There are some small developments within the current attendance boundaries that are being planned that may increase the growth and the need for additional classrooms in the future but it is not clear at this time how much that would be.
- b. The current multipurpose room is too small for the campus. Its capacity is about 230 people total. Assembly's and after school events often contain much more than 230 people involved. Ideally the multipurpose room would at least double in size or be larger.
- c. Additional shade is needed on campus. Ideally the amount of shade would be at least doubled than what is currently on campus.
- d. A dedicated lab space on campus would be desirable. Ideally this room would be able to hold 40 students and be a flexible space for art, science, and other similar activities. This room should not include band, band could happen in its own separate or dedicated space. One option to consider is building a new and larger multipurpose room and converting the existing multipurpose room into a flex lab.
- e. The library works fairly well but it is too small and should be expanded. Lacking is space for additional computers and text book storage. The library could possibly have a computer lab space that could be used by students during the school day as well as at lunch.
- f. The kitchen may need to be expanded. It seems too small to serve the amount of students that are on campus.

#### 11.2 Modernization

- a. As mentioned above if a new multipurpose room is provided the existing multipurpose room can be remodeled in to a flex lab.
- b. The library can be expanded and remodeled to have more storage and computer space.

#### 11.3 Furniture and Equipment

- a. The multipurpose room needs benches.
- b. The campus needs addition digital devices for student learning and testing.
- c. The current projection technology needs to be replaced with new projectors or digital flat screen monitors.

#### 11.4 Site Work

- a. Additional parking needs to be provided. Currently there are 52 staff members.
- b. Gophers continue to be a problem on campus creating holes in the play fields.
- c. The perimeter fence at the campus should be replaced with a solid wall. Some existing fencing should be modified to provide emergency exit gates at some of the classroom courtyards.

#### 11.5 Other & General Items

- a. The campus currently has 696 students and 52 staff members.
- b. While the current parent drop-off is rather crowded it is working fairly well.
- c. The size of the kindergarten play area appears to be adequate.
- d. The collaboration rooms between the classrooms are working well. They are used for a variety of activities including parent volunteer work, computer work, small group learning, reading groups, art projects and they are used by students, teachers, and parents. Currently the band is using the multipurpose room and this works fairly well. Principal had no objection to a two story building addition on campus.
- e. The school is served by a septic tank system and this capacity should be identified when considering any future additions.
- f. Some playground space can be lost to accommodate future growth if needed.
- g. One possible date for a future community meeting is Wednesday, October 14<sup>th</sup>, with a meeting the staff from 2:45 to 3:45 and then a parent meeting following at 6pm on the same day. Ideally for both staff and parents a general idea of previous discussions should be offered but not a detailed list or graphic representation so that both groups can offer their own ideas and not be influenced too much by previous discussions.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**Next Meeting Date**

TBD

**cc** H. Calhoun, K. Lewis, A. Parslow, S. Kate, G. Baez  
**File** MM.MI

**Meeting #** 016/ Woodcrest ES #002

**Date** October 14<sup>th</sup>, 2015

**Present** RUSD Hayley Calhoun School Woodcrest Staff HMC Kevin Wilkeson, Sandy Kate

**Project Name** RUSD Long Range Facilities Master Planning – Woodcrest Elementary School

**Project #** 3152164-000

**Subject** Meeting for the Woodcrest staff to discuss the master plan process and potential school facility improvements

### Items Discussed

#### 16.1 New Construction

- a. Full size classrooms for speech and language, at close proximity.
- b. New computer lab.
- c. Second teacher workroom with computer lab.
- d. Larger cafeteria, current capacity 229 max. Consider new MPR at end of CRS with shade for playground.
- e. Gym
- f. Band room 40+ storage.
- g. Consolidate classrooms. Kinder play too small, TKS 5 total. Consider using existing kinder for band, space etc.
- h. Storage for P.E.
- i. Larger library at least ½ times larger
- j. Some concern about 2 story buildings - steep stairs, inconvenient.
- k. Kindergarten needs exterior toilets
- l. Dedicated computer lab
- m. Dedicated science lab.
- n. Increase kitchen size.
- o. Lunch court larger and more rain and shade protection.

#### 16.2 Site Improvements

- a. Parking lot access
- b. Provide vehicle access from Krameria
- c. More parking spaces
- d. Connect to city sewer system. The septic system smells bad
- e. Shade on playground trees, canopies etc. septic limits tree location
- f. Ball wall 2 – 2 sided
- g. Running track
- h. Gophers, field conditions

- i. Paint door swings on sidewalk
- j. Paint student waiting lines on concrete sidewalk
- k. More trash cans outside – recycle program
- l. Classrooms need more rain protection
- m. Make landscape outside CRS more functional with seats, paving etc.
- n. Reduce flooding at walkways, north side of MPR
- o. More varied age appropriate playground equipment
- p. Separate play apparatus by grades
- q. Replace woodchips

### 16.3 Furniture and Equipment

- a. New presentation technology
- b. Flexible desk, variety of arrangements
- c. Replace student desks
- d. Backpack and storage in desks
- e. Right size PE equipment– ie preschoolers, oc therapy, sit ball, mainstreamed, fully included equipment
- f. More technology
- g. PE supplies
- h. Replace existing student tables

### 16.4 Renovation

- a. Rooms 1 and 2 remodel sink
- b. More power
- c. Improve HVAC
- d. Toilets no fan or AC next to room 601
- e. Sinks too little flow, noisy plumbing
- f. Office toilet acoustics
- g. HVAC classroom problems no T-stat control
- h. Back pack hooks in hall. Existing carts are in the way outside of classroom or provide in room storage
- i. MPR sound, lights, stage
- j. Replace refrigerator in MPR
- k. Doors swell with direct sun and make it difficult to open and close them.

### 16.5 Other & General Items

- a. Another ES to keep current enrollment
- b. Staffing to support technology

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**Next Meeting Date**

TBD

**cc** H. Calhoun, K. Lewis, A. Parslow, S. Kate, G. Baez  
**File** MM.MI

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**Central**  
Middle School





ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

November 19, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Central Middle School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Central Middle School

**MEETING DATE:** November 17, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Lynn McCown, Principal, Central Middle School  
Robert E. Cotter, Teacher, Central Middle School  
Daniel Montanez, Teacher, Central Middle School  
Emily R. Cotter, Parent, Central Middle School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Juan C. Reyes, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Central Middle School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Central Middle School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)

A. New Construction Priorities (Additions):

1. Expand Gymnasium building. The existing Gym is undersized.
2. Expand the existing Administration building and add a new Library/Media Center facility that is properly sized and equipped with technology upgrades fronting Ramona Drive for a more prominent sense of entry to the campus.
3. Provide a new school sign marquee at the main entry to the campus. Possibly incorporate into the new Administration/Library/Media Center building design mentioned above. It was mentioned that perhaps the marquee could be utilized to show movies at night events for the students and community.

B. Renovation Priorities (Existing Facilities):

1. It was noted that the existing Buildings 100, 200, 300, Library, and Main Office are deteriorated and currently have issues with rodents intruding into the buildings. Provide a complete interior and exterior renovation to these buildings, possibly replacing some of these buildings with new will be feasible.
2. Provide additional exiting door/s to existing classroom spaces with only one door for flexibility and for emergency exiting purposes. Possibly look into providing connectivity between classrooms.
3. Renovate existing Gymnasium Building and replace existing bleachers with new. It was noted that the existing tile flooring is not appropriate for indoor sports. Replace existing flooring with new cushioned wood flooring. Also, replace existing basketball hoops with new.
4. Existing Locker Building has roof leak issues. Replace existing roof with new.
5. It was noted that the roof on the 500 building was replaced not too long ago. It was also noted that the school continues to experience roof leak issues. Replace existing roof with new. The District may verify whether the work is still under the warranty period.
6. Convert existing Library space into larger flexible classroom spaces.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.



D. Site Improvement Priorities:

1. Provide better Wi-Fi coverage capability throughout the campus. It was noted that the existing campus Wi-Fi only functions in specific locations.
2. Expand existing parking lot into the field to provide additional parking spaces.
3. It was noted that the campus lacks a drop-off zone area and that currently parents use Ramona Drive to drop off students. It was mentioned that this is a safety concern as several accidents have occurred during drop-off and pick-up times. Provide a new drop-off along Ramona Drive with separate parents/visitors drop-off parking lot.
4. Provide exterior stage in the quad area for exterior teaching activities.
5. It was mentioned that the park lawn at the northeast area of the site is under-utilized. Incorporate seating areas and an outdoor amphitheater for student outdoor activities to make more use of it.
6. Renovate the play field and provide new backstops and irrigation system. It was noted that the existing irrigation system is continuously breaking.
7. Provide perimeter running track with shade trees and benches.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



JUAN C. REYES  
Project Manager

JCR:br/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.



ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

September 17, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Central Middle School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Central Middle School

**MEETING DATE:** October 6, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Lynn McCown, Principal, Central Middle School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Central Middle School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.

3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Central Middle School in the next ten to twelve years in the following categories:
  - A. School Visioning Input / Instructional Goals
    1. Magnet School for Arts and Innovation.
    2. AVID (Advanced Via Individual Determination)
  - B. New Construction Priorities (Additions)
    1. Construct bigger size classrooms to accommodate Arts and Video Production programs.
    2. Construct new Library/Media Center with flex lab spaces.
  - C. Renovation Priorities (Existing Facilities)
    1. Renovate the existing Gymnasium/locker facilities with new wood flooring, bleacher seating, basketball hoops, sound/speaker system in the Gymnasium and HVAC system upgrades throughout the Gymnasium/Lockers facilities.
    2. Repair roof leaks at Building 500 and the Lockers Buildings.
    3. Convert the existing Library/Media to accommodate more administrative spaces and classrooms.
  - D. Furniture/Equipment
    1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
    2. Provide better Wi-Fi coverage capability throughout the campus. It was noted that the existing campus Wi-Fi only functions in specific locations.
  - E. Site Improvement Priorities
    1. Construct a separate drop-off area for parents to drop students before school along Ramona Avenue. The current traffic flow through the single entry and exit parking lot is a concern and safety issue.
    2. Parking lot expansion to align with the basketball playground. The existing parking lot is undersized for the current 700 student enrollment.
    3. Construct exterior amphitheater setting with power/data infrastructure for outdoor activities and "green teaching".

4. Renovate the playfield with new backstops and irrigation system. It was noted that the existing irrigation system is continuously breaking.
5. Provide perimeter running track with shade and benches.
6. Please refer to the attached list of Input and Suggestions provided by the Principal and staff members.

**ACTION ITEMS:**

**Architect:**

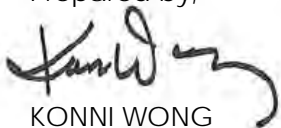
1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:br/P01517500x3-mm

Attachment: Meeting Registry  
Central Middle School Input and Suggestions

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District

# Chemawa Middle School



## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Wednesday, October 28, 2015 – 4:30 p.m.  
Location Chemawa Middle School Library  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Chemawa Middle School Community Meeting  
Arlington High School Cluster

### Topics

#### **Attendees:**

- Raul Ayala, CMS Principal
- Tacy Duncan, CMS Assistant Principal
- George ? , RUSD translator
- Hayley Calhoun, RUSD Planning
- Alma Loya, CMS Parent
- Kevin Fleming, DLR Group
- Patti Ashton, DLR Group

#### **Visioning:**

- Inter-discipline teams are wanted for future – project based learning
- Campus needs to be CTE focused with Media Arts, Bio Med, Performing Arts, and agriculture (farming or culinary)
- Band/Choir rooms to remain where they are. Very suited for current program. Would like to create performance space near music classrooms for evening functions and performances
- Parent attendee would like to see more green area; seating wall for students to wait for after school pickup; and shade for lunch area
- AVID room could become a perfect art studio
- Locker rooms need modernized
- Campus serves large special education program with 135 students, appropriate facilities are needed for them
- Campus also has emotional disturbed program that needs two classrooms
- Transformer next to lunch shelter needs to be moved, or at least, camouflaged
- CTE focus should have 8 classrooms per CTE program and designed to house approximately 225 students
- Park like front entrance should remain
- Administration needs enlarged – principal's office needs a window

## Meeting Minutes

Date / Time Friday, September 11, 2015 – 10:00 AM  
Location Chemawa Middle School – Principal’s office/site tour  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Principal Meeting #1 – Chemawa Middle School  
Arlington High School Cluster

### Topics

#### Comments:

- Parking an issue – need 77 staff and 20 visitor parking spaces
- Complete community school – no bussing except special education
- Remove Eucalyptus trees – too messy and dangerous
- Would like larger conference room near administration building
- Additional office space is need in administration to house additional counselors per LCAP
- Windows needed in principal’s office for better visibility and supervision – need larger office
- Would like to see campus look like Home Gardens Academy, a K-8 joint venture school in CNUSD
- Inter-discipline teams

#### Visioning:

- Turf needs major repair – too many gophers – not used by outside teams – would like artificial turf and track
- Science labs – current labs are not actually labs
- CTE classrooms
- Outdoor/indoor learning communities
- Band/choir room with tiered seating
- Farming
- STEM
- 700 Wing is new but poorly designed
- Needs a media arts program classroom to provide pathway to high school
- Sees library becoming a tech center
- Has 1:1 devices
- School has awesome performance program – would like performance space
- Sees quad area as “urban jungle” – would like to see that revamped
- Needs larger cafeteria and food service area – current space is too small for campus enrollment

#### Kevin’s notes:

- Campus is moving towards interdisciplinary teaching – getting away from departments
- Individualized learning
- Connection of interior spaces
- CTE – STEM Focus
- Agriculture (not currently existing)
- Media Arts/Video production like the high school

- Bio med – CTE at the high school
- Band/Chorus programs
- Media center instead of library
- Quad area – too hot – would be a great interactive performance space, outdoor learning
- Explore individual outdoor learning
- Cafeteria too small
- Think about moving the track/reduce field size
- Administration/conference room needs principal's office; AP office; 3 counselor offices; 1 instructional coach office; 1 campus supervisor office; 1 speech office; 1 psych office; 8 work stations
- Principal's office too small – concern about windows
- Fields – gopher holes (safety concern)
- Community would like to use fields if they were in good condition
- Route kids around parking lot to Magnolia Avenue



## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Tuesday, September 8, 2015 - 2:35 PM  
Location Chemawa Middle School  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Site Committee Meeting #1 – Chemawa Middle School  
Arlington High School Cluster

### Topics

#### **Comments:**

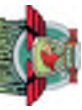
- WiFi/technology infrastructure
- Turf/repair fields/water use
- Exterior lighting – too dark
- Resurface track surface
- Vehicular circulation clarity needed/drop off area (current signage confusing)
- Locker rooms/inadequate quantity/not enough/not conditioned/ventilation lacking
- Keyboard Lab
- Ceiling mounted Technology/projection
- Relo buildings to permanent buildings
- Use of solar/improve air conditioning/HVAC
- Shade structure – outdoor learning environment/instruction space
- Need MPR with performance ability/small theater
- Shop/Career Tech rooms
- Floor plugs in classrooms/charging stations
- Primythium boards (teaching display devices)
- Increase parking
- Convenient copy areas/workrooms
- Increase toilet rooms/quantity
- Library/preserve use of current/digital database
- Needs exterminator
- Need correct desks/furniture for curriculum (science labs)
- Adjacent prep rooms/align programs
- Lacking computer lab/maker space use
- Old teacher technology/need current equipment
- Concern about second exit from classrooms
- Gates/safety concerns

#### **Visioning:**

- Tech Driving Education
- Integrated/Learning spaces
- Collaborating
- Balance safety with open learning
- STEM Facilities
- Operable Partitions at larger areas (concern about sound) for flexibility
- Open Flex Spaces (2 min/3 max) distributed on campus
- Performing Arts Space (300-400 capacity)
- Need “vertical prep” spaces (vertical articulation)
- Field Lighting (athletics)
- Spectator Seating/viewing areas/concession booth/toilets

- Community use of fields (no current use) funding source for up keep
- Scoreboard
- Career Tech (wood shop, etc)
- Solar at parking lots
- Library as modular learning space/resource for students
- Tech resource area

# Amelia Earhart Middle School



**Meeting # 023 Earhart MS #002 – Community and Staff**

**Date** November 4, 2015

**Present**

**District**

Sean Curtin–Principal  
Sean Browning–Assist. Principal  
Thalia Scott–Principal Sec.  
Patricia Morgan–Teacher  
Elaine Romero–Teacher  
Denise Rush– Teacher  
Hayley Calhoun-Director Planning and Development

**Community**

Diana Anderson–PTSA  
Carey Pund–PTSA  
Jamie Hackbarth-PTSA

**HMC**

Kevin Wilkeson  
Alex Parslow

**Project Name**

**RUSD Long Range Facilities Master Planning – Amelia Earhart MS**

**Project #**

**3152164-000**

**Subject**

**Community and staff meeting to discuss Facilities Master Plan – process, issues and potential facilities improvements**

**Items Discussed**

**23.1 New Construction and Additions**

**Engineering/STEM**

- a. Robotics program needs a larger dedicated space.
- b. Double classroom Engineering lab with an area between that has 3D printers, and other maker and fabrication equipment.
- c. Provide dedicated storage and assembly space.
- d. Moveable and flexible furniture.

**Performing Arts Building**

- a. Fixed seating theater for a capacity of 200.
- b. Acoustics for voice and band.
- c. Designed specifically for performances.
- d. Consider adding to or modifying the existing choir and band rooms to add performance capability and keeping dedicated music classrooms.

**Relocatable Classrooms**

- a. Remove all relocatables – (bad smells, heating issues, no windows and lighting is poor, feels disconnected from the rest of campus).

### 23.2 Modernizations and Renovations

- a. Library needs to be more functional to engage students.
  1. Learning labs/maker space which is in addition to the new engineering lab mentioned above. This is part of a major library remodel.
  2. Needs to be a literacy rich environment (keep books but add technology).
  3. Provide space to display projects.
  4. Laser cutters, printing stations, and robotics.
  5. Could be used as an open lab in the day and after hours as well.
  6. Additional computers are not needed since all students have their own devices.
  7. Complete upgrade of finishes and shelves and built-in cabinets.
- b. Stage in the Multi-Purpose room needs to be larger or remodeled to another purpose.
- c. Solar panels to generate electricity for cost savings.
- d. Upgrade all science classrooms
  1. Relocate eye wash station in existing demonstration tables, it blocks view
  2. Provide new, 2 student tables
  3. Some gas jets can be removed if needed
  4. Provide more sinks
  5. Provide moveable peninsula tables
  6. Remove some perimeter base cabinets and add full height storage cabinets.
  7. Provide additional science storage space
- e. Upgrade ventilation in the restrooms and the classrooms.
- f. More office/counseling spaces.
  1. Provide hot water in staff restrooms.

### 23.3 Site Improvements – PE, Safety, Security

- a. New track around fields for student and community use (fence between black top and field).
- b. Reconfigured four fields to two to four softball fields on north side with new parking area on south side.
- c. Practice lighting on field (infrastructure is in, switches may be in principal's office). Lighting should support after hours practice but not games.
- d. No seating needed on fields, practice fields only.
- e. Get rid of red army ants (a big problem in the community).
- f. Solid shade structures for lunch area, expand existing lunch shelters to increase shade area.
- g. Shade needed outside buildings 400 and 800
- h. Shade needed in quad area – metal lattice put in with no shade on top- about 2000 SF.
- i. Reconfigure parking for better parking flow (center turnaround area is very congested).
- j. Parents tend to drop off students in unsafe areas that require them to walk in front of moving traffic on and off site.
- k. Stop sign needed at north-west corner of campus for safety.
- l. More efficient and longer drop off area.
- m. Review fire drill/ emergency evacuation path and maintain it.
- n. Eliminate some of the planters near the 600 wing for better flow.

- o. Planters by teacher lunch area need better soil retention or drainage

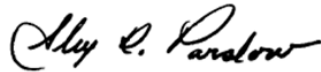
#### 23.4 Furniture and Technology

- a. New 2-student desks in core classrooms, existing chairs work well – no storage wanted in desks.
- b. Infrastructure for wireless capabilities and increased capacity.
- c. More outlets/charging stations in every classroom.
- d. Exterior/interior paint is needed with new colors with a more modern look.
- e. New laminate, carpet and finishes throughout the school. Need durable flooring, no tile squares.
- f. New cafeteria chairs and tables.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Alex Parslow  
Senior Vice President / Pre-K-12 Education

**Next Meeting Date**  
TBD

**cc** H. Calhoun, K. Lewis, S. Kate, G. Baez  
**File** MM.MI

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**Meeting #** 005/ Earhart MS #001

**Date** September 11, 2015

**Present**

<u>District</u>	<u>School</u>	<u>HMC</u>
Haley Calhoun	Sean Curtin - Principal	Kevin Wilkeson Alex Parslow

**Project Name** RUSD Long Range Facilities Master Planning – Amelia Earhart MS

**Project #** 3152164-000

**Subject** Introduction for the Principal to HMC Master Plan Team and Discuss Master Plan Process

### Items Discussed

#### **5.1 New Construction and Additions – STEM Building**

- a. The school had 1,700 ADA and now has 1,000 ADA. The capacity at this site is not an issue, the footprint is large.
- b. Need larger science rooms
- c. Robotics program needs a larger space
- d. Double classroom with an area between the two that has 3D printers, etc.
- e. Storage/assembly space in new STEM building for Project Lead the Way

#### **5.2 Modernizations and Renovations**

- a. Remove all portables
- b. Upgrade all science classrooms (less cabinets/more wall space with storage area)
- c. More office/counseling spaces
- d. Outdoor seating area with low/high walls to give some separation (like a patio)
- e. Repurpose foods room (into a teacher room?)
- f. Inside/outside teach collaboration spaces (MPR does serve this purpose, but not on rainy days)

#### **5.3 Site Improvements – PE, Safety, Security**

- a. New track
- b. Covered bleachers
- c. Reconfigure four fields (integrate soccer and football fields, consider keeping two of the 4 backstops)  
Principal to get input before next community meeting
- d. Grade the sloped portion of the site
- e. Get rid of red ants (a big problem in the community)
- f. Additional campus exterior lights
- g. Solid shade structures for lunch area
- h. Reconfigure parking spots for better parking flow (center turnaround area is terrible)

**5.4 Furniture and Technology**

- a. Personalized learning desks in core classrooms (history/language)
- b. Infrastructure for wireless capabilities
- c. HS gym at MS needs sound and video for both the gym and multi-purpose room
- d. Soundproof the gym
- e. Replace wooden bleachers in gym with plastic seating and logo (but open to wood if refurbished)
- f. Gym needs a flex space for assemblies (with video and sound)
- g. Want video and data production in the small area (room 205) by the library
- h. Update cameras
- i. Exterior/interior paint is needed (modern look w/incorporating the school colors)

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Alex Parslow  
Senior Vice President / Pre-K-12 Education

**Next Meeting Date**

TBD

**cc** H. Calhoun, K. Lewis, S. Kate, G. Baez  
**File** MM.MI

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# Matthew Gage Middle School





CLIENT FOCUSED. PASSION DRIVEN.

October 23, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Gage Middle School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Gage Middle School

**MEETING DATE:** October 20, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Tammy Schipske, Parent  
Hilarion Sanchez, Parent  
Laura Aguinaga, Parent  
Daniel Orozco, Parent  
Kelley Snyder, Parent  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Gage Middle School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Gage Middle School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)

A. New Construction Priorities (Additions):

1. Construct new Library that is properly sized and equipped with technology upgrades with adequate storage along with flex lab spaces. The existing Library is undersized and has not changed for decades.
2. Expand the existing MPR/Cafeteria and convert the existing Administration space to provide the Visual Performing Arts corner with dedicated Band and Choir classrooms.
3. Construct new shade structure(s) to provide shade during lunchtime in the main quad area.
4. Construct more shop facilities to expand the Industrial Technology academic program.

B. Renovation Priorities (Existing Facilities):

1. Repair the existing air conditioning units.
2. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.
3. Upgrade fluorescent lighting in classrooms with LED lighting.
4. Convert the existing classroom building to Administration with a more prominent school entry.
5. Modernize the existing science labs. The existing science labs are undersized.
6. Provide exterior windows and/or skylights at the existing buildings. All of the existing buildings do not have exterior windows and have zero natural daylighting.

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

D. Site Improvement Priorities:

1. Reconfigure the front staff parking lot and provide more parking stalls. Poor ingress and egress traffic condition.
2. Provide separate bus drop-off to avoid competing with the parents drop-off traffic.
3. Provide separate parents/visitors drop-off parking lot.
4. Provide drought tolerant landscaping/planting.

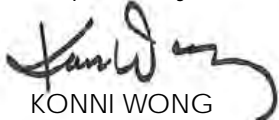
Meeting Minutes  
Long Range Facilities Master Plan (Gage Middle School Community Meeting)  
Riverside Unified School District  
Project 1517500.01  
October 23, 2015  
Page 3

5. Renovate the play field as it is not well defined and developed. Provide perimeter running track with trees and benches.
6. Consider solar opportunity.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District



ARCHITECTS CLIENT FOCUSED. PASSION DRIVEN.

September 17, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Gage Middle School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Gage Middle School

**MEETING DATE:** September 11, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Gerard Reller, Principal, Gage Middle School  
Edmundo Quijada, Yearbook Director, Gage Middle School  
Christine Pollitt, History Teacher, Gage Middle School  
Julie Duncan, Woodshop Teacher, Gage Middle School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Gage Middle School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.

- E. Provide landscape upgrades with automatic irrigation systems.
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Gage Middle School in the next ten to twelve years,
- A. School Visioning Input / Instructional Goals
    - 1. AVID (Advanced Via Individual Determination).
    - 2. GATE Science, GATE English Language Arts, GATE History.
    - 3. Accelerated Math.
    - 4. PL Y2 (Personalized Learning Year 2).
    - 5. Read 180.
    - 6. Strategic Math.
  - B. New Construction Priorities (Additions)
    - 1. Construct dedicated 8,700 sf Library/Media Center with flex lab spaces. The existing Library is to be demolished.
    - 2. Construct dust collection system/equipment (i.e., 3D printer) at the existing Woodshop classroom.
    - 3. Expand the existing Multi-Purpose/Cafeteria and convert the existing Administration space to provide the Visual Performing Arts corner with band and choir classrooms. The existing MPR has a maximum occupancy of 500 persons.
    - 4. Construct large shade shelter at the main quad area.
    - 5. Construct covered walkway connecting buildings to buildings.
  - C. Renovation Priorities (Existing Facilities)
    - 1. Repair existing air conditioning units.
    - 2. Convert the existing classroom building to Administration. The new Administration location will provide a more prominent school entry. It currently lacks curb appeal.

3. Convert the existing bike rack space to storage.
4. Provide campus-wide modernization with complete interior renovation, restroom facilities, cabinetry, and exterior painting.
5. Modernize science labs. The existing science labs are undersized.
6. Provide interior bleachers in the existing Gymnasium Building.
7. Provide exterior windows and/or skylights to existing buildings for natural daylighting.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.

E. Site Improvement Priorities

1. Reconfigure front parking lot. Poor ingress and egress traffic condition.
2. Construct benches and/or seat walls with raised planters at the courtyard entries to the classroom buildings.

- F. Please refer to the attached list for more ticket items provided by the Principal and key staff team members.

**ACTION ITEMS:**

**Architect:**

1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

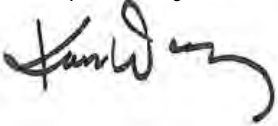
**NEXT MEETING:** TBD

Meeting Minutes  
Long Range Facilities Master Plan (Gage Middle School)  
Riverside Unified School District  
Project 1517500.01  
September 17, 2015  
Page 4

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry, Ticket Items List

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District



# FAMMS



**Meeting #** 014/#002 **Frank Augustus Miller MS Community Meeting** **Date** October 7, 2015

**Present** RUSD HMC  
 Cheryl Simmons Mark Shaw  
 Kirk Lewis Hayley Calhoun  
 Kevin Wilkeson, Sandy Kate

Community  
 nine community members including one student

**Project Name** **RUSD Long Range Facilities Master Planning – Frank Augustus Miller MS**

**Project #** **3152164-000**

**Subject** **Discuss Master Plan Process and to Discuss possible projects to include in the Long Range Master Facility Plan**

**Items Discussed**

**14.1 Introduction**

Dr Lewis welcomed the community and introduced the Facilities Master Plan process and the Facilities Master Plan video was played.

**14.2 New Construction**

- a. Provide indoor dining space.
- b. Makerspace lab that supports a variety off hands on project based learning activities such as robotics, engineering, 3-d printing, design, technology, and electronics. Ideally this would be a flexible space that could serve a variety of uses and student learning activities.
- c. A new band room is needed. It should have enough space for instrument storage and ideally it will be larger than its current size.
- d. Increase size of locker rooms and quantity of lockers.
- e. Additional flexible space for small group student collaboration.
- f. A separate performing arts performance and meeting space. This would also allow more frequent use of the MPR for physical education activities which is also needed.
- g. Additional shade and rain cover should be provided near the cafeteria, especially at the area where students stand in line. Also provide additional shade and rain protection throughout campus including the field areas. Shelter is also needed for before and after school student waiting.
- h. Additional storage should be provided for programs like PE and Drama.
- i. Large meeting space for approximately 75-100 students

**14.3 Modernization**

- a. Additional power outlets should be provided in the classrooms to support technology and storage and charging of digital devices.
- b. Add integrated technology display and sound to campus meeting spaces and classrooms.
- c. The MP room should have a multipurpose rubberized sport floor. The current sport floor is not suitable for basketball and other athletic activities that happen in the MP room.
- d. Blinds in the classrooms.

- e. Consider providing more flexible, casual and portable learning opportunities to accommodate a variety of learning activities in a variety of areas on campus.

#### 14.4 Furniture, Equipment and Technology

- a. Additional outlets are needed in classrooms to support technology and charging of devices.
- b. New projectors or flat panel monitors and speakers are needed in classrooms and meeting spaces.
- c. New ergonomic furniture should be provided in the classrooms and student meeting spaces to provide flexibility for different types of learning activities, groups and body positions.

#### 14.5 Site Improvements

- a. Additional rain and sun shelters should be provided across campus.
- b. Provide outdoor learning spaces that can be used from the classrooms.
- c. A crosswalk should be provided across Alta Cresta and near the bus drop off area.
- d. Provide more playfield and PE space.
- e. Additional parking spaces are desired.

#### 14.6 Other and General Items

- a. The playfields are liked by the students
- b. The organization of the campus and classroom layout is well liked
- c. Traffic is increasing in the area making drop off and pick up more challenging
- d. Parent drop off at the front of the campus works fairly well
- e. There is a desire to offer students basic home economics type skills
- f. Books and technology are both important and access to books is beneficial for students
- g. Providing students healthy options to sitting all day in one position should be considered
- h. Providing students with activities and education that can offset the negative impacts of using technology (ie avoiding carpal tunnel syndrome, etc) should be provided

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson AIA, LEED AP  
Principal

cc  
File

H. Calhoun, K. Lewis, M. Eacrett, A. Parslow, J. Nichols, S. Kate, B. Leavitt, M. Bernal  
MM.MI

**Meeting #** 010/ Frank Augustus Miller MS #001 Principal and Staff

**Date** September 17, 2015

**Present**

**FAMMS MS**

Barbara Machglen    Jose Mejia  
 Bobbie Blasjo        Lisa Ruff  
 Susannah Balice     Cheryl Simmons  
 Michael Toner         Matthew Luchsinger  
 Bryan Jones            Jose Llamas  
 Mark Shaw

**HMC**

Kevin Wilkeson

**Project Name**

**RUSD Long Range Facilities Master Planning – Frank Augustus Miller MS**

**Project #**

**3152164-000**

**Subject**

**Discussion of the Master Plan Process with the Principal and staff including possible projects to include in the Long Range Facility Master Plan**

**Items Discussed**

**10.1 New Construction**

- a. Additional science rooms are needed, approximately two science rooms. Currently the campus has six science classrooms and ultimately when they get to full capacity they will need approximately eight science rooms.
- b. The PE locker rooms needs to be expanded. Currently each locker room has about 100 lockers and each room should have ideally 130 lockers or more. Also the current lockers are physically too small and each individual locker needs to be larger. The size of the locker room should increase by approximately 50%. There could be up to 350 students taking PE in a single period. All students are required to take PE but they are not required to shower. Showers in the locker rooms are not needed.
- c. A new larger gym is needed with a multipurpose sports floor, a wood floor is not needed.
- d. A new choir room and a new band room is needed. The band room should have enough space for instrument storage and ideally it will be about 50% larger than its current size.
- e. If possible the athletics fields should be expanded to allow additional space for PE and athletics activities. This could happen by buying additional land adjacent to the school site or by building retaining walls in the banks at the edge of the school site. Currently there are two or three different PE classes going on simultaneously with anywhere from 100-160 students out on the fields at one time and they could be participating in 10 to 12 different activities.
- f. A new Makerspace lab is desired. It should be a flexible space that could accommodate up to 100 students. Ideally this would be a dedicated room for project based learning it could include working with water and tools it would be a “dirty” lab space.
- g. Additional space for small group student collaboration should be provided. Small group student spaces could be based on a model like Kennedy ES where there are larger rooms with flexibility for individual work and small group work within a larger classroom.
- h. Additional staff toilets are needed. These should be distributed throughout campus for easier access by staff.
- i. Additional shade and rain cover should be provided near the cafeteria. Especially at the area where students stand in line.
- j. Additional storage should be provided to replace the 2-5 sea containers that are currently on campus.
- k. New space for storing the two golf carts that are currently in campus is desired. Currently one is stored in the custodian storage area and another one is stored in the PE area inside of the building.

## 10.2 Modernization

- a. Additional power outlets should be provided in the classrooms to support technology and charging of digital devices.
- b. Additional sinks should be provided in the band room, special ed, and science rooms. These sinks should be deeper and wider.
- c. The MP room should have a multipurpose rubberized sport floor. The current sport floor is not suitable for basketball and other athletic activities that happen in the MP room.
- d. The addition of accordion walls in some of the classrooms could allow more flexibility for collaboration and other personalized learning activities.
- e. Rooms 704 and 705 were originally designed as a cooking classroom and an art room. These rooms currently are underutilized. They both should be remodeled for other uses. One option is to combine them into one larger space that could be the Makerspace lab.
- f. The existing science rooms need some way to control the flow of water from the emergency eye wash showers and to divert that water into a floor drain.
- g. The hand dryers in the existing restrooms are too loud and cause noise and vibration in adjacent classrooms.
- h. The HVAC system in the 400 wing in classrooms 450, 451, 452, and 453 needs to be repaired or replaced.
- i. The waterless urinals in the boy's lockers rooms should be replaced with a low flow urinals.
- j. Student toilets at the 300 and 700 wing need to be remodeled to improve student access.
- k. Additional shade is needed in the lunch area, this should be a solid cover so it can also be used during the rain.
- l. The existing lunch shelter should be modified to reduce or eliminate flooding underneath the shelter. The current roof drain dumps water onto the paving in the lunch area and reduces the amount of shelter that can be used during rain.
- m. The science rooms should be remodeled to be more functional. Additional fume hoods are needed and the plumbing should be modified.

## 10.3 Furniture, Equipment and Technology

- a. Additional outlets are needed in classrooms to support technology and charging of devices.
- b. New projectors or flat panel monitors are needed in classrooms and meeting spaces.
- c. New furniture should be provided in the classrooms and student meeting spaces to provide flexibility for different types of learning activities and individualized learning. Options for Starbucks type furniture arrangements should be provided.
- d. The current science lab stools are uncomfortable and not functional. New chairs should be provided to replace the stools.
- e. The current trapezoid shaped desks are not very flexible, and not an ideal choice for the grade level of students at this school.
- f. Blinds are needed in the classrooms. Some classrooms have very distracting glare and should have blinds dark enough to block out the sun.
- g. Several offices also need blinds including 813, 810, 811, and 809 these also have problems with heat gain.
- h. Much of the technology needs to be replaced throughout the campus. Ideally the District would adopt a three year replacement plan to replace laptops, projectors and other technologies that are older than three years.

#### 10.4 Site Improvements

- a. Power should be provided at the Raincross emblem in the middle of campus to support assemblies and other outdoor activities.
- b. An additional rain shelter should be provided at the staff entrance in the Administration Building.
- c. A flag pole should be provided in the middle of campus.
- d. The use of solar panels should be expanded in the campus. Right now only one building has solar panels.
- e. In general the campus should be made more sustainable and green which would include improvements to conserve water and improvements to conserve energy.
- f. Additional parking spaces are desired.
- g. There is an open side area behind the kitchen that is currently growing weeds and that could be better used for other functions.

#### 10.5 Other and General Items

- a. Currently there are about 7 classrooms that are not being used fully. The school is currently about 1,000 students and can grow at about 1,200 or 1,300 students with the changes previously mentioned.
- b. There are a number of after school programs including drama that could use greater access to the Multi-Purpose room if a dedicated gym was built.
- c. The current design of the library works satisfactorily.
- d. A future meeting will be scheduled for parents and community to discuss future facility improvement.
- e. Mark Shaw the Assistant Principal at FAMMS requested that HMC email the site diagrams that were presented to share with the staff and parents. [mshaw@rusd.k12.ca.us](mailto:mshaw@rusd.k12.ca.us).

##### 1. Immediate Priorities

- a. Expanded locker rooms and additional lockers for PE.
- b. More storage on campus for PE equipment, Drama, Band, furniture, technology and emergency equipment.
- c. Blinds are needed to reduce heat and glare in offices and classrooms
- d. New chairs for the science classrooms.
- e. Provide a new rubberized flooring in the Gym/MP Room, this would be a rubberized multi-sport floor to support, PE, Football, Dance, Flag and other activities.
- f. Provide a rain shelter at the line area outside of the cafeteria.

##### 2. Future Priorities with Growth and Increase School Capacity

- a. Two additional science classrooms.
- b. Remodel rooms 704 and 705 into a maker's space.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,  
HMC Architects



Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**Next Meeting Date**  
TBD

**cc**  
**File**

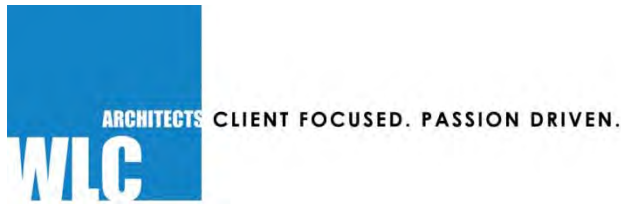
H. Calhoun, K. Lewis, M. Eacrett, A. Parslow, J. Nichols, S. Kate, B. Leavitt, M. Bernal  
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# Sierra Middle School







November 19, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Sierra Middle School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Sierra Middle School

**MEETING DATE:** November 16, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Steven Ybarra, Principal, Sierra Middle School  
Adriana Teves, Parent, Sierra Middle School  
Maribel Espitia, Parent, Sierra Middle School  
Maria Del Rosario Castellanos, Parent, Sierra Middle School  
Isabel Perez, Parent, Sierra Middle School  
Ramiro Lopez, Parent, Sierra Middle School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Juan C. Reyes, Project Manager, WLC Architects, Inc.

### PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Sierra Middle School.

### ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).
3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Sierra Middle School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)

A. New Construction Priorities (Additions):

1. The community did not think of any feedback for new construction projects at this time. The community was reminded that any input will be appreciated should they have any ideas.

B. Renovation Priorities (Existing Facilities):

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry, and exterior painting.
2. Replace existing lockers with new at the existing Locker Buildings.
3. Renovate the existing Multi-Purpose Building with a more inviting aesthetic.

C. Furniture/Equipment:

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.

D. Site Improvement Priorities:

1. It was noted that the campus lacks parking. It was also noted to re-examine the parking lot flow. It was suggested to expand the front parking lot and to perhaps look into incorporating fencing in the middle of Central Avenue to help control traffic flow.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



JUAN C. REYES  
Project Manager

JCR:hb/P01517500x1-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.



October 2, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Sierra Middle School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Sierra Middle School

**MEETING DATE:** September 30, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Steven Ybarra, Principal, Sierra Middle School  
Kristie Jackson, Assistant Principal, Sierra Middle School  
David Allbeck, Counselor, Sierra Middle School  
Melissa Forbes, Teacher, Sierra Middle School  
Ashley Fulmer, Teacher, Sierra Middle School  
Elissia Magaña, Teacher, Sierra Middle School  
Robert Martin, Teacher, Sierra Middle School  
Paul McIntyre, Teacher, Sierra Middle School  
Edwin Rumsey, Teacher, Sierra Middle School  
Kerri Valenzuela, Resources Specialist, Sierra Middle School  
Christopher Ynostroza, Teacher, Sierra Middle School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Sierra Middle School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.

2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Sierra Middle School in the next ten to twelve years,
  - A. School Visioning Input / Instructional Goals
    1. AVID (Advanced Via Individual Determination).
    2. GATE Science, GATE English Language Arts, GATE History.
    3. PL Y2 (Personalized Learning Year 2).
  - B. New Construction Priorities (Additions)
    1. Construct new Science Building with outdoor spaces for classroom extension experiments, and activities.
    2. Expand Administration space.
    3. Construct large shade shelter at the main quad area.
  - C. Renovation Priorities (Existing Facilities)
    1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, cabinetry, exterior painting, and exterior windows.
    2. Renovate and reconfigure the existing gymnasium/locker facilities with possible additions. The existing gym is not well ventilated, does not have adequate power, and is in poor condition.

3. Replace existing lockers with new ones at the existing Locker Building.
4. Convert the existing Science classrooms to regular classrooms.
5. Provide power upgrades to all facilities.
6. Increase the existing MPR footprint by converting the existing Band classroom to MPR spaces. Provide prominent stage with steps.
7. Convert the adjacent classroom building to Choir and Drama classrooms.
8. Preserve the existing windows at the classrooms as they provide natural daylighting.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.
2. Provide wireless connectivity.

E. Site Improvement Priorities

1. Expand parking lot with the demolition of the existing tech services and classroom building. Poor ingress and egress traffic condition.
2. Incorporate fencing in the middle of Central Avenue to help with the traffic flow control.

**ACTION ITEMS:**

**Architect:**

1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

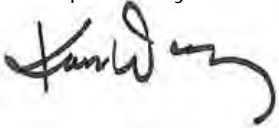
**NEXT MEETING:** TBD

Meeting Minutes  
Long Range Facilities Master Plan (Sierra Middle School)  
Riverside Unified School District  
Project 1517500.01  
October 2, 2015  
Page 4

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District

# University Heights Middle School



# University Heights Middle School Staff & Community 12.08.15

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- Security around the back gate. Students
- Basketball nets are already broken.
- More water fountains in the back of the campus
- Water tastes bad, like nail polish remover. Pipes might be old
- More teacher workrooms. Closer to classrooms
- Better chairs in the 8th grade classrooms. The students love the
- Student security in front of the school. Especially during the end of the school day
- MORE NATURAL LIGHT! Perhaps single loaded hallway with windows on one side
- Area between main building and gym is a dead zone. Should be more activated
- Making sure that people on the campus are supposed to be there
- Water bottle water fountains
- track in the back field
- Make sure new classrooms have ample storage
- Landscaping is pretty poor
- Larger counseling center where students feel safe and is more private. Put in beanbags!
- Create a better staff lounge and eating area
- Bigger classrooms. No room for students to move. Takes the furniture into account
- Dedicated conference spaces for parent meeting, students meetings,
- Inset doors that don't swing out.
- Larger band room for practice and storage
- Division between library and hallway. Glass walls
- Larger "garage" type door for the classrooms
- White board walls
- Stations at desks with power
- Modern WIFI infrastructure
- Room just for the robotics club. Maker space.
- SOMETHING THAT THE COMMUNITY IS PROUD OF



# University Heights Middle School

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KICK-OFF Meeting – 10/05/15

## Attendees:

RRC –Scott Griffith

RRC - Lance Higgins, Project Manager

## Numbers:

824 Total Enrollment

## Overall Site Goals:

---

1. All A.C. is old and not efficient
2. Restrooms are insufficient and prone to breaking
3. Lack of connecting to the gym
4. Relos in need of replacement

## Site:

1. Need more storage space
2. No shade on playgrounds
3. Potential security problems with nearby apartment complex.
4. Not enough cross-walks near drop-off area
5. Parent drop-off doesn't work, parents won't use other lot
6. Some grade sloping and erosion issues

## Administration:

1. Need more restrooms

## Classrooms:

1. 3 science classroom in center of building – need ventilation
2. Want a makerspace
3. Many classes are held in relos
4. Have awkward classroom buildings with custom partitions.

## MPR

1. Floor is buckling
2. No A.C.

## Gym

3. Lockers are insufficient in gym
4. Very far from Gym
5. Showers are not used
6. Not easy to access from primary building

## Library

1. Want a library book exchange
2. Non-compliant

## Kitchen

1. Kitchen too small
2. Serves all food through 5 speed lines
3. Speed lines shaded and use up all the space for seating

## Band

1. Band room is too small and shared with choir. It's too small

2. No instrument storage

# Arlington High School



## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Thursday, November 5, 2015 - 6:30 p.m.  
Location Arlington High School  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Arlington High School Community Meeting  
Arlington High School Cluster

### Topics

**Attendees:** Elizabeth Schmechel, Principal  
Hayley Calhoun, RUSD  
Kevin Fleming, DLR Group  
Patti Ashton, DLR Group  
Parent/students (see sign in sheet)

### **Issues/Comments/Visioning:**

- Need a stadium
- Restrooms in general need modernized and additional RRs needed
- Locker Rooms are awful – need redone/rebuilt
- Classrooms are too small
- New gym is needed – current gym is too small
- Classrooms are outdated
- Kitchen needs replaced/updated
- Shade structure or shade areas for lunch
- Parent drop off is a problem
- No shelter during rain – new covered walk system is needed
- Create quad area around Building J – seating walls would be great
- New teams rooms on athletic field is needed
- Bleachers on both sides
- There are no windows/skylights in any of the rooms
- HVAC throughout campus needed replaced
- J Bldg would be great for CTE programs – Media Arts/ROTC and classrooms
- Additional CTE programs wanted – woodshop, culinary arts, autoshop
- Weight room needs to be closer to athletic complex
- Two weight rooms are needed – one for current sports and another for sports that are off season
- Flexible classrooms so teachers can work together
- Connectivity between classrooms
- Small Learning Communities
- Keep handball courts – students use all the time
- In general, school is not appealing
- 2,000 ADA is “magic” number to offer adequate programs – current ADA is approximately 1,700
- School has large population of Special Education students. This is due to space availability
- Need new “FACE” to school. No identity
- Need to offer students more
- Dance studio is needed now, not in 3-5 years

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Tuesday, September 22, 2015 -11:00 AM

Location Arlington High School Principal's Office

Project RUSD – Long Range Facilities Master Plan

Project No. 75-15611-00

Subject Principal Meeting #1 – Arlington High School  
Arlington High School Cluster

### Topics

#### Comments:

- No place for graduation ceremony – graduate approximately 500 seniors each year
- Stadium should be able to seat 2,500 people
- Board Member Tom Hunt stated at board meeting “You will have your own stadium in 2018”, so principal feels that it’s a possibility
- Pool needs to be replaced, original pool
- School does personalized learning and is in the 2<sup>nd</sup> year of the Gates Foundation project
- Principal would like to see Small Learning Communities with 250-300 students in each community
- Program focus should be on CTE – Media Arts Academy – school has partnership with California Partnership Academy with approximately 150 students enrolled. Currently housed in old Auto Shop Building
- Theater is outdated and needs updated
- School participates in Project Lead the Way and has Bio Medical Pathways
- School has ROP programs for sports training and medical office assistance
- Would like to see Aviation Pathway and partner with CBU
- Ideal enrollment would be 2,800--currently at 1,750
- School lost a lot of students to Poly with School of Choice option
- 140 Special Education students – 2 severely disabled; 1 severely handicapped; 1 autism
- School was known for its agriculture program – AG program was located where new baseball fields are
- Wayfinding is very bad on campus
- HVAC always an issue
- The Career Center is being converted to more offices to accommodate additional SAP counselors (per LCAP)
- Lecture hall is used for staff meetings, parent meetings and guest speakers, but is not used as a real lecture hall

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Wednesday, September 9, 2015 -3:00 PM  
Location Arlington High School Library  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Site Committee Meeting #1 – Arlington High School  
Arlington High School Cluster

### Topics

#### **Comments:**

- Administration Building/Counseling Building entrance is outdated. Great to connect the two buildings so all administration is together (make a better entrance to campus)
- Eliminate Dog Run in front of school
- Back parking lot – entrance to student parking – pedestrian travel is mixed with vehicular circulation – very dangerous
- Dry-rot – termites on all wood framing throughout campus
- Re-do all canopies
- G Bldg – HVAC does not work properly
- Need better exterior lighting for security
- R Bldg, G Bldg, and P.E. building have strong sewer issues. TA's dump gallons of water down the drains to try and block smell.
- All site utilities in general need to be addressed
- J Bldg – demo building and build new
- Soccer field turn into a swamp during rain
- Nowhere to conduct testing for large groups. Currently they use gym or library and have to use cardboard dividers for privacy.
- Demo lecture hall – completely useless as intended

#### **Visioning:**

- Computer Labs would be great
- Convert Library to a Media Center
- RR in Library is needed
- Central workroom for teachers/collaboration space located near classrooms is needed. Now teachers have to go to other areas on campus to make copies, etc.
- Great to have a middle common space surrounded by classrooms/pods
- Grade level pods would be nice
- Support space/workroom/classroom/staff lounge all in one building would be nice
- Need large testing center – could also function as large lecture space – need to be able to fit 150-200 students at one time
- Finish stadium home side
- Need restrooms by the baseball/softball fields

#### **Program Needs:**

- Separate weight room for boys/girls
- Flexible furniture
- CTE spaces for BioMed sciences/Health ROP
- Practice Gym (Title 9 implications)
- Additional conference/meeting rooms for teachers

- J Bldg – STEM – Flight training/aerospace
- Enclosed cafeteria for lunch
- Shade structures for students to eat lunch
- Staff lounge
- Additional serving capacity at lunch – students don't have enough time to purchase lunch and then eat
- Flat fields for P.E.
- Team Rooms
- Pool refurbishment – need deck space for visitors



**MLK**  
High School





**Meeting # 024/ King HS Staff Meeting Meeting #003**

**Date November 9, 2015**

**Present**

**RUSD**

Hayley Calhoun  
Mike West

**Community**

Doug Grove  
Tony Masi  
Ethan Kolb  
Gwen Kolb  
Cory Pund

**HMC**

Kevin Wilkeson  
Dan Benner

**Project Name**

**RUSD Facilities Master Plan – Martin Luther King HS**

**Project #**

**3152164-000**

**Subject**

**Community facilities master plan meeting to discuss the FMP process and facilities projects and improvements.**

**Items Discussed**

**24.1 Introduction**

Purpose of the RUSD Facilities Master Plan was explained and the FMP video was viewed.

**24.2 New Construction**

- a. “Maker spaces”, project-based spaces envisioned to support Engineering, and CTE programs.
- b. Solar-powered opportunities discussed, covered parking preferred.
- c. Removal of relocatable classrooms - if replaced with 2-story construction, relocatable’s at periphery of campus can be taken out.
- d. More student restrooms are needed on some parts of campus.
- e. The pool should be expanded to 50m.
- f. No aquatics facility in this part of Riverside. A full size facility (50 meter) would serve a larger student population. Some outdoor basketball courts can be removed.
- g. “Competitive equity”-MLK competes in higher-level CIF leagues. Current facility is restricting student’s athletic performance.
- h. Separate locker rooms, changing facilities and restrooms needed for pool. There are no toilets near pool.
- i. Adequate pool-deck space desired.
- j. A multi-purpose room for wrestling, dance/cheer- gym with walls. Or dual-use type of MPR.
- k. Weight room was originally (4) CR’S-not best for the current usage.
- l. Kids are “transferring out” to other districts due to nicer/attractive athletic facilities.
- m. Existing storage containers-create an eyesore right at the entry to stadium and should be replaced with permanent construction.
- n. Create a field house that could replace the containers and have a team room included.
- o. Open field areas identified as potential areas for field house.
- p. Cheer needs a better space to practice. It will soon be a competitive sport.
- q. Need a team room for visiting teams. They currently are using a storage room.

### 24.3 Furniture and Technology

- a. Campus-wide Wi-Fi could be “boosted” especially in outdoor locations – (larger bandwidth)
- b. Limited space with rows of student desks (existing integral desk and chair)
- c. Evaluate electrical power upgrades needed to support technology. Provide more options for charging devices.

### 24.4 Site Improvements

- a. More shade areas needed.
- b. Ideal places for shade would be in the H&G quad areas – easily supervised areas.
  - Larger shade trees
  - Shade shelters
  - Seat walls
  - Turf areas
- c. Security fencing/access gates improvement is an ongoing project which may be built this year.
- d. Drought tolerant landscape.
- e. Additional campus “access points” – New vehicle entries to alleviate Wood Street congestion. Consider using orange grove property to the north of campus.
- f. No “sense of arrival” or walk of fame at the entry to the stadium from parking lot.
- g. Softball and baseball field improvements (paving) done, but team rooms would be nice. Additional paving at JV baseball field is desirable.
- h. Parking/student drop-off situation is not functioning-30 min. wait inside lots.
- i. Students are being dropped-off at nearby commercial centers and walking across Wood and Van Buren to get to campus.

### 24.5 Other and General Items

- a. Textbooks – currently (2) sets per student, district will likely move to total digital textbooks.
- b. Increasing widths of internal campus pedestrian paths of travel and corridors would help the student flows/minimize travel times.
- c. Carpets are “gross” and need to be replaced. AC/Heating not working.
- d. Upgrades to theater technology, lighting audio-visual components.
- e. School is a “focal point” of the local community and after school usage should be supported.
- f. Students’ ability to get access to food sales at lunch hour are challenging when all students come together in one lunch period on Wednesdays.
- g. More operable exterior windows. Slippery metal outdoor stair treads.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects

A handwritten signature in black ink that reads "Kevin Wilkeson". The signature is fluid and cursive, with the first name "Kevin" and last name "Wilkeson" clearly legible.

Kevin Wilkeson AIA, LEED AP  
Principal

**cc** H. Calhoun, K. Lewis, M. Eacrett, A. Parslow, J. Nichols, S. Kate, B. Leavitt, M. Bernal  
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Community\MM-24-RUSD #003.doc

**Meeting # 004/ MLK HS #001****Date** September 1, 2015

<b>Present</b>	<b>RUSD</b>	<b>School</b>	<b>HMC</b>
	Hayley Calhoun	Mike West (Principal)	Kevin Wilkeson Marco Eacrett John Nichols Brett Leavitt

**Project Name** RUSD Long Range Facilities Master Planning – Martin Luther King H.S.**Project #** 3152164-000**Subject** Introduction for the Principal to HMC Master Plan Team and Discuss the Long Range Facilities Master Plan Process**Items Discussed****4.1 Visual & Performing Arts**

- a. For the Arts Building, Wing F, expand the theater to approximately 800 seats. Expand the visual and performing arts (VAPA) building support spaces, add a dance studio add two arts classrooms and add a performing arts technology classroom.
- b. Provide new audio and lighting equipment for the theater.
- c. Provide general building renovations in wing F.

**4.2 Engineering/CTE**

- a. Add four new engineering classrooms.
- b. One robotics lab.
- c. One new makers space/engineering lab.
- d. General building improvement for Wing G.
- e. There are approximately 400 students in the engineering program. The engineering department head Mark Martin is willing to provide additional program need information.

**4.3 PE & Athletics**

- a. Two new team rooms, one for dance and one for wrestling.
- b. A weight room that can accommodate 150 football team members.
- c. A dance studio.
- d. A new wrestling room.
- e. A field house with football team rooms and team rooms for visiting football teams.
- f. A training room with minimum size of 1,000 square feet.
- g. A third gymnasium.
- h. General building H renovations.
- i. Additional athletic storage.
- j. A 50 meter pool, additional pool toilets and changing rooms.
- k. Toilets and team rooms for baseball and softball.

- l. Upgrade the varsity baseball turf.
- m. A permanent athletics building should replace portable buildings now near wing H. These relocatables currently house the freshman football lockers.

#### **4.4 Library**

- a. Remodel library to accommodate additional computers.
- b. Provide new furniture to provide additional storage and flexibility of library uses.
- c. Ideally the library remodel would include two computer labs.

#### **4.5 General Site Improvement**

- a. Additional security fencing to secure the inner campus during the day.
- b. Additional student parking, increase capacity by about 40%.
- c. Improve vehicle traffic flow with added access from Van Buren Blvd. and increase drop off areas. This will likely require use of some of the 10 acre parcel the district acquired north of the school site.

#### **4.6 Classrooms**

- a. Replace existing single story relocatable buildings with two story permanent construction. This will add approximately 16 new classrooms to the campus.
- b. Provide improved classroom technology including a projection system for classrooms possibly incorporating a large flat panel video monitor.
- c. Provide sinks, window blinds and tack boards in the classrooms.

#### **4.7 Other Items**

- a. Current capacity of the HS is 3,400 students; enrollment is expected to increase within the next 10 years.
- b. The ASB and student store may need to be relocated, expanded and remodeled.
- c. Technology modification and upgrades will likely go to the District's technology committee for approval and review.
- d. Provide additional staff and student toilets in Building C.
- e. Remodel D wing attendance office to provide additional space for working, storage space and student access.
- f. A follow-up meeting will include staff from the Visual and Performing Arts, Library, Engineering Program, PE Athletics and Attendance Office.

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects

A handwritten signature in black ink that reads "Kevin Wilkeson". The signature is fluid and cursive, with the first name "Kevin" and last name "Wilkeson" clearly legible.

Kevin Wilkeson AIA, LEED AP BD+C  
Principal

**cc** H. Calhoun, K. Lewis, A. Parslow, S. Kate, M. Eacrett, J Nichols, B. Leavitt  
**File** MM.MI

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**Meeting # 020/ MLK HS #002**

**Date** October 19, 2015

<b>Present</b>	<b>District</b>	<b>School</b>	<b>School</b>	<b>HMC</b>
	Haley Calhoun	Mike West (Principal) Charles Andersen (Teacher) Jalyn Barnard (Teacher) Debi Blue (Teacher) Jeff Dietz (Teacher) Nancy Guzman (Teacher) Stephanie Hall (Librarian)	Joyce Hatzidaleis (VAPA) Jason Hedge (Teacher) Mike Martin (Teacher) Stacy McIntyre (Teacher) Nick Mugridge (Teacher) Sean Roll (Teacher) Patricia Scorbrough (Teacher) Ken Scott (Teacher)	Kevin Wilkeson Marco Eacrett John Nichols Brett Leavitt Sandra Kate

**Project Name** RUSD Long Range Facilities Master Planning – Martin Luther King H.S.

**Project #** 3152164-000

**Subject** Staff meeting to discuss Campus Facilities needs for the District’s Long-Range Facilities Master Plan

**Items Discussed**

**20.1 New Construction**

**a. Visual and Performing Arts Group**

1. Multi-Use Space / Gallery.
2. Theater Technology Lab for lighting technology and sound recording.
3. Music Practice Rooms, varied sizes to accommodate full and partial ensemble.
4. Theater Arts Lab or Black Box Theater
5. Dance Studio, fine arts focused with sprung wood floor and laydown mat to accommodate soft shoe activities.
6. Changing rooms with lockers for students.
7. Expand Band Room, Choral Room, and Instrument Storage.
8. Piano Lab with storage.
9. Shared Scene Shop/Wood Shop combination.
10. Designated department storage.
11. Shared shop for 3D art classes.
12. Common resource space, shared by department.
13. Shared lecture space, separate from art studios.
14. Computer Lab.
15. Interior access (connection) between lobby, theater and stagecraft area.
16. Costume Shop, Storage and Sewing Lab.
17. Mezzanine expansion in theater for 200 more seats.
18. Recital Hall.
19. Staff Restrooms.
20. Expansion of Ceramics studio.
21. Ceramics Glazing Room and Clay Storage Room.
22. Film and Animation Studio.

**b. Library, Classrooms, and General Campus Group**

1. Additional food service space – the existing lunch carts not handling capacity
2. Bring in more natural daylight in new classrooms
3. Need flexible mounting of audio/visual equipment
4. Add new storage space
5. Better square foot proportion of classrooms. Classroom floor plans should be close to square rather than rectangular – 30'x32' floor plans are more desirable than 24'x40' plans
6. More white boards in classrooms
7. Dance/wrestling dedicated space
8. Restroom access/supervision when some are closed
9. Consolidated and larger toilet rooms are desirable
10. More faculty restrooms distributed through all parts of the campus
11. Upgrade HVAC to handle larger number of classrooms
12. Overhead storage to free up floor space in classrooms
13. A/V projection in classrooms
14. Project storage in classrooms
15. Student display area in classrooms
16. Placement of thermostats to provide more accurate readings
17. Avoid glare on computer screens – use natural daylight
18. Power supply for computer/equipment – get rid of wires
19. Accessible/more convenient light switches
20. New window blinds
21. Classrooms to be self-contained with 4 walls (not 1 room with moveable wall to make up 2 rooms)
22. New classrooms should be connected to existing buildings, and within secure campus fencing
23. Better pedestrian travel between courtyards
24. Provide more than required stairways for convenience
25. Staff would appreciate parking adjacent to teaching areas
26. PE staff need office and storage space adjacent to classroom
27. If consideration is given to moving teachers out of their large classrooms, proper support space will be needed to be provided, i.e., track coach, history teachers
28. Enclose former pool area as second gym
29. Because the stadium is shared space with Poly HS, it will need more concession, field storage and food service, refrigeration etc.
30. Desire to remove walls and lower shelving in ASB – double in size
31. Need more areas for presentation for ASB
32. ASB needs dedicated areas for whole classes to convene
33. Textbook storage efficiency 50/50 – will be online textbooks in the future
34. Add an alumni wall (can showcase military service, etc.)
35. ASB storage for activities, refrigeration, tile flooring and a room for 60-student capacity

**c. Engineering and CTE Group**

1. For any new buildings there should be rain protection over any exterior stairs to minimize slipping hazards from rain.
2. Video and Graphic design area will have two computer programming classrooms, one video classroom, one video production classroom and one graphic design classroom. Ideally these rooms will have at least four power and data connections in the floor or ceiling above so some student desks can be in the center of the classroom. The student desk clusters ideally will accommodate 5 or 6 students. Two to three LCD panels should be on the walls of these



classrooms. The total amount of students in these classrooms will be approximately 36. The layout of these rooms should be flexible and support reconfiguration. Power poles could also be an option to serve the different student desk clusters.

3. New engineering classrooms can be located together in a new extension of the B wing on the first floor or possibly the H wing with extensive renovations. This area will include three engineering labs that will be construction/fabrication based, these should be approximately 35'x80' long. There will also be a robotics lab about the same size ideally this would have some pullout bleachers, a demonstration area and a lecture area for guest speakers. A separate storage room of approximately 30x30 could be shared by all four rooms. These rooms would also have a centrally located suite of offices for the instructors. Ideally the furniture in this space would be at desk height +29" at not at bar or bench heights. Ideally these rooms would all be adjacent to each other and connected by interior corridors. Currently this program has about 440 students and they are housed in three existing classrooms
4. The student store sells both food and clothing and ideally it should double in size. The food area should have space for two refrigerators, one freezer and a sink. Ideally the student store would be adjacent to the ASB classroom. The ASB classroom should also be double in size from its current size. The ideal location for these two spaces would be closer to the gym and the cafeteria area, possibly an extension of the C wing facing into the H quad.
5. The new CTE screen printing room, would ideally be a dedicated space large enough to house a variety of equipment including a dark room/exposure room and an automatic screen printing press which is about 12'x12'. There is also two other pieces of equipment that are each about 8'x8', in addition to this they would also need a 36x36 space for a student work area.
6. There is also need for a +/- 1,400sq foot lab which would be a computer graphics lab. This would ideally have visibility into the screen printing lab and share a wall with windows and a door. Both rooms should have adequate water and wash out space and deep basin sinks. Palomar College has a good model of this type of space. It has sliding tracks that feed power in the ceiling down to the desk below. Adjacent to this area ideally there would be an open court yard that could be used as an art gallery. This would be about 960sq feet and can be shared with the engineering classes.
7. Ideally there would be two new video labs each approximately 1,400sqft. One would be a video studio with a green screen area and a taller ceiling to accommodate the screen and lighting also there would be a separate dedicated photo studio of approximately 1,400sqft.
8. Computer programming classes require two separate labs spaces both with adequate storage and space for a mobile app lab within each room. These rooms would teach web design, programming, game design and mobile app design.
9. Ideally there would be a separate collaboration space that would allow students from different classes to collaborate on projects and work together, similar to a college setting. Also desirable would be outdoor work areas for collaboration and projects to be done related to the CTE and engineering programs. Elsinore HS has a good example of this in their circular HUB building on the first floor.
10. The existing computer lab with the high ceilings is currently too noisy, any new space should have an acoustic treatment to minimize noise in the classroom. Depending on the future use of the existing computer lab it should be remodeled to be less noisy as well.
11. Some of these labs including the screen printing lab will have a need for a 220 power for some of the equipment that will be used in the class.
12. If possible additional storage should be added under existing stairs.
13. Additional power is needed in the existing classrooms.

14. Improved network connectivity is needed in existing classrooms, some of these rooms will still need hardwired data connections for some of the computer applications being used such as graphics and video. The computer programming classrooms should have data and power in the floor as well as the walls to provide more flexibility for movable furniture.

**d. Baseball and Basketball Group**

1. Two new weight rooms
2. New dance room
3. New team rooms
4. New film room
5. Third gym with minimal seating (practice)
6. Uniform room with cages for uniforms (separate from PE)
7. Baseball team rooms at fields (much like Arlington & Poly)
8. Construct new Varsity Baseball field in orange grove
9. Add field lighting
10. New restrooms at N/W corner of football
11. New secure athletics storage
12. Need scoreboards with digital ability to have sponsorships opportunities to get rid of banners
13. Would like a 9 lane track (currently 8) (maybe a foot short)
14. Need more facilities for more ice machines
15. Would like new batting cages
16. Provide key card access to athletic facilities

**20.2 Renovation**

**a. Visual and Performing Arts Group**

1. Dust filtration system for ceramics studio and wood shop.
2. Remodel existing dressing rooms.
3. Complete/add finishes to the unfinished storage space below the F wing, accessed from the exterior.
4. Add orchestra pit to theater, capacity for 16 performers and one conductor.
5. Provide orchestra shells and shell storage space.
6. Add overhead acoustical treatments (clouds) to theater.
7. Add acoustical treatments in existing band and choral classrooms.
8. Address water infiltration at existing dressing rooms, stage fly loft (smoke evacuation doors), and the back wall of the theater auditorium (that faces the street).
9. Add wash basins in the ceramics studio.

**b. Library, Classrooms, and General Campus Group**

1. Bring in more daylight to classrooms and library
2. Need flexible mounting of A/V equipment
3. Storage
4. More white boards
5. Restrooms access/supervision when some are closed
6. More concentrated and larger toilet rooms are desirable

7. More accessible faculty restrooms
8. HVAC adequate to handle larger number of classrooms
9. Overhead storage to free up floor space
10. A/V projection in classrooms
11. Add project storage in classrooms
12. Student display area in classrooms
13. Placement of thermostats to provide more accurate readings
14. Avoid glare on computer screens – use natural daylight
15. Power supply for computer/equipment – get rid of wires
16. Accessible/more convenient light switches
17. Interior lockdown availability provide ability to lockdown campus from inside classrooms and other spaces
18. New window blinds
19. Classrooms to be self-contained with 4 walls (not 1 room with sliding walls to make up 2 rooms)
20. Improve orientation-wayfinding, need better signage
21. Provide more than required stairways for convenience
22. Library is too dark on first floor
23. Library shelving and corners obstructs visibility and supervision
24. Remove walls and lower shelving in existing ASB room.

**c. Baseball and Basketball Coaches**

1. Issues with baseball field grass, perhaps synthetic is a better option
2. Increase football seating
3. Verify if plumbing is in place S/E corner of football for future building
4. Concessions in gym way to small. Ice machine makes room only 100F.
5. Wrestling/VB/BB is acquiring more equipment, need more storage.
6. Convert old weight room to locker/team room
7. Add power for carts at baseball fields
8. Tennis courts may have drainage issues that need to be improved.

## 20.3 Site Improvements

**a. Visual and Performing Arts Group**

1. Add power and data to existing outdoor platform.
2. Remove ADA parking from loading dock area (conflict).
3. Outdoor courtyards/colonnades are under-utilized.

**b. Library, Classroom, and General Campus Group**

1. Parking/traffic
2. Security
3. Pedestrian bottlenecks
4. Shade/weather protections – trees, solid shade structures with vines
5. Growth beyond capacity – lunch impacted
6. Food service – lunch carts not handling capacity
7. Evacuation routes to fields not adequate and not suitable for students to go through staff parking lot
8. Orientation/wayfinding - need better signage
9. Better pedestrian travel between courtyards

10. Outdoor teaching area for some teachers

## 20.4 Furniture Equipment and Technology

### a. Visual and Performing Arts Group

1. Technology upgrades throughout (to support curriculum).
2. 500 amp power system in theater.
3. Lighting grid and sound equipment in theater.
4. Fully appointed theater lighting system.
5. Moveable fly equipment at theater stage.
6. Theater side bar lighting.

### b. Library, Classroom, etc. Group

1. Wireless (currently okay depending on where you are)
2. Projectors or HD TV's

*We are proceeding based on the above information. If there are any omissions or if any corrections are needed, please bring them to our attention in the next few days.*

Submitted by,

HMC Architects



Kevin Wilkeson  
Principal

**Next Meeting Date**

TBD

**cc** H. Calhoun, K. Lewis, A. Parslow, S. Kate, G. Baez  
**File** MM.MI

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# LINCOLN High School



ABRAHAM LINCOLN  
HIGH SCHOOL



# Lincoln H.S. Staff & Community Meeting – 11.13.15

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## Site:

- Want an indoor congregating area for when it rains.
- It's cold and wet for the students and so a place where they could eat out of the elements is wanted
- They have 2 campus supervisors but also 2 gates where people are able to get on and off fairly easily.
- The front of the school isn't actively the front of the school.
- Drop-off is congested and there are traffic and accidents along Martin Luther King.
- Students aren't allowed to dismiss to the south due to the safety issues of crossing the street.
- Fields are used for sports and practice but their official teams aren't able to play on campus due to lack of facilities.
- Current sports activities include
  - a. Volleyball
  - b. basket
  - c. softball
  - d. soccer
- Have wall planters that allow water to enter the buildings.
- Need safe places for students to store their things, skateboards, bike racks, etc.

## Renovation:

- Need administrative spaces
- Gymnasium has no conditioning.
- Need additional storage in the classrooms
- Convert the PAC
- It does need upgrades and as a community gesture to renovate it. It is used by PE from time to time.

## Vision & Instructional

- Would like to have a performing arts program
- they use the locker rooms for staff restrooms
- Have 30-40 kids in PE classes with nowhere to dress-out.
- Want to bring the automotive CTE pathway back here. It would be an afterschool program that other students would come
- Would like a culinary CTE in conjunction with a new kitchen
- They used to have a construction CTE
- It's important not to neglect this school because its a continuation school. "Its treasure island"

### **Infrastructural**

- Need restrooms. Not enough restrooms for both staff and students.
- Old asbestos issues.
- Peer upgrades, there is no grounds on the campus.

### **New Construction**

- Kitchen/Cafeteria.
- Need a real library, media center, advising spaces
- Need a central location for administrative functions.
- Double story classrooms are welcome here.
- Early Impact used to be larger and they'd like to expand it to include toddlers. It needs to be isolated from the rest of the school but not necessarily as far as it is currently.
- Would like a unique feature that stands out to beautify the site and give it image. Include a digital marquee both curricular and visually.
- Convert the gym to a PAC

# LINCOLN HS – Kickoff meeting – 10.12.15

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## **Attendees:**

RRC –Scott Griffith

RRC - Lance Higgins, Project Manager

## **Numbers:**

211 Total Enrollment

(295 highest enrollment)

## **General Notes**

Last stop before adulthood.

- pregnant minors
- students with severe learning problems
- students with behavioral issues

Programs

- early impact: young mother with daycare
- pregnant minor
- STOP – where to go when suspended 2<sup>nd</sup>-12<sup>th</sup>
- 

## **Overall Site Goals:**

---

1. Kitchen container needs to be a building
  - a. Water leaks inside – currently held back by trash bags on roof
2. Automotive CTE building
3. Permanent library
4. Theater

## **Site:**

1. Need wayfinding
2. Want security monitoring
3. Walk-on and drop-off
4. One-at-a-time bathrooms to prevent tagging
5. Need benches and tables

## **Administration:**

1. Need office spaces
  - a. Need space for therapist – currently in gym
  - b. Need specialties offices
  - c. Need 3 new offices
2. SAP counselors
3. Need staff-only restrooms

## **Service Buildings**

1. Need a library
2. Need science rooms



3. Need media center – cool space with technology!
4. Want a theater in order to expand programs
5. Wants visual arts space
6. After school – yearbook classroom
7. Want to bring back the automotive CTE program

**Classrooms:**

1. Need 2 classrooms
2. Chromebooks, laptops, promethean boards
3. Have a new lab w/ chromebooks

**GYM:**

1. P.E. in gym with no locker rooms
  - a. Has small basketball court inside
2. No A.C. in Gym

**Tech**

1. Promethean boards
2. Have Chromebook & iPads
3. Few 1-1 grades

**Other**

1. Have campus wide WIFI

# John W. North High School



# North H.S. Community Meeting -12.2.15

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- Traffic issues
- Chain link fences
- Open face of site to athletic facilities
- Make more paths through campus
- Use 2 story classrooms to preserve space
- Events are difficult to host because of site constraints
- Use fiber options for more bandwidth
- Portables aren't a huge issue, put \$\$money\$\$ elsewhere
  
- Bad faucets
- Bathrooms near 700 & 800 wings
  
- Put solar panels
- Create better student center
- Library expansion with media center & more books
  
- Safety and security
- Add curb appeal
- NO room is ASB/stone and does not accommodate student bodies
- Interior fences needs to go
  
- Lockers are currently detached from gym, they should be combined
- Team rooms needed
- Visiting team support is poor
  
- Campus wide storage is inadequate
- Equipment for band stored in SEM 1. Needs to have secured area
- Parent center
  
- Performing arts center is inadequate, sets, etc need replacement
- VAPA – 150 kids cramming into small band room
- Would it be possible to put band room above current?
  
- Outdated furniture
- New HVAC system in many of the building
- Flooding issues
- Portables are too close
- Pool deck is small
- Campus irrigation system
- Re-seed entire site
- Look @old ag area to get more site space
  
- Getting lunch is nightmare and takes forever. Should there be more periods?
- Put new cafeteria adjacent to hill for gathering

- Students: The Hill is no big deal
  - Staff/Alumni: The hill is sacred!!
  - The hill should be more inviting and usable
  - Retain the North HS legacy
  - More common space in general
- 
- Alumni love the brick
  - Gym is “brick house”
  - Generations of students of gone here
  - Keep traditions but improve campus
  - Take pride in the school
  - Add more green space
  - Entrance/exit from stadium is challenging during events
  - Students want new traditions. Make buildings reflect that

# J.W. NORTH HS – Kickoff meeting – 09.08.15

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## Attendees:

RRC – Scott Griffith, Principal  
RRC - Lance Higgins, Project Manager  
RUSD – Haley Calhoun, Director of planning and development  
RUSD – Dr. Kirk Lewis, Assistant Superintendent  
EES- Elizabeth Gosnell, Principal

## Numbers:

2,350 total enrollment:  
3 Academies: law & protective services, global business information tech, IB

## Overall Site Goals:

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1. Air conditioning & plumbing a major priority
2. Plumbing issues sewage backup
3. Security issues: Fencing to low
4. Need 2<sup>nd</sup> gym
5. Need restrooms for staff and students
6. Need more lockers

## Site:

1. Need exterior basketball courts
2. Parking needs to be reworked. Many visitors parking in back
3. Band area floods
4. No student store for activities
5. No assembly space large enough for whole school
6. Need better outdoor lighting
7. Baseball fields need bathrooms
8. Need buses for special-ed students
9. What area to display trophies – celebration area
10. Irrigation Issues: Sprinklers aren't automatic
11. Outdoor learning is important
12. No central area for students to eat lunch
13. ADA compliance

## Administration:

1. Needs expanding towards library
2. Need spaces for
  - a. Guidance counselor
  - b. A.P.
  - c. SAP
  - d. Speech pathology
  - e. Special assignment
  - f. Testing center
  - g. Teacher work, collaboration spaces

## Classrooms:

1. Want to unify curriculum departments on campus
2. Add roof hatches to wings 200, 300, and 400
3. Need science lab upgrades
4. No single free classroom
5. Box light attachments
6. Digital media space needed
7. Want outdoor learning spaces

## Library:

1. Conference room in library

2. Too small and used for staff meetings
3. More open tech space
4. Need space for students to print items. Have 30 comps. Need more open tech space
5. Seismic issues

#### **Gym/Locker**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Gym is used exclusively by school and community. It is used heavily 24/7 and needs to be replaced by a larger one and they need a 2<sup>nd</sup> gym.</li> <li>2. Too small, seating for 740</li> <li>3. Need team room and additional lockers</li> <li>4. Need ticketing office, use café currently</li> </ol> | <ol style="list-style-type: none"> <li>5. Wrestling practices in old mech. Shop</li> <li>6. Needs renovation</li> <li>7. Visitor teams use girls lockers rooms</li> <li>8. No team rooms for baseball, softball</li> <li>9. Stadium has 3400 seats</li> <li>10. Need storage for 1500-1600 PE students</li> </ol> |
|---|---|

#### **Misc. Items**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. 3 Academies mean lots of events</li> <li>2. Too few restrooms</li> <li>3. Need career counseling center</li> <li>4. Theater needs to be for 500, 300 currently</li> </ol> | <ol style="list-style-type: none"> <li>5. Broadcast is from old shop room</li> <li>6. Staff meeting space needed for 150 staff</li> <li>7. Need site-wide lighting</li> <li>8. Need display area for athletic celebration</li> </ol> |
|---|--|

#### **Tech**

1. Need theater upgrades
2. Want outdoor WIFI
3. Want cart projectors
4. 2.5 rooms have Promethean boards

# North HS Staff Meeting - 11.18-15

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## Site Issues

1. People are split where they park. First come first serve. About 40% park in front.
2. The site grading needs work. Very uneven
3. Flooding near the 700 Building and the courtyard. The driveway also floods, exceeds the curb.
4. More lighting near the 200 wing for safety and when teachers arrive in the morning and leave late.
5. Lecture hall needs updated
6. Elevator behind the library is easily out of order. Seems to break down in colder weather.
7. Doors with accessible motorized
8. 200 Science classrooms, science lab area need better plumbing and drainage fixes. Electrical work is inconsistent and easily overloads.
9. Water quality is shoddy and teachers are afraid to drink it.
10. Fire emergency exits are very poor in general.
11. A20. Portable ramps cause congestion when schools let out
12. Automated sprinkler system in the campus. Playfield is already done
13. Better lounge.
14. Inadequate eating facilities. Students cannot get lunch fast enough and may skip meals.
15. Set aside space for AP Agriculture area. Might go in the refuse area
16. Recycling area.
17. Arrange parking lot better
18. Conference room for more meetings.
19. Shaded, benched, social areas
20. Copy machine facilities scattered around campus
21. Drought tolerant landscaping
22. Standing desks and wider variety of furniture. More opportunity for cooperative learning

## Performing Arts

23. Performing arts upgrade. Seating upgrade. More storage in the PAC. Sound system and other technology upgrades. Lighting system. More space in the band room (has flooded 3 times)
24. Art space has been flooded. Ceramics space floods through band room and
25. New roof on PAC. More backstage area
26. Shop area for building props, etc Create a shop class.
27. Practice rooms for students, choir, band, performance. Dance room for dance class
28. Elevator for PAC and art spaces on second story

## Misc

29. HVAC in the locker rooms. Potential for new building
30. Teacher control of HVAC
31. More space in general. Lockable.

32. More prep/workspace for students
33. More equipment for weight and work out spaces
34. More space for ASB, student leadership, and stores
35. More space for trophies, etc
36. Offering places for more sports that appeal to international students. Such as table tennis. Many Asian students are coming
37. Want a maker space. CTE focus
38. Adequate outlets in every classroom. Charging stations around campus. Site wide WIFI even in the fields
39. Microwave stations in the cafeteria
40. Vocational and technical center for job training. Career pathway classes
41. Global business, law/public service, sports trainings, all the academies need spaces
42. NO HVAC in new buildings. Gets desperately hot
43. Preserve the mural along the kitchen
44. Find ways to soften the entry. Ways to brighten the entrance of the school
45. Uniform presentation of records and awards
46. The stairs leading to the 100 is too smooth. Can cause slipping
47. Windows in more classrooms
48. Better insulated windows
- 49.



# Polytechnic High School





October 21, 2015

## **MEETING MINUTES**

Long Range Facilities Master Plan (Poly High School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Poly High School

**MEETING DATE:** October 14, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Michael Roe, Principal, Poly High School  
Brian Frost, Assistant Principal, Attendance and Discipline, Poly High School  
Daniel Acuna, Realtor  
Jennifer Weggeland, Parent  
Sara Zoll, Parent,  
Michelle Brown, Parent  
Michelle Kitchen, Parent  
Ronda Barnes, Parent  
Jolyn MacArthur, Parent  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

### **PURPOSE OF MEETING:**

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Poly High School.

### **ITEMS DISCUSSED:**

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).

3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Poly High School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad)

A. New Construction Priorities (Additions):

1. Construct new Performing Arts Theater with Band, Choir, and Drama classrooms. Practice rooms, staff offices, and adequate storage for instruments, equipment, and uniforms are needed. The existing Theater is undersized without any collaborative space, and has insufficient storage and unsafe health concerns due to current classroom conditions (i.e., carpet that has not been replaced since the '90s).
2. Construct new Library that is equipped with technology upgrades and sized for adequate storage. The existing Library is undersized and has not changed for decades.
3. Construct new two-story or possibly three-story classroom building to replace the portables. New classrooms to have writing surface on all walls and the ability to connect classrooms with acoustical sound walls for larger collaborative learning and teaching spaces. There is need to have shops for project-based learning classes (i.e., Career Tech, Agriculture, Auto/Mechanics).
4. Construct new MPR/Cafeteria/Kitchen with flex lab spaces and storage. The existing Cafeteria/Kitchen is undersized.
5. Construct new Gymnasium with Weight Room, Locker Rooms, Team Rooms, and Cardio Room. The existing Gymnasium facility is undersized, outdated, and poorly ventilated which poses a potential health issue.
6. Construct new Administration as the school entry along Central Avenue.
7. Construct new shade structure(s) to provide shade during lunchtime in the main quad area.
8. Construct new covered walkway connecting buildings to buildings.
9. Construct new snack bar and restroom facility with identifiable signage at the athletic field.
10. Construct four sand pits for volleyball courts at the athletic field.
11. Construct football stadium (i.e., West Valley High School in Hemet).

Renovation Priorities (Existing Facilities):

1. Repair the existing air conditioning units. It was noted that there is an HVAC project slated to begin construction soon.
2. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.

B. Furniture/Equipment:

1. Provide furniture to accommodate the current student physical size.
2. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

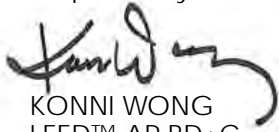
C. Site Improvement Priorities:

1. Renovate and reconfigure the existing parking lot. The traffic at the existing parking lot is extremely congested with buses, equipment trucks, regular vehicles and pedestrians.
2. Construct new parking lot along Central Avenue.
3. With the inherent problem of having an undersized site for a high school of 40 acres, some of the athletic facility could be relocated to the adjacent vacant 10-acre property. This property is now owned by the District. However, the used of the property is yet to be determined. The possibility of a joint-use agreement with Riverside Community College for the use of their stadium as the Poly High School home stadium was also discussed as a possible option.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District



September 15, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Poly High School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Poly High School

**MEETING DATE:** September 9, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Michael Roe, Principal, Poly High School  
Brian Frost, Assistant Principal, Attendance & Discipline, Poly High School  
Rachel Bramlett, Assistant Principal, Guidance, Poly High School  
Jim Vaughan, Assistant Principal, Athletic Director, Poly High School  
Jodi Gonzales, Assistant Principal, Poly High School  
Robert J. Hensley, Architect, AIA, LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Poly High School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.
  - C. Provide dedicated and stand-alone libraries at all elementary school sites.

- D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Poly High School in the next ten to twelve years,
- A. School Visioning Input / Instructional Goals
    - 1. AVID (Advanced Via Individual Determination).
    - 2. PL Y1 (Personalized Learning Year 1).
    - 3. CTE Pathway (Music Technology, ROP Culinary Arts, ROP Sports Medicine, Video Production, Web Design).
  - B. New Construction Priorities (Additions)
    - d 4. Expand existing Administration. The existing Administration space is undersized.
    - d 5. Construct 21,000 sf two-story classroom building to replace the portables.
    - d 6. Construct dedicated 12,000 sf Library/Media Center near the school front. The existing Library is to be demolished.
    - d 7. Construct 43,000 sf Gymnasium\Locker Building in the same location as the existing Gymnasium Building. The existing Gymnasium is undersized and is to be demolished.
    - 8. Construct 16,500 sf Performing Arts Theater with music\drama classrooms near the school front. The existing Performing Arts Building is undersized and is to be demolished.
    - 9. Construct 20,000 sf Multi-Purpose\Cafeteria\Kitchen with flex lab spaces. The existing Cafeteria\Kitchen is undersized.
    - 10. Provide shade structure and a covered walkway connecting buildings to buildings.

C. Renovation Priorities (Existing Facilities)

1. Repair existing air conditioning units.
2. Provide campus-wide modernization with complete interior renovation, restroom facilities, cabinetry and exterior painting.
3. The existing utility building in the middle of the main quad is to be demolished to allow improved supervision.
4. The school has a deep tradition and history with the community. Staff team members expressed the desire to preserve the existing brick façade building exterior.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.

E. Site Improvement Priorities

- d 1. Renovate existing staff parking lot.
- d 2. Relocate and construct new parking lot along Central Avenue.
3. With the inherent problem of having an undersized site for a high school of 40 acres, some of the athletic facilities could be relocated to the adjacent vacant 10-acre property. The property is now owned by the District. However, the use of the property is yet to be determined. The possibility of a joint-use agreement with Riverside Community College for the use of their stadium as the Poly High School home stadium was also discussed as a possible option.

**ACTION ITEMS:**

**Architect:**

1. WLC will provide a diagrammatic site plan based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

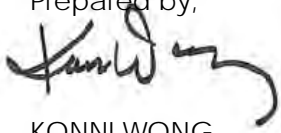
**NEXT MEETING:** TBD

Meeting Minutes  
Long Range Facilities Master Plan (Poly Elementary School)  
Riverside Unified School District  
Project 1517500.01  
September 15, 2015  
Page 4

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x1-mm

Attachment: Meeting Registry

cc: Members Present  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District





# Ramona High School





November 20, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Ramona High School Community Meeting)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Ramona High School

**MEETING DATE:** November 19, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Jamie Angulo, Principal, Ramona High School  
John Tibbels, Assistant Principal, Ramona High School  
Luz Zavala, Parent, Ramona High School  
Renell Robinson, Parent, Ramona High School  
Delfino Solano, Parent, Ramona High School  
Mandy Saunders, Parent, Ramona High School  
Martha Oliva, Parent, Ramona High School  
Claudia Salazar, Parent, Ramona High School  
Ysaura Ramirez, Parent, Ramona High School  
Ernesto Guijares, Parent, Ramona High School  
Maria Cornejo, Parent, Ramona High School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Jose Adrianzen, Architect, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the community to obtain input that will support the facility needs and improvements at Ramona High School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs in the next ten to twelve years.
2. The Architect shared the introduction video highlighting the importance of the community input through the messages from Kathy Allavie (President, Board of Education), David Hansen (Superintendent), and Jim DiCamillo (Lead Architect).

3. Below is the input from the community regarding the types of facility needs and improvements they envision to optimize the instructional program and operation at Ramona High School in the next ten to twelve years in the following categories: (Refer to attached Aerial Site Plan and notes on easel pad).

A. New Construction Priorities (Additions):

1. Construct a new two-story Administration Building at the front of school.
2. Construct a new dedicated, centrally located Library/Media Center with flex lab spaces for collaborative activities.
3. Construct a new MPR / Cafeteria building.
4. Construct a new Weight Room or expand existing.
5. Construct new Athletic Team Rooms, currently too small and no air-conditioning.
6. Construct more staff/student restrooms in multiple building locations throughout campus to accommodate the school in growth mode.
7. Provide restrooms near existing portable classrooms for after-school activities.
8. Construct new shade structure adjacent to the front parking entrance area.

B. Renovation Priorities (Existing Facilities):

1. Study possible school expansion on the North side.
2. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access. Classroom buildings were recently renovated.
3. Provide new paint and carpets to all classrooms.
4. Group art classrooms in a single building.
5. Convert existing Library into regular classrooms.
6. Convert Student Store into regular classrooms
7. Convert Culinary classes into a full Career Pathways Culinary Program

C. Furniture/Equipment:

1. Provide technology upgrades and flexible furniture and equipment to accommodate 21st century learning environment.

D. Site Improvement Priorities:

1. Add security cameras quantity and quality for night vision.
2. Provide security fencing on west side to avoid skateboarders entering the school grounds.
3. Northwest parking lot is open and used by parents to drop students, who criss-cross the parking lot to access their classrooms.
4. Football field was renovated a couple of years ago, but the play fields lack adequate night lighting, along with the pathways and front access gate.
5. Night security lighting needed at the north side of campus by District portable buildings.
6. Provide exterior shaded eating space.

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



JOSE ADRIANZEN  
Architect

JA:br/P01517500x2-mm

Attachment: Meeting Registry, Aerial Site Plan, Notes on Easel Pad, Notes from Community Member

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District  
Lizette Delgado, Executive Secretary II, Riverside Unified School District  
Konni Wong, LEED™ AP, BD+C, Project Manager, WLC Architects, Inc.



September 14, 2015

## MEETING MINUTES

Long Range Facilities Master Plan (Ramona High School)  
Riverside Unified School District  
Project 1517500.01

**SCHOOL SITE:** Ramona High School

**MEETING DATE:** September 9, 2015

**MEMBERS PRESENT:** (Refer to attached Meeting Registry)

Jamie Angulo, Principal, Ramona High School  
Victor Cisneros, Assistant Principal, Ramona High School  
John Tibbles, Assistant Principal, Ramona High School  
Renell Robinson, Assistant Principal, Ramona High School  
Monica Ward, Literacy Coach, Ramona High School  
Julia Christian, Learning Management System Specialist, Ramona High School  
Ronda Barnes, Teacher, Ramona High School  
Annabelle Porter, Teacher, Ramona High School  
Luis Melendrez, Plant Supervisor, Ramona High School  
Robert J. Hensley, Architect, AIA LEED™ AP, Chairman, Principal, WLC Architects, Inc.  
Konni Wong, LEED™ AP BD+C, Project Manager, WLC Architects, Inc.

## PURPOSE OF MEETING:

The purpose of the meeting was to meet with the Principal and key staff team members to obtain input that will support the facility needs and improvements at Ramona High School.

## ITEMS DISCUSSED:

1. The Architect made introductions and shared the goal of the Facility Master Plan which is to provide a roadmap that will allow the District to be in a better position with its instructional programs by 2025.
2. The Architect noted that the District is currently and/or will be providing the following items District-wide:
  - A. Replace all portables with new permanent classroom construction.
  - B. Provide technology infrastructure.

- C. Provide dedicated and stand-alone libraries at all elementary school sites.
  - D. Provide ADA and seismic upgrades to existing buildings and sites.
  - E. Provide landscape upgrades with automatic irrigation systems.
3. In addition to the District-wide improvements noted in Item 2 above, the Principal and staff team members provided the following site-specific input as to the types of facilities needs and improvements they envision to optimize the instructional program and operation at Ramona High School in the next ten to twelve years in the following categories:
- A. School Visioning Input / Instructional Goals
    - 1. AVID (Advanced Via Individual Determination)
    - 2. PLY1 (Personalized Learning Year 1).
    - 3. CTE Pathway (Music Technology, ROP Culinary Arts, ROP Sports Medicine, Video Productions, Web Design)
  - B. New Construction Priorities (Additions)
    - 1. Construct new Black Box Theater that can house 100 to 150 students with restroom facilities and ample equipment and costume storage. The existing Performing Arts Theater has over 1000 seating capacity. However, it is scheduled very often for community events and functions and the school program gets bumped out from their own theater.
    - 2. Construct new Multi-Purpose Building either adjacent to the existing Weight Room or adjacent to the north parking lot.
    - 3. Expand Library/Media Center.
    - 4. Construct new shade structure adjacent to the front parking entrance area.
    - 5. Construct new lunch structure adjacent to the Cafeteria.
    - 6. Expand Cafeteria. The existing Cafeteria is small and need reconfiguration.
    - 7. Construct new restroom facility at the existing pool area. There is currently no restroom facility at the existing pool area.
    - 8. Construct a new Weight Room or expand existing.
    - 9. Construct more staff/student restrooms in multiple building locations throughout campus to accommodate the school in growth mode.

C. Renovation Priorities (Existing Facilities)

1. Provide campus-wide modernization with complete interior renovation, HVAC repair, restroom facilities, drinking fountains, sinks, connectivity between classrooms, cabinetry, and exterior painting and exterior windows.
2. Renovate the entire space at the existing Guidance Building to be the Guidance Office. The existing Guidance Office is very small and not functional.
3. Renovate and expand the existing culinary facility.
4. Renovate and expand the existing football team rooms.
5. Renovate and reconfigure to provide new team rooms for the baseball and softball team.
6. Renovate the existing restroom facilities and provide more restroom facilities throughout the campus for ease of access.
7. Renovate the existing science lab facility. The existing science labs are not conducive to doing experiments.

D. Furniture/Equipment

1. Provide technology upgrades and new flexible furniture/equipment to accommodate 21<sup>st</sup> century learning environment.

E. Site Improvement Priorities

1. Provide exterior benches/seat walls with raised planters to be located adjacent to the existing Performing Arts Theater.
2. Provide outdoor amphitheater or elevated platform with electrical infrastructure for outdoor performances and activities.
3. Reconfigure the existing front parking lot.
4. Remove the existing non-operable incinerator located on the northern part of the basketball court playground.
5. Provide new perimeter security fence and gates across the neighborhood park.
6. Provide exterior lighting adjacent to the football field.
7. Provide campus-wide security cameras.
8. Sight lighting for ease of access for night events and activities.

Meeting Minutes  
Long Range Facilities Master Plan (Ramona High School)  
Riverside Unified School District  
Project 1517500.01  
September 14, 2015  
Page 4

**ACTION ITEMS:**

**Architect:**

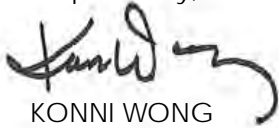
1. WLC will provide site plan/program foam core pieces based on input from this meeting and will share it with the Principal and staff team members at the next follow-up meeting prior to sharing it at the community meeting.

**NEXT MEETING:** TBD

**END OF MINUTES**

The above represents my best interpretation of the spirit and content of the discussions. Please let me know of any requested modifications or corrections as soon as possible.

Prepared by,



KONNI WONG  
LEED™ AP BD+C  
Project Manager

KW:hb/P01517500x3-mm

Attachment: Meeting Registry

cc: Members Present  
Hayley Calhoun, Director of Planning and Development, Riverside Unified School District  
Kirk Lewis, Assistant Superintendent, Operations, Riverside Unified School District



# Educational Options Center



## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Monday, November 9, 2015 3:00 p.m.  
Location Educational Options Center (EOC)  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Community Meeting - Educational Options Center  
Arlington High School Cluster

### Topics

#### **Attendees:**

Dennis Deets, Principal  
Erin Vanderwood, AP  
Ron Weston, CTE Coordinator  
Sean Brown, IT Tech Support  
Mark Caldwell, Teacher On Assignment  
Kevin Fleming, DLR Group  
Patti Ashton, DLR Group

#### **Program Needs:**

- New Kitchen
- New MPR
- Isolated C.O.P.E. facilities
- District currently adding CTE Culinary program in 400 Bldg should continue as planned. New facilities will be 3-5 years out.

#### **CTE Programs Planned for Campus**

- Health Pathway (Front/Back office management)
- Culinary Arts (Would like MPR to be able to support both teaching/serving)
- Cisco Networking (Need larger size classrooms/open space)
- Gaming/Design/Coding (Need larger size classrooms/open space for 3D printers and Virtual reality)
- Current lunch shelter could be open Student Commons area. Existing kitchen would become Student Center/Career Center
- Staff Development would move to District office allowing use of new buildings at east side of campus
- Conference rooms/workrooms needed between classrooms similar to C.A.R.T. facility in Fresno

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Wednesday, October 28, 2015 – 10:00 a.m.  
Location Educational Options Center (EOC)  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject One-on-One with Principal/Asst. Principal

### Topics

#### **Follow-up from 10/14/15 meeting with staff:**

Principal Deets was concerned that the comments heard during the site committee meeting with staff may have centered too much on safety issues and demolishing campus and starting over. Mr Deets wanted DLR Group to tour additional classrooms so that a better understanding of the needs could be obtained:

- Classrooms 503 and 504 were toured in order to understand type of spaces that campus needs
- Campus needs as many classrooms/flexible spaces as possible for a wide variety of programs/studies
- Programs do not need to be separated (only C.O.P.E.)
- Campus should have a university feel – open commons, similar to C.A.R.T. in Fresno
- Weight room needs enlarged to accommodate more students at one time
- The need for play fields is not necessarily needed on EOC as they are currently working with Gage Middle School to use their fields
- District is currently looking at their overall CTE programs and it's possible that EOC will become the "hub" for CTE programs
- CTE programs mentioned were nursing, CISCO, MIT, Gaming, Culinary
- Cafeteria could be rebuilt to accommodate a culinary CTE program
- Career Center is needed in center of campus
- Conference room is needed for IEP meetings
- Sheds need to be removed, additional storage is needed

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Wednesday, October 14, 2015 -3:00 - 4:30 p.m.  
Location Educational Options Center (EOC)  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Site Committee Meeting #1 – Educational Options Center  
Arlington High School Cluster

### Topics

#### **Comments: Classrooms are the modular buildings (24 x 40); portables are located on east side of campus**

- Approximately 600 students; Ages 3-22
- Campus has four main programs:
  - Raincross Continuation High School (AM/PM Sessions) uses two classrooms
  - Riverside Virtual School (RVS) – Approximately 40 students attend class on T-W-Thur of each week uses four classrooms
  - C.O.P.E. (Opportunity School) – students that are expelled from regular public schools and do not attend the RCOE program (approximately 100 students uses four portables at east side of campus)
  - Summit View – Independent Study program uses two classrooms
- Campus also serves special education (mild/moderate) in all programs
- Staff Development uses three portables at east side of campus
- Head Start State Preschool uses one classroom
- Elementary/Middle students taking electives uses two classrooms
- Cafeteria/lounge uses two classrooms
- Counselor office/Fitness center uses two classrooms
- Computer lab uses one classroom
- Administration office uses one classroom

#### • **Facility Issues:**

- Drainage
- Restroom access
- Food distribution
- Driveways need better ingress and egress design
- Existing parking lot not utilized on west side of campus
- Professional Development program could relocate
- Counseling center needs to “centralized” on campus
- Trash enclosures – trash locations are a problem
- Campus is not secure

#### **Program Needs:**

- Raincross C.H.S. – 10<sup>th</sup>-12<sup>th</sup> grades
- Independent Study – Summit serves 9<sup>th</sup> -12<sup>th</sup> ; Riverside Virtual School serves 1<sup>st</sup> -12<sup>th</sup>
- C.O.P.E. serves grades 7<sup>th</sup> -12<sup>th</sup>
- Special Education serves middle school up to 22 years old
- C.O.P.E. program needs to have dedicated space separated from rest of campus

- Gym, fitness center, lap pool, exterior track is needed
- Campus should be demolished and built new – two story buildings
- Additional shade needed throughout campus
- Large gathering space is needed for assemblies, testing, and promotions
- Additional classrooms are needed so teachers can have their own rooms and not have to share with AM/PM sessions
- Campus should return to a vocational education site as designed, providing wood working, auto shop, nursing, etc.
- Labs are needed – flex labs, science labs, wet labs, maker spaces
- Auditorium is needed
- Restrooms with air (upgrade existing restrooms)
- Book room/Library should be centrally located
- Counseling center/career center would serve population better
- Counseling center should be separate from administration offices

# Riverside Adult School



## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

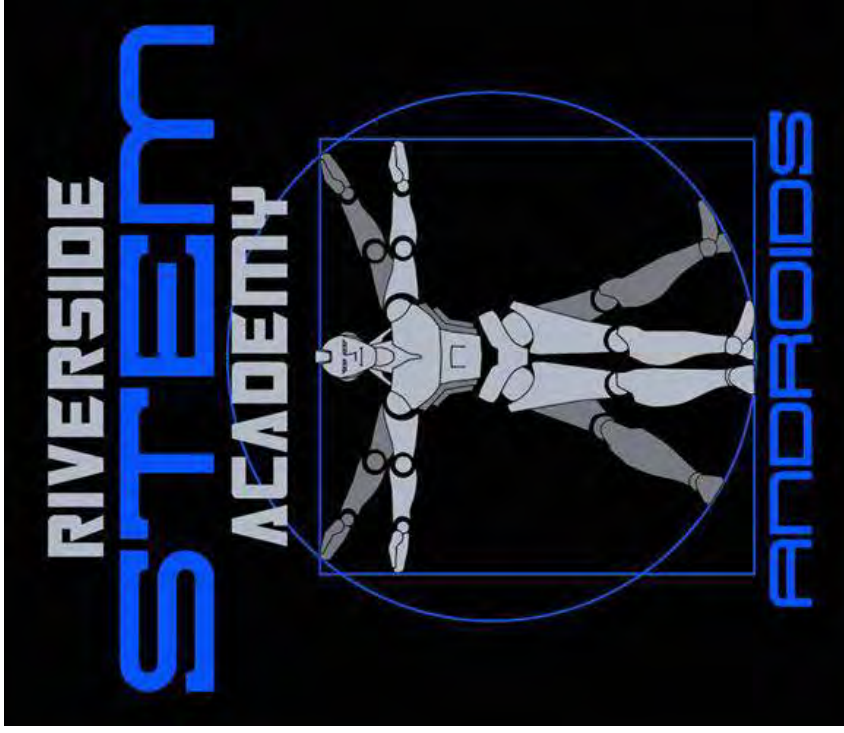
Date / Time Wednesday, September 23, 2015 -12:00 PM  
Location Riverside Adult School Conference Room  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Site Committee Meeting #1 – Riverside Adult School (RAS)  
Arlington High School Cluster

### Topics

#### **Comments:**

- RAS serves students 18 and over
- Adult school uses approximately 40% of the site
- Built in 1927
- GED prep programs
- English Second Language programs
- Citizenship
- On-Line GED program (100 students)
- Project Team will stay on campus – housed in Room T1-4; A1-4; and C-4
- Adult school housed in main building (downstairs, rooms 2 and 3; 2<sup>nd</sup> floor rooms 210-215); and portables 101-104; a total of 10 classrooms
- Current capacity is 440 students
- Master plan capacity should be 800-900 students
- Currently all classrooms are being used for morning session; approximately 350-400 students, loading at 45:1
- Afternoon session is not successful
- Evening session is full; approximately 320-340 students
- In 2007-08, program housed approximately 11,00 students
- In 2013, program housed approximately 4,000 students
- Youth Accountability Program uses Main Building Room 9
- Assessment Center uses portable B5
- Family Resource Center uses portable B6
- ESL computer lab is being set up in Room 104 with additional drops for school year 2015/2016
- Board Meetings are held in Auditorium in main building
- Teachers like traditional classroom layout with teacher led instruction at front of the room
- An Outdoor quad would be nice for conversational learning

# STEM Academy RUSD





## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Tuesday, November 3, 2015 -6:00 PM  
Location STEM Academy MPR  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject Community Meeting  
Arlington High School Cluster

### Topics

**Attendees:** Dale Moore, Principal  
Hayley Calhoun, RUSD  
Kevin Fleming, DLR Group  
Patti Ashton, DLR Group  
Parents (see sign in sheet)

### **Introduction:**

Four parents attended the community meeting held on Tuesday, Nov. 3, 2015, at 6:00 p.m. The first question asked was how the discussion tonight was different than the “visioning” undertaken last year by LPA and the school. Parents were concerned how a master plan could be developed for the STEM site when it was not totally understood whether the 9-12 grade component would stay at the Hyatt (STEM) site. It was explained that the 9-12 grades would remain at that site until a new campus is constructed or the Board decides to keep the 9-12 at the present site indefinitely. There was a strong opinion that the STEM 9-12 campus has to be located near UCR and, if the current site is not sufficient for a 5-12 Academy, then a site that will house the entire 5-12 campus needs to be acquired.

### **Issues:**

- Parking
- Traffic flow
- Drainage – several places on campus have actual waterfalls during rainy season due to the topography
- Erosion on hillside by 8<sup>th</sup> grade wing
- No waiting area for students for pick up – need shelter for inclement weather
- Staircase from upper campus to lower campus needs to be removed. Very dangerous. Ramp needs to be installed that has a gradual decline to lower campus
- No adequate lab facilities currently on campus

### **Visioning:**

- New science building
- Rebuild lunch area and entrance to campus
- Expand P.E. area/playfields
- Build multi-story to allow enough open space
- Parking lot for students
- Flexible, modern, educational spaces needed for type of instruction provided at the STEM Academy
- Restrooms needed in high school area
-

- Acquire additional property for second access and parking
- Outdoor learning areas
- If gym not possible, a facility for a wellness/fitness center with lockers
- Computer stations needed
- Administration building should be the face of the campus
- Repurpose MPR to band room that could also be used for dance/yoga while not being used for band
- Build new MPR to accommodate 500 students and allow for performances

**Conclusion:**

Approximately one hour was spent master planning the campus. Some ideas discussed were:

- Where new buildings could be located
- Where additional property could be acquired for parking
- What buildings could be repurposed
- What buildings could be demolished
- What areas would work best for parking
- Where would a P.E. facility best fit on the campus

## Meeting Minutes



Architecture Engineering Planning Interiors

1650 Spruce Street  
Suite 300  
Riverside, CA 92507

o: 951/682-0470  
f: 951/682-1801

Date / Time Monday, September 14, 2015 -3:00 PM  
Location STEM Academy – PTSA Room  
Project RUSD – Long Range Facilities Master Plan  
Project No. 75-15611-00  
Subject **Site Committee Meeting #1 – STEM Academy**  
Arlington High School Cluster

### Topics

#### Issues/Comments:

- School currently houses 5<sup>th</sup>-11<sup>th</sup> grade. 12<sup>th</sup> grade will be added in 2016-17 school year
- Additional portables being added next summer for 12<sup>th</sup> grade
- Design capacity for 5<sup>th</sup>-8<sup>th</sup> grades would be 420 students (105 per grade level – 3 classrooms per grade level)
- Students are admitted through lottery system in January
- 9-12<sup>th</sup> grade most likely to stay in current school for next 5 years
- Drainage throughout campus is problem/frequent flooding
- Only one restroom for staff
- Need additional restrooms for students
- 7<sup>th</sup>-8<sup>th</sup> grade wings has 100 girls and 100 boys and only 2 toilets for each
- Kitchen facility is inadequate to serve students, currently they have four lunch periods, no place for students to eat during inclement weather
- ADA issues throughout site (only one elevator and it's more like a lift)
- Staff parking and drop off is a problem
- No science classrooms and this is a STEM school
- MPR is too small

#### Visioning:

- Library is used as a tech-center
- School currently uses 1:1 devices
- Need charging stations
- Need band room with storage
- Need large flex space
- Re-Do Administration entrance/offices
- Need a Gym as this has 7-8<sup>th</sup> grade students
- Need new MPR to hold 450 students
- Re-face entrance or relocate
- Quads or areas for outdoor eating
- Movable walls between 2 classrooms to make large collaboration space – needed in each wing
- Each grade level (wing) should have 2 classrooms, 1 science room, 1 makerspace, 1 support space

**Kevin's notes**

- Grades 5-8 = 420 students – 120 per grade level (35 students per class)
- Three classrooms per grade
- Need restrooms – both staff and student
- Drop-off – staff parking a problem
- Lunch – where do students sit – dispersed around campus is fine
- STEM Academy – no science labs!
- Indoor common space – able to accommodate entire student population
- Need music/band room (currently in MPR)
- Need art space
- Science classroom – projects labs – dirty labs and clean labs



## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda February 1, 2016

Topic: 2014-2015 Annual Financial Report and Audit

Presented by: Mays Kakish, Chief Business Officer/Governmental Relations

Responsible

Cabinet Member: Mays Kakish, Chief Business Officer/Governmental Relations

Type of Item: Action

Short Description: State law requires that each year the financial records of the District be audited by an independent third party audit firm and that the Governing Board review the annual financial report and audit at a public meeting.

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#### **DESCRIPTION OF AGENDA ITEM:**

State law requires that each year the financial records of the District be audited by an independent third party audit firm. The firm of Nigro and Nigro, PC conducted the 2014-15 audit for the District. State law also requires the Governing Board to review the annual financial report and audit at a public meeting. The review shall consist of any audit exceptions identified in the audit, any recommendations or findings of the management letter issued by the auditor, and any description of corrections or plans to correct the exceptions or management letter issued.

The Board's Finance Committee reviewed the draft audit report on December 1, 2015. The report has been filed with the State Controller, and is available to the public on the District's web page.

A representative of the audit firm will be available at the meeting to answer any questions the Board may have.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board accept the Annual Audit and Financial Report for the year ending June 30, 2015.

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**ADDITIONAL MATERIAL:** Letter to the Board of Education, Annual Report and Audit,

Attached: Yes

**RIVERSIDE UNIFIED  
SCHOOL DISTRICT  
AUDIT REPORT  
For the Fiscal Year Ended  
June 30, 2015**





## INDEPENDENT AUDITORS' REPORT

Board of Education  
Riverside Unified School District  
Riverside, California

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Riverside Unified School District, as of and for the fiscal year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Riverside Unified School District, as of June 30, 2015, and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Emphasis of Matter**

As discussed in Note 1.I. to the basic financial statements, the District has changed its method for accounting and reporting for pensions during fiscal year 2014-15 due to the adoption of Governmental Accounting Standards Board Statement No. 68, "Accounting and Financial Reporting for Pensions-An Amendment of GASB Statement No. 27" and No. 71, "Pension Transition for Contributions Made Subsequent to the Measurement Date-An Amendment of GASB Statement No. 68". The adoption of these standards required retrospective application resulting in a \$316,742,832 reduction of previously reported net position at July 1, 2014. Our opinion is not modified with respect to this matter.

### **Other Matters**

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 10, budgetary comparison information on page 52, schedule of funding progress on page 53, schedule of proportionate share of the net pension liability on page 54, and schedule of contributions on page 55 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements. The supplementary information on pages 58 to 61 and the schedule of expenditures of federal awards on page 62 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on pages 57 and 63 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on it.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated December 2, 2015 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

*Nigro+Nigro, PC*

Murrieta, California  
December 2, 2015



**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Management's Discussion and Analysis (Unaudited)*  
*For the Fiscal Year Ended June 30, 2015*

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This discussion and analysis of Riverside Unified School District's financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2015. Please read it in conjunction with the District's financial statements, which immediately follow this section.

**FINANCIAL HIGHLIGHTS**

- Net position of governmental activities increased by approximately \$8.7 million, or 3.9%.
- Governmental expenses were about \$422.0 million. Revenues were about \$430.7 million.
- The District spent over \$19.6 million in new capital assets during the year.
- The District decreased its outstanding long-term debt by \$58.3 million.
- Grades K-12 average daily attendance (ADA) decreased by 369, or 0.9%.

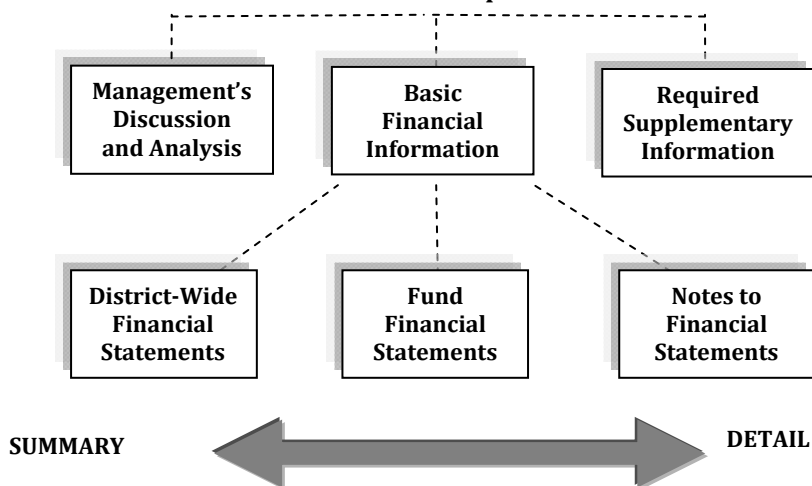
**OVERVIEW OF THE FINANCIAL STATEMENTS**

This annual report consists of three parts – management discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the District:

- The first two statements are *district-wide financial statements* that provide both short-term and long-term information about the District's overall financial status.
- The remaining statements are *fund financial statements* that focus on individual parts of the District, reporting the District's operations in more detail than the district-wide statements.
  - The *governmental funds* statements tell how basic services like regular and special education were financed in the short term as well as what remains for future spending.
  - Short and long-term financial information about the activities of the District that operate like businesses (self-insurance funds) are provided in the *proprietary funds statements*.
  - *Fiduciary funds* statement provides information about the financial relationships in which the District acts solely as a trustee or agent for the benefit of others to whom the resources belong.

**Figure A-1. Organization of Riverside Unified School District's Annual Financial Report**

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data. Figure A-1 shows how the various parts of this annual report are arranged and related to one another.



**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Management's Discussion and Analysis (Unaudited)*  
*For the Fiscal Year Ended June 30, 2015*

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**OVERVIEW OF THE FINANCIAL STATEMENTS (continued)**

Figure A-2 summarizes the major features of the District's financial statements, including the portion of the District's activities they cover and the types of information they contain.

**Figure A-2. Major Features of the District-Wide and Fund Financial Statements**

<b>Type of Statements</b>	<b>District-Wide</b>	<b>Governmental Funds</b>	<b>Proprietary Funds</b>	<b>Fiduciary Funds</b>
<i>Scope</i>	Entire District, except fiduciary activities	The activities of the District that are not proprietary or fiduciary, such as special education and building maintenance	Activities of the District that operate like a business, such as self-insurance funds	Instances in which the District administers resources on behalf of someone else, such as scholarship programs and student activities monies
<i>Required financial statements</i>	<ul style="list-style-type: none"> <li>• Statement of Net Position</li> <li>• Statement of Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Balance Sheet</li> <li>• Statement of Revenues, Expenditures &amp; Changes in Fund Balances</li> </ul>	<ul style="list-style-type: none"> <li>• Statement of Net Position</li> <li>• Statement of Revenues, Expenses &amp; Changes in Net Position</li> <li>• Statement of Cash Flows</li> </ul>	<ul style="list-style-type: none"> <li>• Statement of Fiduciary Net Position</li> <li>• Statement of Changes in Fiduciary Net Position</li> </ul>
<i>Accounting basis and measurement focus</i>	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus	Accrual accounting and economic resources focus	Accrual accounting and economic resources focus
<i>Type of asset/liability information</i>	All assets and liabilities, both financial and capital, short-term and long-term	Only assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets included	All assets and liabilities, both short-term and long-term; The District's funds do not currently contain nonfinancial assets, though they can	All assets and liabilities, both short-term and long-term; The District's funds do not currently contain nonfinancial assets, though they can
<i>Type of inflow/outflow information</i>	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter	All revenues and expenses during the year, regardless of when cash is received or paid	All revenues and expenses during the year, regardless of when cash is received or paid

The remainder of this overview section of management's discussion and analysis highlights the structure and contents of each of the statements.

## RIVERSIDE UNIFIED SCHOOL DISTRICT

*Management's Discussion and Analysis (Unaudited)*  
*For the Fiscal Year Ended June 30, 2015*

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### OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

#### District-Wide Statements

The district-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the District's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two district-wide statements report the District's net position and how it has changed. Net position – the difference between the District's assets and deferred outflows of resources and liabilities and deferred inflows of resources – is one way to measure the District's financial health, or *position*.

- Over time, increases and decreases in the District's net position are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall health of the District, you need to consider additional nonfinancial factors such as changes in the District's demographics and the condition of school buildings and other facilities.
- In the district-wide financial statements, the District's activities are categorized as *Governmental Activities*. Most of the District's basic services are included here, such as regular and special education, transportation, and administration. Property taxes and state aid finance most of these activities.

#### Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by State law and by bond covenants.
- The District establishes other funds to control and manage money for particular purposes (like repaying its long-term debt) or to show that it is properly using certain revenues.

The District has three kinds of funds:

- **Governmental funds** – Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the district-wide statements, we provide additional information on a separate reconciliation page that explains the relationship (or differences) between them.
- **Proprietary funds** – When the District charges other District funds for the services it provides, these services are reported in proprietary funds. Proprietary funds are reported in the same way that all activities are reported in the Statement of Net Position and Statement of Activities. In fact, the District's internal service fund is included within the governmental activities reported in the district-wide statements but provide more detail and additional information, such as cash flows. The District uses the internal service fund to report activities that relate to the District's self-insured program for workers' compensation claims and liability and property losses.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Management's Discussion and Analysis (Unaudited)*  
*For the Fiscal Year Ended June 30, 2015*

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**OVERVIEW OF THE FINANCIAL STATEMENTS (continued)**

**Fund Financial Statements (continued)**

- **Fiduciary funds** – The District is the trustee, or fiduciary, for assets that belong to others, such as the student activities funds. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the District's fiduciary activities are reported in a separate statement of fiduciary net position. We exclude these activities from the district-wide financial statements because the District cannot use these assets to finance its operations.

**FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE**

**Net Position.** The District's combined net position was higher on June 30, 2015, than it was the year before – increasing 3.9% to \$229.7 million (See Table A-1).

**Table A-1**

	<b>Governmental Activities</b>		<b>Variance Increase (Decrease)</b>
	<b>(In millions)</b>		
	<b>2015</b>	<b>2014*</b>	
Current assets	\$ 236.1	\$ 210.5	\$ 25.6
Capital assets	528.1	524.4	3.7
<b>Total assets</b>	<b>764.2</b>	<b>734.9</b>	<b>29.3</b>
<b>Total deferred outflows</b>	<b>26.0</b>	<b>20.5</b>	<b>5.5</b>
Current liabilities	28.8	15.9	12.9
Long-term liabilities	460.2	518.5	(58.3)
<b>Total liabilities</b>	<b>489.0</b>	<b>534.4</b>	<b>(45.4)</b>
<b>Total deferred inflows</b>	<b>71.5</b>	<b>-</b>	<b>71.5</b>
Net position			
Net investment in capital assets	388.9	397.4	(8.5)
Restricted	71.5	61.9	9.6
Unrestricted	(230.7)	(238.3)	7.6
<b>Total net position</b>	<b>\$ 229.7</b>	<b>\$ 221.0</b>	<b>\$ 8.7</b>

\* As restated

**Changes in net position, governmental activities.** The District's total revenues increased 10.9% to \$430.7 million (See Table A-2). The increase is due primarily to increased state funding.

The total cost of all programs and services increased 11.4% to \$422.0 million. The District's expenses are predominantly related to educating and caring for students, 84.0%. The purely administrative activities of the District accounted for just 4.2% of total costs. A significant contributor to the increase in costs was increased instructional services.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Management's Discussion and Analysis (Unaudited)*  
*For the Fiscal Year Ended June 30, 2015*

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**FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (continued)**

**Table A-2**

	<b>Governmental Activities</b>		<b>Variance Increase (Decrease)</b>
	<b>(In millions)</b>		
	<b>2015</b>	<b>2014</b>	
Total Revenues	\$ 430.7	\$ 388.4	\$ 42.3
Total Expenses	422.0	378.9	43.1
Increase (decrease) in net position	<u>\$ 8.7</u>	<u>\$ 9.5</u>	<u>\$ (0.8)</u>

**FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS**

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of \$162.1 million, which is above last year's ending fund balance of \$151.1 million. The primary cause of the increased fund balance is increased state funding.

**General Fund Budgetary Highlights**

Over the course of the year, the District revised the annual operating budget several times. The major budget amendments fall into these categories:

- Revenues – increased by \$9.5 million primarily to reflect changes in estimates from the State.
- Expenditures – increased \$35.8 million mainly due to re-budget carryover funds and for increased personnel costs.

While the District's final budget for the General Fund anticipated that expenditures would exceed revenues by about \$34.5 million, the actual results for the year show that revenues exceeded expenditures by roughly \$7.7 million. Actual revenues were \$7.6 million less than anticipated, but expenditures were \$49.8 million less than budgeted. That amount consists primarily of restricted categorical program dollars that were not spent as of June 30, 2015, that will be carried over into the 2015-16 budget.

**CAPITAL ASSET AND DEBT ADMINISTRATION**

**Capital Assets**

By the end of 2014-15 the District had invested \$19.6 million in new capital assets, related to the District's facility acquisition and modernization plan. (More detailed information about capital assets can be found in Note 6 to the financial statements). Total depreciation expense for the year was approximately \$15.9 million.

**Table A-3: Capital Assets at Year End, net of Depreciation**

	<b>Governmental Activities</b>		<b>Variance Increase (Decrease)</b>
	<b>(In millions)</b>		
	<b>2015</b>	<b>2014</b>	
Land	\$ 41.1	\$ 36.5	\$ 4.6
Buildings and improvements	480.3	479.9	0.4
Furniture and equipment	2.4	3.0	(0.6)
Construction in progress	4.3	5.0	(0.7)
Total	<u>\$ 528.1</u>	<u>\$ 524.4</u>	<u>\$ 3.7</u>

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Management's Discussion and Analysis (Unaudited)*  
*For the Fiscal Year Ended June 30, 2015*

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**CAPITAL ASSET AND DEBT ADMINISTRATION (continued)**

**Long-Term Debt**

At year-end the District had \$460.2 million in general obligation bonds, certificates of participation, claims liabilities, employment benefits, and net pension liability – a decrease of 11.2% from last year – as shown in Table A-4. (More detailed information about the District's long-term liabilities is presented in Note 7 to the financial statements).

**Table A-4: Outstanding Long-Term Debt at Year-End**

	<b>Governmental Activities</b>		<b>Variance Increase (Decrease)</b>
	<b>(In millions)</b>		
	<b>2015</b>	<b>2014*</b>	
General obligation bonds	\$ 141.0	\$ 142.9	\$ (1.9)
Certificates of participation	21.2	11.9	9.3
Compensated absences	4.8	4.8	-
Claims liabilities	7.3	7.4	(0.1)
Other postemployment benefits	17.0	15.6	1.4
Net pension liability	268.9	335.9	(67.0)
<b>Total</b>	<b>\$ 460.2</b>	<b>\$ 518.5</b>	<b>\$ (58.3)</b>

\*As restated

**FACTORS BEARING ON THE DISTRICT'S FUTURE**

**Overview**

On June 16, 2015, the Governor, the Senate President pro Tempore, and the Speaker of the Assembly announced a budget agreement. The Legislature passed the budget bill and related legislation on Friday, June 19. The budget agreement relies on the administration's May 2015 estimates of (1) General Fund revenues, (2) the Proposition 98 minimum guarantee for schools and community colleges, and (3) budget reserve and debt payment requirements under Proposition 2. School and community college funding is the centerpiece of the agreement, as administration estimates of the Proposition 98 minimum guarantee have increased substantially over June 2014 levels. With savings resulting from (1) rejection of various administration proposals, (2) an error in the administration's Medi-Cal estimates, (3) legislative changes made to the Middle-Class Scholarship Program, and (4) other legislative actions, the agreement makes modest augmentations outside of Proposition 98 above May Revision levels.

**2015-16 to End With \$4.6 Billion in Estimated Total Reserves**

The budget agreement assumes \$115 billion in revenues, a 3.3 percent increase over 2014-15. (This total is net of the \$1.9 billion deposit in the Proposition 2 Budget Stabilization Account [BSA].) The state's "big three" General Fund taxes—the personal income tax, sales and use tax, and corporation tax—are estimated to increase at a slightly higher rate (4 percent). General Fund revenue growth was much higher in 2014-15, increasing at a very healthy 7.7 percent rate. General Fund spending is largely flat across 2014-15 and 2015-16, increasing at only 0.8 percent. Growth in ongoing programmatic spending, however, is masked by various one-time actions, including one-time spending in 2014-15 on debt payments and mandate backlog claims, and the end of the "triple flip" mechanism used to finance the state's prior deficit financing bonds. The budget ends 2015-16 with \$4.6 billion in estimated total reserves, including \$1.1 billion in the Special Fund for Economic Uncertainties—the state's traditional budget reserve—and \$3.5 billion in the BSA.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Management's Discussion and Analysis (Unaudited)*  
*For the Fiscal Year Ended June 30, 2015*

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**FACTORS BEARING ON THE DISTRICT'S FUTURE (continued)**

**Proposition 98**

***Substantial Upward Revisions to Estimates of Proposition 98 Minimum Guarantee***

State budgeting for preschool, elementary and secondary schools, and the California Community Colleges (CCC) is based primarily on Proposition 98, approved by voters in 1988. Proposition 98 established a minimum funding requirement commonly called the minimum guarantee. The estimate of the 2013-14 and 2014-15 minimum guarantees have increased \$612 million and \$5.4 billion, respectively from the June 2014 estimates. The estimate of the 2015-16 minimum guarantee is \$7.6 billion (12 percent) higher than the 2014-15 Budget Act level. These increases in the guarantee are due primarily to state revenues being higher than assumed in last year's budget package. The budget package funds at these latest estimates of the minimum guarantees.

***Large Upward 2014-15 Adjustments Result in Relatively Modest Year-Over-Year Growth***

Growth from the revised 2014-15 level to 2015-16 is \$2.1 billion (3 percent). This relatively modest growth is due to the large upward revision to 2014-15 noted above. In 2015-16, total Proposition 98 funding is \$68.4 billion. Of this amount, \$49.4 billion is General Fund and \$19 billion is local property tax revenue. The notable increase in local property tax revenue from 2014-15 to 2015-16 (\$2.3 billion, 14 percent) is due in large part to the end of the triple flip and the shift of associated local property tax revenue back from cities, counties, and special districts to school and community college districts. Growth in local property tax revenue is slightly greater than growth in the Proposition 98 minimum guarantee, resulting in a slight reduction in Proposition 98 General Fund from 2014-15 to 2015-16.

***Per-Student Funding Increases Significantly***

Under the budget package, K-12 per-student funding increases from the 2014-15 Budget Act level of \$8,931 to \$9,942 in 2015-16—an increase of \$1,011 (11 percent).

***Budget Package Contains Many Spending Changes***

For 2013-14, the budget accounts for higher Local Control Funding Formula (LCFF) costs and uses the remaining funding increase for paying down the K-14 mandate backlog. In addition to these changes, the budget package includes a \$256 million settle-up payment related to meeting the Proposition 98 minimum guarantee for 2006-07 and 2009-10 and \$207 million in unspent prior-year Proposition 98 funds that have been repurposed.

***Package Notably Reduces Outstanding K-14 Obligations***

The budget package includes the following K-14 actions, all of which reduce the state's outstanding K-14 obligations.

- ***Pays Down Mandate Backlog.*** The budget package includes \$3.8 billion to pay down the K-14 mandate backlog (\$3.2 billion is for the K-12 backlog and \$632 million for the CCC backlog). After accounting for these payments, the LAO estimates the outstanding K-14 mandate backlog to be \$1.5 billion (\$1.2 billion for schools and about \$300 million for community colleges).
- ***Retires All K-14 Payment Deferrals.*** As required by trailer legislation enacted last year, the budget package provides \$992 million to eliminate all remaining K-14 payment deferrals. The budget year will be the first fiscal year since 2000-01 that the state is set to make all K-14 payments on time.
- ***Pays Off Emergency Repair Program (ERP) Obligation.*** The budget includes \$273 million for the final ERP payment. Statute requires the state to provide a total of \$800 million to school districts for emergency facility repairs, and the state has provided \$527 million to date. (Of the \$273 million, \$145 million comes from a settle-up payment and \$128 million comes from unspent prior-year Proposition 98 funds.)

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Management's Discussion and Analysis (Unaudited)*  
*For the Fiscal Year Ended June 30, 2015*

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**FACTORS BEARING ON THE DISTRICT'S FUTURE (continued)**

**K-12 Education**

***Large Increase for Local Control Funding Formula (LCFF)***

The largest single augmentation in the state budget is \$6.0 billion for implementing the LCFF for school districts and charter schools—bringing total LCFF funding to \$52 billion. This reflects a 13 percent year-over-year increase in LCFF funding. The administration estimates this funding will close 52 percent of the remaining gap to LCFF target rates. The budget funds 90 percent of the estimated statewide full LCFF implementation cost. School districts and charter schools may use LCFF monies for any educational purpose, including implementation of their Local Control and Accountability Plans.

***New Secondary School Career Technical Education (CTE) Competitive Grant Program***

The budget package includes \$900 million in one-time funding for a three-year competitive grant program to promote high-quality CTE. Of this amount, \$400 million is provided in 2015-16, \$300 million in 2016-17, and \$200 million in 2017-18. School districts, county offices of education (COEs), charter schools, and Regional Occupational Centers and Programs operated by joint powers agencies (JPAs) may apply for grants, individually or in consortia. The program provides separate pools of funding for large, medium-sized, and small applicants, based on applicants' average daily attendance (ADA) in grades 7-12. Specifically, 88 percent of the funding is reserved for applicants with ADA greater than 550, 8 percent is reserved for applicants with ADA between 140 and 550, and 4 percent is reserved for applicants with less than 140 ADA. The Superintendent of Public Instruction (SPI), in collaboration with the executive director of the State Board of Education (SBE), will determine the number of grants to be awarded and specific grant amounts.

***Package of Special Education Actions***

The budget includes \$67 million for a package of special education-related activities. Of the \$67 million, \$52 million is ongoing and \$15 million is one time. The largest ongoing augmentation in this package is for expanding services for infants, toddlers, and preschoolers with disabilities as well as requiring preschool staff training and parent education relating to identifying and meeting preschoolers' special needs. The largest one-time augmentation is for one or two COEs to develop statewide resources and training opportunities for addressing students' diverse instructional and behavioral needs.

***Second Round of Internet Infrastructure Grants***

The budget includes \$50 million in one-time funding for the second round of Broadband Internet Infrastructure Grants. The K-12 High Speed Network is to award grants to schools that cannot administer online tests or can only administer the tests by shutting down other essential online activities such as email. Grants may be used to purchase Internet infrastructure. The Department of Finance (DOF) must approve projects resulting in costs exceeding \$1,000 per test-taking pupil.

All of these factors were considered in preparing the Riverside Unified School District budget for the 2015-16 fiscal year.

**CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have any questions about this report or need additional financial information, contact Mays Kakish, Chief Business Officer and Governmental Relations at Riverside Unified School District, 3380 14th Street Avenue, Riverside, California 92501 or (951) 788-7135.



**RIVERSIDE UNIFIED SCHOOL DISTRICT***Statement of Net Position**June 30, 2015*

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	<b>Total Governmental Activities</b>
<b>ASSETS</b>	
Cash	\$ 206,162,410
Investments	10,580,393
Accounts receivable	18,650,114
Prepaid expenses	207,862
Inventories	431,966
Non-depreciable assets	45,389,983
Depreciable assets	684,933,763
Less, accumulated depreciation	<u>(202,175,853)</u>
Total assets	<u>764,180,638</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Deferred amounts on refunding	2,905,272
Amounts contributed after the measurement date	22,742,436
Adjustment for differences in proportionate share	346,819
Total deferred outflows of resources	<u>25,994,527</u>
<b>LIABILITIES</b>	
Accounts payable	26,164,330
Claims liabilities	2,428,455
Unearned revenue	241,008
Long-term liabilities:	
Due or payable within one year	4,732,950
Due or payable after one year	<u>455,426,700</u>
Total liabilities	<u>488,993,443</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Differences between actual and projected earnings on plan investments	<u>71,523,551</u>
<b>NET POSITION</b>	
Net investment in capital assets	388,914,699
Restricted for:	
Capital projects	26,266,468
Debt service	15,334,784
Categorical programs	29,876,651
Unrestricted	<u>(230,734,431)</u>
Total net position	<u>\$ 229,658,171</u>

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Statement of Activities*  
*For the Fiscal Year Ended June 30, 2015*

Functions/Programs	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
<b>Governmental Activities:</b>					
<b>Instructional Services:</b>					
Instruction	\$ 261,184,571	\$ 77,419	\$ 50,245,042	\$ 17,161	\$ (210,844,949)
<b>Instruction-Related Services:</b>					
Supervision of instruction	15,148,503	24,170	6,629,765	-	(8,494,568)
Instructional library, media and technology	3,396,121	4,133	69,498	-	(3,322,490)
School site administration	27,344,828	1,790	3,061,739	-	(24,281,299)
<b>Pupil Support Services:</b>					
Home-to-school transportation	11,211,934	-	652,373	-	(10,559,561)
Food services	20,698,684	2,643,450	19,021,694	-	966,460
All other pupil services	15,448,598	586	5,632,858	-	(9,815,154)
<b>General Administration Services:</b>					
Data processing services	5,305,499	17,592	3,208	-	(5,284,699)
Other general administration	12,483,483	129,792	2,732,099	-	(9,621,592)
Plant Services	38,876,058	590,067	1,807,590	-	(36,478,401)
Ancillary Services	3,728,459	16,541	85,741	-	(3,626,177)
Community Services	60,420	-	1,221	-	(59,199)
Enterprise Activities	39,114	-	74	-	(39,040)
Interest on Long-Term Debt	6,949,545	-	-	-	(6,949,545)
Other Outgo	164,573	2,405,459	439,586	-	2,680,472
Total Governmental Activities	\$ 422,040,390	\$ 5,910,999	\$ 90,382,488	\$ 17,161	(325,729,742)

**General Revenues:**

Property taxes	81,629,074
Federal and state aid not restricted to specific purpose	244,806,960
Interest and investment earnings	377,608
Miscellaneous	7,570,631
Total general revenues	334,384,273
Change in net position	8,654,531
Net position - July 1, 2014, as originally stated	537,746,472
Adjustment for restatement (Note 1.I.)	(316,742,832)
Net position - July 1, 2014, as restated	221,003,640
Net position - June 30, 2015	\$ 229,658,171

**RIVERSIDE UNIFIED SCHOOL DISTRICT***Balance Sheet - Governmental Funds**June 30, 2015*

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
<b>ASSETS</b>				
Cash	\$ 94,244,034	\$ 18,596,687	\$ 43,825,693	\$ 156,666,414
Investments	-	-	10,580,393	10,580,393
Accounts receivable	13,477,974	452,246	4,665,939	18,596,159
Due from other funds	2,362,208	1,427	11,804	2,375,439
Inventories	118,313	-	313,653	431,966
Prepaid expenditures	205,912	-	1,100	207,012
Total Assets	<u>\$ 110,408,441</u>	<u>\$ 19,050,360</u>	<u>\$ 59,398,582</u>	<u>\$ 188,857,383</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>Liabilities</b>				
Accounts payable	\$ 19,618,694	\$ 122,607	\$ 3,888,821	\$ 23,630,122
Due to other funds	549,803	15,100	2,285,379	2,850,282
Unearned revenue	241,008	-	-	241,008
Total Liabilities	<u>20,409,505</u>	<u>137,707</u>	<u>6,174,200</u>	<u>26,721,412</u>
<b>Fund Balances</b>				
Nonspendable	474,225	-	337,317	811,542
Restricted	22,535,397	18,912,653	52,887,065	94,335,115
Committed	38,040,659	-	-	38,040,659
Assigned	13,084,830	-	-	13,084,830
Unassigned	15,863,825	-	-	15,863,825
Total Fund Balances	<u>89,998,936</u>	<u>18,912,653</u>	<u>53,224,382</u>	<u>162,135,971</u>
Total Liabilities and Fund Balances	<u>\$ 110,408,441</u>	<u>\$ 19,050,360</u>	<u>\$ 59,398,582</u>	<u>\$ 188,857,383</u>

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position June 30, 2015

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**Total fund balances - governmental funds** \$ 162,135,971

Amounts reported for governmental activities in the statement of net position are different because capital assets used for governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$730,323,746, and the accumulated depreciation is (\$202,175,853). 528,147,893

In governmental funds, postemployment benefits costs are recognized as expenditures in the period they are paid. In the government-wide statements, postemployment benefits costs are recognized in the period that they are incurred. The net OPEB liability at the end of the period was: (17,038,900)

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was: (2,107,880)

Deferred amounts on refunding represent amounts paid to an escrow agent in excess of the outstanding debt at the time of the payment for refunded bonds which have been defeased. In the government-wide statements it is recognized as a deferred outflow of resources. The remaining deferred amounts on refunding at the end of the period were: 2,905,272

In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows related to pensions are reported as follows:

Deferred outflows of resources	23,089,255	
Deferred inflows of resources	<u>(71,523,551)</u>	(48,434,296)

In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

General obligation bonds payable	140,946,506	
Certificates of participation payable	21,145,000	
Compensated absences payable	4,822,461	
Net pension liability	<u>268,921,420</u>	(435,835,387)

Internal service funds are used to conduct certain activities for which costs are charged to other funds on a full cost-recovery basis. Because internal service funds are presumed to operate for the benefit of governmental activities, assets and liabilities of internal service funds are reported with governmental activities in the statement of net position. Net position for internal service funds are: 39,885,498

**Total net position - governmental activities** \$ 229,658,171

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds For the Fiscal Year Ended June 30, 2015

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
<b>REVENUES</b>				
LCFF sources	\$ 301,239,484	\$ -	\$ -	\$ 301,239,484
Federal sources	23,569,814	-	19,551,739	43,121,553
Other state sources	50,144,106	-	3,867,679	54,011,785
Other local sources	8,459,965	1,465,260	20,315,717	30,240,942
Total Revenues	383,413,369	1,465,260	43,735,135	428,613,764
<b>EXPENDITURES</b>				
Current:				
Instruction	244,024,199	-	2,850,860	246,875,059
Instruction-related services:				
Supervision of instruction	14,290,070	-	397,332	14,687,402
Instructional library, media and technology	3,118,549	-	-	3,118,549
School site administration	25,828,509	-	48,572	25,877,081
Pupil support services:				
Home-to-school transportation	10,846,955	-	-	10,846,955
Food services	10,067	-	20,969,703	20,979,770
All other pupil services	14,698,335	-	49,325	14,747,660
Ancillary services	3,697,650	-	-	3,697,650
Community services	59,870	-	-	59,870
General administration services:				
Data processing services	5,200,251	-	-	5,200,251
Other general administration	12,899,144	-	196,717	13,095,861
Plant services	35,341,159	-	1,278,382	36,619,541
Transfers of indirect costs	(841,539)	-	841,539	-
Capital Outlay	6,343,052	4,911,119	8,343,614	19,597,785
Intergovernmental	164,573	-	-	164,573
Debt Service:				
Principal	-	-	4,880,000	4,880,000
Interest	-	-	7,123,818	7,123,818
Issuance costs	-	-	771,208	771,208
Total Expenditures	375,680,844	4,911,119	47,751,070	428,343,033
Excess (Deficiency) of Revenues Over (Under) Expenditures	7,732,525	(3,445,859)	(4,015,935)	270,731
<b>OTHER FINANCING SOURCES (USES)</b>				
Interfund transfers in	18,817	-	7,810,490	7,829,307
Interfund transfers out	(3,091,000)	-	(4,719,490)	(7,810,490)
Proceeds from COP issuance	-	-	10,000,000	10,000,000
Proceeds from refunding bonds	-	-	48,810,000	48,810,000
Premium on issuance	-	-	4,459,461	4,459,461
Transfer to escrow agent for defeased debt	-	-	(52,498,253)	(52,498,253)
Total Other Financing Sources and Uses	(3,072,183)	-	13,862,208	10,790,025
Net Change in Fund Balances	4,660,342	(3,445,859)	9,846,273	11,060,756
Fund Balances, July 1, 2014	85,338,594	22,358,512	43,378,109	151,075,215
Fund Balances, June 30, 2015	\$ 89,998,936	\$ 18,912,653	\$ 53,224,382	\$ 162,135,971

The notes to financial statements are an integral part of this statement.

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Statement of Activities For the Fiscal Year Ended June 30, 2015

**Total net change in fund balances - governmental funds** \$ 11,060,756

Amounts reported for governmental *activities* in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay	19,620,053	
Depreciation expense	(15,853,018)	
Net:		3,767,035

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as a reduction of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 55,720,000

The issuance of long-term debt is reported in the governmental funds as a source of financing, but in the government-wide statements it is not reported in the statement of activities, but rather as a long-term liability in the statement of net position. Debt issued, net of issuance premiums, during the period was: (63,269,461)

In governmental funds, postemployment benefits costs are recognized as expenditures in the period they are paid. In the government-wide statements, postemployment benefits costs are recognized in the period that they are incurred. The increase in the net OPEB liability at the end of the period was: (1,392,763)

In governmental funds, if debt is issued at a premium, the premium is recognized as an Other Financing Source in the period it is incurred. In the government-wide statements, the premium is amortized over the life of the debt. Amortization of the premium for the period is: 278,920

Deferred amounts on refunding represent amounts paid to an escrow agent in excess of the outstanding debt at the time of the payment for refunded bonds which have been defeased. In governmental funds these charges are recognized as an expenditure. However, in the statement of activities, these amounts are amortized over the life of the debt. The difference between current year amounts and the current year amortization is: 1,554,335

In governmental funds, pension costs are recognized when employer contributions are made, in the statement of activities, pension costs are recognized on the accrual basis. This year the difference between the accrual basis pension costs and actual employer contributions was: (612,884)

In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period was: 770,481

In the statement of activities, compensated absences are measured by the amounts *earned* during the year. In the governmental funds, however, expenditures for these items are measured by the amount of financial resources used (essentially, the amounts actually *paid*.) This year vacation leave earned exceeded the amounts used by: (52,095)

Internal service funds are used to conduct certain activities for which costs are charged to other funds on a full cost-recovery basis. Because internal service funds are presumed to benefit governmental activities, internal service activities are reported as governmental activities in the statement of activities. The net increase in the internal service fund was: 830,207

**Change in net position of governmental activities** \$ 8,654,531

The notes to financial statements are an integral part of this statement.

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**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Statement of Net Position – Proprietary Fund*  
*June 30, 2015*

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	<b>Governmental Activities Internal Service Fund</b>
<b>ASSETS</b>	
Cash	\$ 49,495,996
Accounts receivable	53,955
Due from other funds	541,119
Prepaid expenses	850
Total assets	<u>50,091,920</u>
<b>LIABILITIES</b>	
Accounts payable	426,328
Due to other funds	66,276
Claims liabilities, current portion	2,428,455
Claims liabilities, long-term portion	7,285,363
Total liabilities	<u>10,206,422</u>
<b>NET POSITION</b>	
Restricted	<u>\$ 39,885,498</u>

**RIVERSIDE UNIFIED SCHOOL DISTRICT***Statement of Revenues, Expenses, and Changes in Fund Net Position – Proprietary Fund  
For the Fiscal Year Ended June 30, 2015*

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	<b>Governmental Activities Internal Service Fund</b>
<b>OPERATING REVENUES</b>	
Charges to other funds	\$ 17,175,436
Other local revenues	382,080
Total operating revenues	<u>17,557,516</u>
<b>OPERATING EXPENSES</b>	
Certificated salaries	1,890
Classified salaries	415,715
Employee benefits	143,088
Books and supplies	40,321
Services and other operating expenditures	<u>16,277,291</u>
Total operating expenses	<u>16,878,305</u>
Operating Income (Loss)	<u>679,211</u>
<b>NON-OPERATING REVENUES (EXPENSES)</b>	
Interfund transfers out	(18,817)
Interest income	<u>169,813</u>
Total non-operating revenues (expenses)	<u>150,996</u>
Change in net position	830,207
Net position, July 1, 2014	<u>39,055,291</u>
Net position, June, 30, 2015	<u>\$ 39,885,498</u>



**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Statement of Cash Flows - Proprietary Fund*  
*For the Fiscal Year Ended June 30, 2015*

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	<b>Governmental Activities</b>
	<b>Internal Service Fund</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Cash received from assessments made to other funds	\$ 20,125,682
Cash payments for payroll, insurance and operating expenses	<u>(16,878,466)</u>
Net cash provided (used) by operating activities	<u>3,247,216</u>
<b>CASH FLOWS FROM NON-CAPITAL FINANCING ACTIVITIES</b>	
Operating transfers in	<u>(18,817)</u>
Net cash provided (used) by non-capital financing activities	<u>(18,817)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Interest on investments	<u>165,850</u>
Net increase in cash	3,394,249
Cash, July 1, 2014	<u>46,101,747</u>
Cash, June 30, 2015	<u>\$ 49,495,996</u>

**ADJUSTMENTS TO RECONCILE OPERATING INCOME (LOSS) TO  
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES**

Operating Income (Loss)	\$ 679,211
(Increase) Decrease in operating assets	
Due from other funds	2,574,887
Accounts receivable	(6,721)
Increase (Decrease) in operating liabilities	
Accounts payable	70,356
Claims liabilities	(114,681)
Due to other funds	45,014
Prepaid expenses	<u>(850)</u>
Net cash provided (used) by operating activities	<u>\$ 3,247,216</u>

**RIVERSIDE UNIFIED SCHOOL DISTRICT***Statement of Fiduciary Net Position**June 30, 2015*

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	Agency Funds		Trust Fund	Total
	Student Body Funds	Debt Service Fund for Special Tax Bonds	Scholarship Fund	
<b>ASSETS</b>				
Cash	\$ 1,074,944	\$ -	\$ 295,952	\$ 1,370,896
Investments	-	13,193,296	-	13,193,296
Accounts receivable	19,415	-	765	20,180
Inventories	150,143	-	-	150,143
Prepaid expenses	7,888	-	-	7,888
Total Assets	<u>\$ 1,252,390</u>	<u>\$ 13,193,296</u>	<u>296,717</u>	<u>14,742,403</u>
<b>LIABILITIES</b>				
Accounts payable	\$ 738	\$ -	24,489	25,227
Due to bondholders	-	13,193,296	-	13,193,296
Due to student groups	1,251,652	-	-	1,251,652
Total Liabilities	<u>\$ 1,252,390</u>	<u>\$ 13,193,296</u>	<u>24,489</u>	<u>14,470,175</u>
<b>NET POSITION</b>				
Restricted for student scholarships			<u>\$ 272,228</u>	<u>\$ 272,228</u>

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Statement of Changes in Fiduciary Net Position*  
*For the Fiscal Year Ended June 30, 2015*

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	Trust Fund
	<u>Scholarship Fund</u>
<b>ADDITIONS</b>	
Other local sources	\$ 7,420
<b>DEDUCTIONS</b>	
Other services & operating expenses	<u>47,211</u>
Net Increase (Decrease) in net position	(39,791)
Net Position - July 1, 2014	<u>312,019</u>
Net Position - June 30, 2015	<u><u>\$ 272,228</u></u>

# RIVERSIDE UNIFIED SCHOOL DISTRICT

Notes to Financial Statements

June 30, 2015

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## NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Riverside Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

### A. Reporting Entity

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, and agencies that are not legally separate from the District. For Riverside Unified School District, this includes general operations, food service, and student related activities of the District.

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District, in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete.

For financial reporting purposes, the component units have a financial and operational relationship which meets the reporting entity definition criteria of the Governmental Accounting Standards Board (GASB) Statement No. 14, *The Financial Reporting Entity*, and thus are included in the financial statements using the blended presentation method as if they were part of the District's operations because the governing board of the component units is essentially the same as the governing board of the District and because their purpose is to finance the construction of facilities to be used for the direct benefit of the District.

The Riverside USD Financing Authority (the Authority) financial activity are presented in the financial statements as the Capital Projects for Blended Component Units Fund and the Debt Service for Blended Component Units Fund. Certificates of participation and other debt issued by the Authority are included as long-term liabilities in the government-wide financial statements. Individually prepared financial statements are not prepared for the Authority.

The Riverside Unified School District Community Facilities Districts (CFDs) financial activity is presented in the financial statements as the Capital Projects Fund for Blended Component Units and in the Fiduciary Funds Statement as the Debt Service Fund for Special Tax Bonds. Special Tax Bonds issued by the CFDs are not included in the long-term obligations of the *Statement of Net Position* as they are not obligations of the District. Individually prepared financial statements are not prepared for each of the CFDs.

### B. Basis of Presentation, Basis of Accounting

#### 1. Basis of Presentation

##### Government-Wide Financial Statements

The statement of net position and the statement of activities display information about the primary government (the District) and its component units. These statements include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### B. Basis of Presentation, Basis of Accounting (continued)

##### 1. Basis of Presentation (continued)

###### **Government-Wide Financial Statements (continued)**

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

###### **Fund Financial Statements**

The fund financial statements provide information about the District's funds, including its fiduciary funds and blended component units. Separate statements for each fund category - *governmental*, *proprietary*, and *fiduciary* - are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

###### **Major Governmental Funds**

The District reports the following major governmental funds:

**General Fund:** This fund is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund.

**Building Fund:** This fund is used to account for the acquisition of major governmental capital facilities and buildings from the sale of general obligation bonds.

###### **Non-Major Governmental Funds**

The District maintains the following non-major governmental funds:

###### **Special Revenue Funds:**

**Adult Education Fund:** This fund is used to account for resources committed to adult education programs maintained by the District.

**Child Development Fund:** This fund is used to account for resources committed to child development programs maintained by the District.

**Cafeteria Fund:** This fund is used to account for revenues received and expenditures made to operate the District's food service operations.

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### B. Basis of Presentation, Basis of Accounting (continued)

##### 1. Basis of Presentation (continued)

##### Non-Major Governmental Funds (continued)

###### Capital Projects Funds:

**Capital Facilities Fund:** This fund is used to account for resources received from developer impact fees assessed under provisions of the California Environmental Quality Act.

**County School Facilities Fund:** This fund is used to account for state apportionments provided for modernization of school facilities under SB50.

**Special Reserve Fund for Capital Outlay Projects:** This fund is used to account for funds set aside for Board designated construction projects.

**Capital Projects Fund for Blended Component Units:** This fund is used to account for the activity of the certificates of participation and of the Community Facilities Districts.

###### Debt Service Funds:

**Bond Interest and Redemption Fund:** This fund is used to account for the accumulation of resources for, and the repayment of, District bonds, interest, and related costs.

**Debt Service Fund:** This fund is used to account for the accumulation of resources for, and the repayment, of certificates of participation, interest and related costs.

###### Proprietary Funds

Proprietary fund reporting focuses on the determination of operating income, changes in net position, financial position, and cash flows. Proprietary funds are classified as enterprise or internal service. The District has the following proprietary fund:

**Internal Service Funds** are used to account for services rendered on a cost-reimbursement basis within the District. The District maintains one internal service fund, the Self-Insurance Fund, which is used to account for resources committed to the District's self-insured property and liability, workers compensation, and health benefits insurance programs.

###### Fiduciary Funds

Fiduciary fund reporting focuses on net position and changes in net position. Fiduciary funds are used to report assets held in a trustee or agency capacity for others and therefore cannot be used to support the District's own programs. The fiduciary fund category includes pension (and other employee benefit) trust funds, investment trust funds, private-purpose trust funds, and agency funds. The District maintains the following fiduciary funds:

**Agency Funds:** The District maintains a separate agency fund for each school that operates an Associated Student Body (ASB) Fund, whether it is organized or not. The District also maintains a Debt Service Fund for Special Tax Bonds to account for debt service activity of the CFDs.

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### B. Basis of Presentation, Basis of Accounting (continued)

##### 1. Basis of Presentation (continued)

###### Fiduciary Funds (continued)

**Scholarship Funds:** These funds are used to report formal arrangements under which principal and interest benefit other individuals, private organizations, or other governments. This fund was established to account for funds received and held with the purpose of providing scholarships for eligible students.

##### 2. Measurement Focus, Basis of Accounting

###### Government-Wide, Proprietary, and Fiduciary Fund Financial Statements

The government-wide, proprietary, and fiduciary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year in which all eligibility requirements have been satisfied.

###### Governmental Fund Financial Statements

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. Capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and financing from capital leases are reported as other financing sources.

##### 3. Revenues - Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to state-aid apportionments, the California Department of Education has defined available for districts as collectible within one year. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### B. Basis of Presentation, Basis of Accounting (continued)

##### 3. Revenues - Exchange and Non-Exchange Transactions (continued)

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose requirements. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

#### C. Budgetary Data

The budgetary process is prescribed by provisions of the California *Education Code* and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For budget purposes, on behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

#### D. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

#### E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position

##### 1. Cash and Cash Equivalents

The District considers cash and cash equivalents to be cash on hand and demand deposits. In addition, because the Treasury Pool is sufficiently liquid to permit withdrawal of cash at any time without prior notice or penalty, equity in the pool is also deemed to be a cash equivalent.

##### 2. Inventories and Prepaid Items

Inventories are valued at cost using the first-in/first-out (FIFO) method. The costs of governmental fund-type inventories are recorded as expenditures when consumed rather than when purchased.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Notes to Financial Statements*

*June 30, 2015*

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)**

**3. Capital Assets**

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

Description	Estimated Lives
Buildings and Improvements	20-50 years
Furniture and Equipment	2-15 years

**4. Unearned Revenue**

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

**5. Deferred Outflows/Inflows of Resources**

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The District has three items that qualify for reporting in this category. The first item is to recognize contributions made to the pension plan after the measurement date of the net pension liability. The second is deferred amount on refunding, which resulted from the difference in the carrying value of refunded debt and its reacquisition price. This amount is shown as deferred and amortized over the shorter of the life of the refunded or refunding debt. The third is for changes in the District's proportionate share of the net pension liabilities.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time. The District has one item that is reported as deferred inflows of resources. That item is to recognize the District's proportionate share of the deferred inflows of resources related to its pension plans as more fully described in the footnote entitled "Pension Plans".

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

##### 6. Compensated Absences

The liability for compensated absences reported in the government-wide statements consists of unpaid, accumulated vacation leave balances. The liability has been calculated using the vesting method, in which leave amounts for both employees who currently are eligible to receive termination payments and other employees who are expected to become eligible in the future to receive such payments upon termination are included.

##### 7. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's California State Teachers Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) plans and addition to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

##### 8. Fund Balances

The fund balance for governmental funds is reported in classifications based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

**Nonspendable:** Fund balance is reported as nonspendable when the resources cannot be spent because they are either in a nonspendable form or legally or contractually required to be maintained intact. Resources in nonspendable form include inventories and prepaid assets.

**Restricted:** Fund balance is reported as restricted when the constraints placed on the use of resources are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provision or by enabling legislation.

**Committed:** The District's highest decision-making level of authority rests with the District's Board. Fund balance is reported as committed when the Board passes a resolution that places specified constraints on how resources may be used. The Board can modify or rescind a commitment of resources through passage of a new resolution.

**Assigned:** Resources that are constrained by the District's intent to use them for a specific purpose, but are neither restricted nor committed, are reported as assigned fund balance. Intent may be expressed by either the Board, committees (such as budget or finance), or officials to which the Board has delegated authority.

**Unassigned:** Unassigned fund balance represents fund balance that has not been restricted, committed, or assigned and may be utilized by the District for any purpose. When expenditures are incurred, and both restricted and unrestricted resources are available, it is the District's policy to use restricted resources first, then unrestricted resources in the order of committed, assigned, and then unassigned, as they are needed.

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

#### E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

##### 9. Net Position

Net position is classified into three components: net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

- **Net investment in capital assets** - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.
- **Restricted** - This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- **Unrestricted net position** - This component of net position consists of net position that does not meet the definition of "net investment in capital assets" or "restricted".

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

#### F. Minimum Fund Balance Policy

During the 2010-11 fiscal year, pursuant to GASB Statement No. 54, the District adopted a minimum fund balance policy for the General Fund in order to protect the District against revenue shortfalls or unpredicted expenditures. The policy requires a Reserve for Economic Uncertainties consisting of unassigned amounts equal to no less than two percent of total General Fund expenditures and other financing uses.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed unless the governing board has provided otherwise in its commitment or assignment actions.

#### G. Property Tax Calendar

The County is responsible for the assessment, collection, and apportionment of property taxes for all jurisdictions including the schools and special districts within the County. The Board of Supervisors levies property taxes as of September 1 on property values assessed on July 1. Secured property tax payments are due in two equal installments. The first is generally due November 1 and is delinquent with penalties on December 10, and the second is generally due on February 1 and is delinquent with penalties on April 10. Secured property taxes become a lien on the property on January 1.

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Notes to Financial Statements

June 30, 2015

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#### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

##### H. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reported period. Actual results could differ from those estimates.

##### I. New GASB Pronouncements

During the 2014-15 fiscal year, the following GASB Pronouncements became effective:

###### 1. Statement No. 68, *Accounting and Financial Reporting for Pensions - An Amendment of GASB Statement No. 27 (Issued 06/12)*

The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for pensions. It also improves information provided by state and local governmental employers about financial support for pensions that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for pensions with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency.

This Statement replaces the requirements of Statement No. 27, *Accounting for Pensions by State and Local Governmental Employers*, as well as the requirements of Statement No. 50, *Pension Disclosures*, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements (hereafter jointly referred to as trusts) that meet certain criteria.

This Statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources, and deferred inflows of resources, and expense/expenditures. For defined benefit pensions, this Statement identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service.

###### Cost-Sharing Employers

In financial statements prepared using the economic resources measurement focus and accrual basis of accounting, a cost-sharing employer that does not have a special funding situation is required to recognize a liability for its proportionate share of the net pension liability (of all employers for benefits provided through the pension plan)—the collective net pension liability. An employer's proportion is required to be determined on a basis that is consistent with the manner in which contributions to the pension plan are determined, and consideration should be given to separate rates, if any, related to separate portions of the collective net pension liability. The use of the employer's projected long-term contribution effort as compared to the total projected long-term contribution effort of all employers as the basis for determining an employer's proportion is encouraged.

A cost-sharing employer is required to recognize pension expense and report deferred outflows of resources and deferred inflows of resources related to pensions for its proportionate shares of collective pension expense and collective deferred outflows of resources and deferred inflows of resources related to pensions.

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Notes to Financial Statements

June 30, 2015

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#### NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

##### I. New GASB Pronouncements (continued)

##### 2. **Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date - An Amendment of GASB Statement No. 68 (Issued 11/13)**

The objective of this Statement is to address an issue regarding application of the transition provisions of Statement No. 68, *Accounting and Financial Reporting for Pensions*. The issue relates to amounts associated with contributions, if any, made by a state or local government employer or nonemployer contributing entity to a defined benefit pension plan after the measurement date of the government's beginning net pension liability.

Statement 68 requires a state or local government employer (or nonemployer contributing entity in a special funding situation) to recognize a net position liability measured as of a date (the measurement date) no earlier than the end of its prior fiscal year. If a state or local government employer or nonemployer contributing entity makes a contribution to a defined benefit pension plan between the measurement date of the reported net pension liability and the end of the government's reporting period, Statement 68 requires that the government recognize its contribution as a deferred outflow of resources. In addition, Statement 68 requires recognition of deferred outflows of resources and deferred inflows of resources for changes in the net pension liability of a state or local government employer or nonemployer contributing entity that arise from other types of events. At transition to Statement 68, if it is not practical for an employer or nonemployer contributing entity to determine the amounts of *all* deferred outflows of resources and deferred inflows of resources related to pensions, paragraph 137 of Statement 68 required that beginning balances for deferred outflows of resources and deferred inflows of resources not be reported.

Consequently, if it is not practical to determine the amounts of all deferred outflows of resources and deferred inflows of resources related to pensions, contributions made after the measurement date of the beginning net pension liability could not have been reported as deferred outflows of resources at transition. This could have resulted in a significant understatement of an employer or nonemployer contributing entity's beginning net position and expense in the initial period of implementation.

This Statement amends paragraph 137 of Statement 68 to require that, at transition, a government recognize a beginning deferred outflow of resources for its pension contributions, if any, made subsequent to the measurement date of the beginning net pension liability. Statement 68, as amended, continues to require that beginning balances for other deferred outflows of resources and deferred inflows of resources related to pensions be reported at transition only if it is practical to determine all such amounts.

The provisions of this Statement are required to be applied simultaneously with the provisions of Statement 68.

##### 3. **Cumulative Effect of Change in Accounting Principle**

Accounting changes adopted to conform to the provisions of these statements should be applied retroactively. The result of the implementation of these standards was to decrease the net position at July 1, 2013, by \$316,742,832, which is the amount of net pension liability, net of the deferred outflows of resources related to pensions at July 1, 2014.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Notes to Financial Statements*  
*June 30, 2015*

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**NOTE 2 – CASH AND INVESTMENTS**

Cash and investments at June 30, 2015, are reported at fair value and consisted of the following:

	Rating	Governmental Activities			Fiduciary Funds
		Governmental Funds	Proprietary Fund	Total	
<b>Pooled Funds:</b>					
Cash in county treasury		\$ 154,066,164	\$ 48,408,411	\$ 202,474,575	\$ 295,952
<b>Deposits:</b>					
Cash on hand and in banks		580,775	-	580,775	1,074,944
Cash in revolving fund		172,563	-	172,563	-
Cash collections awaiting deposit		1,846,912	22,585	1,869,497	-
Cash with fiscal agent		-	1,065,000	1,065,000	-
<b>Total Deposits</b>		<b>2,600,250</b>	<b>1,087,585</b>	<b>3,687,835</b>	<b>1,074,944</b>
<b>Total Cash</b>		<b>\$ 156,666,414</b>	<b>\$ 49,495,996</b>	<b>\$ 206,162,410</b>	<b>\$ 1,370,896</b>
<b>Investments:</b>					
US Bank - Money Market	N/A	\$ 9,260,206	\$ -	\$ 9,260,206	\$ 10,707,665
US Bank - US Government Bonds	AA+	1,320,187	-	1,320,187	1,466,980
Corporate Issue - Private Export Funding	AA+	-	-	-	1,018,651
<b>Total Investments</b>		<b>\$ 10,580,393</b>	<b>\$ -</b>	<b>\$ 10,580,393</b>	<b>\$ 13,193,296</b>

Investment security ratings reported as of June 30, 2015, are defined by Standard and Poors.

**Pooled Funds**

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the County Treasury. The County pools and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited annually to participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the District's deposits are maintained in a recognized pooled investment fund under the care of a third party and the District's share of the pool does not consist of specific, identifiable investment securities owned by the District, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2015, the County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

**Custodial Credit Risk – Deposits**

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC) and are collateralized by the respective financial institutions. In addition, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit).

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 2 – CASH AND INVESTMENTS (continued)

#### Custodial Credit Risk – Deposits (continued)

The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

As of June 30, 2015, \$2,604,388 of the District's bank balance was exposed to custodial credit risk because it was uninsured and collateralized with securities held by the pledging financial institution's trust department or agency, but not in the name of the District.

#### Investments – Interest Rate Risk

The District's investment policy limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District's investment policy limits investment purchases to investments with a term not to exceed three years. Investments purchased with maturity terms greater than three years require approval by the Board of Education. Investments purchased with maturities greater than one year require written approval by the Superintendent prior to commitment. Maturities of investments held at June 30, 2015 consist of the following:

	Fair Value	Maturity	
		Less Than One Year	One Year Through Five Years
Investment maturities:			
US Bank - Money Market	\$ 19,967,871	\$ 19,967,871	\$ -
US Bank - US Government Bonds	2,787,167	920,577	1,866,590
Corporate Issue - Private Export Funding	1,018,651	-	1,018,651
Totals	<u>\$ 23,773,689</u>	<u>\$ 20,888,448</u>	<u>\$ 2,885,241</u>

#### Investments – Credit Risk

The District's investment policy limits investment choices to obligations of local, state and federal agencies, commercial paper, certificates of deposit, repurchase agreements, corporate notes, banker acceptances, and other securities allowed by State Government Code Section 53600. At June 30, 2015, all investments represented governmental securities which were issued, registered and held by the District's agent in the District's name.

#### Investments – Concentration of Credit Risk

The District does not place limits on the amount it may invest in any one issuer. At June 30, 2015, the District had the following investments that represent more than five percent of the District's net investments.

US Bank - Money Market	84.0%
US Bank - US Government Bonds	11.7%

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Notes to Financial Statements*  
*June 30, 2015*

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**NOTE 3 – ACCOUNTS RECEIVABLE**

Accounts receivable as of June 30, 2015, consisted of the following:

	Governmental Funds			Total	Proprietary Fund	Fiduciary Funds	
	General Fund	Building Fund	Non-Major Governmental Funds		Self-Insurance Fund	Associated Student Body Funds	Scholarship Fund
Federal Government:							
Categorical aid programs	\$ 6,499,989	\$ -	\$ 3,385,546	\$ 9,885,535	\$ -	\$ -	\$ -
State Government:							
LCFF	95,250	-	-	95,250	-	-	-
Lottery	3,781,727	-	-	3,781,727	-	-	-
Special education	1,059,356	-	-	1,059,356	-	-	-
Categorical aid programs	516,694	-	499,469	1,016,163	-	-	-
Local:							
Interest	85,757	17,317	29,646	132,720	42,900	-	765
Food service sales	-	-	147,631	147,631	-	-	-
Other local	1,439,201	434,929	389,771	2,263,901	462	19,415	-
Miscellaneous	-	-	213,876	213,876	10,593	-	-
<b>Total</b>	<b>\$ 13,477,974</b>	<b>\$ 452,246</b>	<b>\$ 4,665,939</b>	<b>\$ 18,596,159</b>	<b>\$ 53,955</b>	<b>\$ 19,415</b>	<b>\$ 765</b>



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Notes to Financial Statements*

*June 30, 2015*

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**NOTE 4 - INTERFUND ACTIVITIES**

**A. Balances Due To/From Other Funds**

Balances due/to other funds at June 30, 2015, consisted of the following:

	Due from other funds				Self-Insurance Fund
	General Fund	Building Fund	Non-Major Governmental Funds	Total	
General Fund	\$ -	\$ -	\$ 8,769	\$ 8,769	\$ 541,034
Building Fund	13,326	-	1,774	15,100	-
Non-Major Governmental Funds	2,282,970	1,427	897	2,285,294	85
Self-Insurance Fund	65,912	-	364	66,276	-
Total	<u>\$ 2,362,208</u>	<u>\$ 1,427</u>	<u>\$ 11,804</u>	<u>\$ 2,375,439</u>	<u>\$ 541,119</u>

The most significant interfund payables are as follows: the \$532,731 due to the Self-Insurance Fund from the General Fund is for benefit costs. There is \$794,027 due to the General Fund from the Adult Education Fund for a temporary loan. A balance of \$760,161 is due to the General Fund from the Cafeteria Fund for indirect costs and other operating expenditures and \$661,585 is due to the General Fund from the Child Development Fund to clear a temporary loan accrual.

**B. Transfers To/From Other Funds**

Transfers to/from other funds for the fiscal year ended at June 30, 2015, consisted of the following:

General Fund transfer to Special Reserve Fund for Capital Outlay Projects for chiller project	\$ 1,500,000
General Fund transfer to Debt Service Fund for long-term debt payments	1,591,000
Debt Service Fund transfer to Special Reserve Fund for Capital Outlay Projects for capital outlay	4,719,490
Self-Insurance Fund transfer to general fund for property loss reimbursements	<u>18,817</u>
	<u>\$ 7,829,307</u>

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Notes to Financial Statements*  
 June 30, 2015

**NOTE 5 – FUND BALANCES**

At June 30, 2015, fund balances of the District’s governmental funds are classified as follows:

	General Fund	Building Fund	Non-Major Governmental Funds	Total
<b>Nonspendable:</b>				
Revolving cash	\$ 150,000	\$ -	\$ 22,564	\$ 172,564
Stores inventories	118,313	-	313,653	431,966
Prepaid expenditures	205,912	-	1,100	207,012
<b>Total Nonspendable</b>	<b>474,225</b>	<b>-</b>	<b>337,317</b>	<b>811,542</b>
<b>Restricted:</b>				
Categorical programs	22,535,397	-	-	22,535,397
Food service program	-	-	7,341,254	7,341,254
Capital projects	-	18,912,653	30,211,027	49,123,680
Debt service	-	-	15,334,784	15,334,784
<b>Total Restricted</b>	<b>22,535,397</b>	<b>18,912,653</b>	<b>52,887,065</b>	<b>94,335,115</b>
<b>Committed:</b>				
Other commitments	38,040,659	-	-	38,040,659
<b>Total Committed</b>	<b>38,040,659</b>	<b>-</b>	<b>-</b>	<b>38,040,659</b>
<b>Assigned:</b>				
Other assignments	13,084,830	-	-	13,084,830
<b>Total Assigned</b>	<b>13,084,830</b>	<b>-</b>	<b>-</b>	<b>13,084,830</b>
<b>Unassigned:</b>				
Reserve for economic uncertainties	7,394,637	-	-	7,394,637
Remaining unassigned balances	8,469,188	-	-	8,469,188
<b>Total Unassigned</b>	<b>15,863,825</b>	<b>-</b>	<b>-</b>	<b>15,863,825</b>
<b>Total</b>	<b>\$ 89,998,936</b>	<b>\$ 18,912,653</b>	<b>\$ 53,224,382</b>	<b>\$ 162,135,971</b>

**NOTE 6 – CAPITAL ASSETS AND DEPRECIATION**

Capital asset activity for the year ended June 30, 2015, was as follows:

	Balance, July 1, 2014	Additions	Retirements	Balance, June 30, 2015
<b>Capital assets not being depreciated:</b>				
Land	\$ 36,524,876	\$ 4,602,138	\$ -	\$ 41,127,014
Construction in progress	4,986,601	5,733,217	6,456,849	4,262,969
<b>Total capital assets not being depreciated</b>	<b>41,511,477</b>	<b>10,335,355</b>	<b>6,456,849</b>	<b>45,389,983</b>
<b>Capital assets being depreciated:</b>				
Buildings and improvements	653,049,945	15,691,303	-	668,741,248
Furniture and equipment	16,142,271	50,244	-	16,192,515
<b>Total capital assets being depreciated</b>	<b>669,192,216</b>	<b>15,741,547</b>	<b>-</b>	<b>684,933,763</b>
<b>Accumulated depreciation for:</b>				
Buildings and improvements	(173,183,625)	(15,160,433)	-	(188,344,058)
Furniture and equipment	(13,139,210)	(692,585)	-	(13,831,795)
<b>Total accumulated depreciation</b>	<b>(186,322,835)</b>	<b>(15,853,018)</b>	<b>-</b>	<b>(202,175,853)</b>
<b>Total capital assets being depreciated, net</b>	<b>482,869,381</b>	<b>(111,471)</b>	<b>-</b>	<b>482,757,910</b>
<b>Governmental activity capital assets, net</b>	<b>\$ 524,380,858</b>	<b>\$ 10,223,884</b>	<b>\$ 6,456,849</b>	<b>\$ 528,147,893</b>

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Notes to Financial Statements*  
 June 30, 2015

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**NOTE 6 – CAPITAL ASSETS AND DEPRECIATION (continued)**

Depreciation expense is allocated to the following functions in the statement of activities:

<b>Governmental Activities:</b>	
Instruction	\$ 10,776,648
Supervision of instruction	497,746
Instructional library, media and technology	177,395
School site administration	1,253,484
Home-to-school transportation	368,857
Food services	2,155
All other pupil services	586,206
Data processing services	176,392
All other general administration	495,913
Plant services	<u>1,518,222</u>
Total depreciation expense	<u>\$ 15,853,018</u>

**NOTE 7 – GENERAL LONG-TERM DEBT**

Changes in long-term debt for the year ended June 30, 2015, were as follows:

	Balance, July 1, 2014*	Additions	Deductions	Balance, June 30, 2015	Amount Due Within One Year
General Obligation Bonds:					
Principal Payments	\$ 139,315,000	\$ 48,810,000	\$ 54,985,000	\$ 133,140,000	\$ 3,325,000
Unamortized Issuance Premium	3,625,965	4,459,461	278,920	7,806,506	572,950
Total G.O. Bonds	<u>142,940,965</u>	<u>53,269,461</u>	<u>55,263,920</u>	<u>140,946,506</u>	<u>3,897,950</u>
Certificates of Participation	11,880,000	10,000,000	735,000	21,145,000	835,000
Compensated Absences	4,770,366	52,095	-	4,822,461	-
Claims Liabilities	7,371,374	-	86,011	7,285,363	-
Other Postemployment Benefits	15,646,137	1,392,763	-	17,038,900	-
Net Pension Liability	<u>335,892,119</u>	<u>-</u>	<u>66,970,699</u>	<u>268,921,420</u>	<u>-</u>
Total	<u>\$ 518,500,961</u>	<u>\$ 64,714,319</u>	<u>\$ 123,055,630</u>	<u>\$ 460,159,650</u>	<u>\$ 4,732,950</u>

\* The beginning balance of the net pension liability has been restated in accordance with GASB Statement No. 68.

Payments for general obligation bonds are made by the Bond Interest and Redemption Fund. Certificates of participation payments are made by the Debt Service Fund. The claims liabilities will be paid from the Self-Insurance Fund. Accumulated vacation and other postemployment benefits will be paid for by the fund for which the employee worked.

**A. General Obligation Bonds**

**Series B**

The General Obligation Bonds (Series B) were issued for \$65,000,000 under Measure "B" which was approved by the voters of the District at an election held on November 6, 2001. The bonds were issued to perform construction, reconstruction, remodeling, rehabilitation and renovation projects. The specific projects include (1) construction of the Martin Luther King High School Aquatic Center, (2) wing additions at two middle school sites, (3) modernization projects at 14 other District school sites, (4) construction of the Ramona High School Performing Arts Studio, (5) restroom repairs and modernizations at sites throughout the District, (6) purchase and installation of a new communication system and (7) partial funding for three new elementary schools.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Notes to Financial Statements*

June 30, 2015

**NOTE 7 – GENERAL LONG-TERM DEBT (continued)**

**A. General Obligation Bonds (continued)**

**Series C**

The General Obligation Bonds (Series C) were issued for \$50,000,000 under Measure "B" which was approved by the voters of the District at an election held on November 6, 2001. The bonds were issued to perform construction, reconstruction, remodeling, rehabilitation and renovation projects. The specific projects include (1) restroom renovations, including ADA accommodations, (2) athletic field renovation, (3) elementary school #34 (land cost), (4) Frank Augustus Miller middle school, (5) new library, (6) new multipurpose room and cafeteria, (7) parking lot expansion, (8) permanent wing additions replacing portable classrooms and (9) stadium ADA renovation.

**2011 Refunding General Obligation Bonds**

On October 5, 2011, the District issued \$46,125,000 of Refunding General Obligation Bonds. The bonds bear fixed interest rates averaging 3.1 percent with annual maturities from February 1, 2012 through February 1, 2027. The net proceeds of \$50,087,691 (after premiums of \$4,462,725 and issuance costs of \$500,034) were used to prepay the District's outstanding Election of 2001, Series A General Obligation Bonds.

**2015 General Obligation Refunding Bonds**

On June 17, 2015, the District issued \$48,810,000 of General Obligation Refunding Bonds. The bonds bear fixed interest rates ranging between 2.0% and 5.0% with annual maturities from August 1, 2015 through August 1, 2030. The net proceeds of \$52,498,253 (after premiums of \$4,459,461 and issuance costs and underwriter's discount of \$771,208) were used to prepay the District's outstanding Election of 2001, Series B General Obligation Bonds.

The net proceeds were used to purchase U.S. government securities. Those securities were deposited into an irrevocable trust with an escrow agent to provide for future debt service payments on the refunded bonds. As a result, the refunded bonds are considered to be defeased, and the related liability for the bonds has been removed from the District's liabilities. Amounts paid to the escrow agent in excess of the outstanding debt at the time of payment are recorded as deferred amounts on refunding on the statement of net position and are amortized to interest expense over the life of the liability. Deferred amounts on refunding as of June 30, 2015 of \$1,658,253 remain to be amortized for this refunding. As of June 30, 2015, the principal balance outstanding on the defeased debt amounted to \$50,840,000.

The refunding decreased the District's total debt service payments by \$6,206,266. The transaction resulted in an economic gain (difference between the present value of the debt service on the old and the new bonds) of \$4,813,030.

A summary of general obligation bonds issued by the District is shown below:

Series	Issue Date	Maturity Date	Interest Rate	Original Issue	Balance, July 1, 2014	Additions	Deductions	Balance, June 30, 2015
2001(B)	4/19/2006	9/1/2030	3.0%-4.57%	\$ 65,000,000	\$ 51,890,000	\$ -	\$ 51,890,000	\$ -
2001(C)	5/6/2008	8/1/2038	4.75%-5.25%	50,000,000	49,345,000	-	155,000	49,190,000
2011 Refunding	10/5/2011	2/1/2027	2.0%-5.0%	46,125,000	38,080,000	-	2,940,000	35,140,000
2015 Refunding	6/17/2015	8/1/2030	2.0%-5.0%	48,810,000	-	48,810,000	-	48,810,000
				<u>\$ 209,935,000</u>	<u>\$ 139,315,000</u>	<u>\$ 48,810,000</u>	<u>\$ 54,985,000</u>	<u>\$ 133,140,000</u>

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 7 – GENERAL LONG-TERM DEBT (continued)

#### A. General Obligation Bonds (continued)

The annual requirements to amortize all general obligation bonds payable outstanding as of June 30, 2015, are as follows:

Fiscal Year	Principal	Interest	Total
2015-16	\$ 3,325,000	\$ 5,436,313	\$ 8,761,313
2016-17	4,080,000	6,115,513	10,195,513
2017-18	4,280,000	5,924,738	10,204,738
2018-19	4,495,000	5,725,763	10,220,763
2019-20	4,725,000	5,517,538	10,242,538
2020-25	29,390,000	23,841,663	53,231,663
2025-30	29,645,000	16,474,538	46,119,538
2030-35	28,225,000	10,240,188	38,465,188
2035-39	24,975,000	3,361,575	28,336,575
Total	<u>\$ 133,140,000</u>	<u>\$ 82,637,829</u>	<u>\$ 215,777,829</u>

#### B. Certificates of Participation

On December 21, 2001, the Riverside Unified School District School Facilities Corporation issued certificates of participation in the amount of \$15,735,000. The certificates were issued to provide funds to prepay and defease the District's COP 1992, Series A, prepay certain outstanding lease-purchase obligations, fund a reserve account and pay the costs of issuing the certificates. The interest rate of the certificates ranges from 3.0% and 5.0% and mature on December 21, 2026. At June 30, 2015, the principal balance outstanding was \$4,415,000.

On May 1, 2009, the Riverside Unified School District School Facilities Corporation issued certificates of participation in the amount of \$8,605,000. The certificates were issued to prepay the District's COP for the 1998 School Facility Bridge Refunding Program, provide a reserve account and pay issuance costs. The interest rate of the certificates ranges from 3.0% to 5.0% and mature on September 1, 2027. At June 30, 2015, the principal balance outstanding was \$6,730,000.

On June 1, 2015, the Riverside Unified School District Facilities Corporation issued certificates of participation in the amount of \$10,000,000. The funds will be used by the District to acquire certain school facilities and pay the issuance costs. The interest rate for the certificates is 3.69%, and the certificates fully mature on June 1, 2035. At June 30, 2015, the principal outstanding balance was \$10,000,000.

Annual interest and redemption requirements for the Certificates of Participation outstanding at June 30, 2015, are as follows:

Fiscal Year	Principal	Interest	Total
2015-16	\$ 835,000	\$ 782,796	\$ 1,617,796
2016-17	1,140,000	851,733	1,991,733
2017-18	1,190,000	799,725	1,989,725
2018-19	1,240,000	747,795	1,987,795
2019-20	1,145,000	696,806	1,841,806
2020-25	6,520,000	2,617,976	9,137,976
2025-30	5,310,000	1,140,606	6,450,606
2030-35	3,765,000	425,455	4,190,455
Total	<u>\$ 21,145,000</u>	<u>\$ 8,062,892</u>	<u>\$ 29,207,892</u>

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Notes to Financial Statements

June 30, 2015

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#### NOTE 7 – GENERAL LONG-TERM DEBT (continued)

##### C. Claims Liability

The District has an outstanding long-term liability for incurred, but not reported, claims for the District's self-insured programs in the amount of \$7,285,363. The total claims liability is reported in Note 9, but only the long-term portion is reported here.

##### D. Non-Obligatory Debt

Non-obligatory debt relates to debt issuances by the Community Facility Districts, as authorized by the Mello-Roos Community Facilities Act of 1982 as amended, and the Mark-Roos Local Bond Pooling Act of 1985, and are payable from special taxes levied on property within the Community Facilities Districts according to a methodology approved by the voters within the District. Neither the faith and credit nor taxing power of the District is pledged to the payment of the bonds. Reserves have been established from the bond proceeds to meet delinquencies should they occur. If delinquencies occur beyond the amounts held in those reserves, the District has no duty to pay the delinquency out of any available funds of the District. The District acts solely as an agent for those paying taxes levied and the bondholders, and may initiate foreclosure proceedings. Special assessment debt of \$115,525,000 as of June 30, 2015, does not represent debt of the District and, as such, does not appear in the financial statements.

#### NOTE 8 – JOINT VENTURES

The Riverside Unified School District participates in joint ventures under joint powers agreements with the Alliance of Schools for Cooperative Insurance Programs (ASCIP). The District pays an annual premium to the entity for its health, workers' compensation, and property liability coverage. The relationships between the District and the JPA is such that the JPA is not a component unit of the District for financial reporting purposes.

The ASCIP JPA provides workers compensation as well as property and liability insurance coverage for its member districts. The JPA is governed by a board consisting of a representative from each member district. The governing board controls the operations of its JPA independent of any influence by the member districts beyond their representation on the governing board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the JPAs.

Condensed unaudited financial information for the year ended June 30, 2015, is as follows:

	<u>ASCIP</u>
Assets	\$ 362,899,069
Liabilities	205,813,855
Net Position	<u>\$ 157,085,214</u>
Revenues	\$ 227,006,438
Expenses	214,534,538
Change in Net Position	<u>\$ 12,471,900</u>

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 9 – RISK MANAGEMENT

#### Property and Liability

The Property and Liability Program, for which the District retains risk of loss, is administered by the Self-Insurance Fund. Excess property and liability coverage is obtained through Alliance of Schools for Cooperative Insurance Programs (ASCIP). General liability claims in excess of a \$100,000 self-insured retention are covered up to \$5,000,000 per occurrence. For insured programs, there have been no significant reductions in insurance coverage. Settlement amounts have not exceeded insurance coverage for the current year or the three prior years.

#### Workers' Compensation

Workers' compensation claims in excess of a \$500,000 self-insured retention are covered up to \$10,000,000 per occurrence through ASCIP.

#### Employee Medical Benefits

Employee life, health, and disability programs are administered through the purchase of commercial insurance and self-insurance.

#### Unpaid Claims Liabilities

The District establishes a liability for both reported and unreported events, which includes estimates of both future payments of losses and related claim adjustment expenses. The following represent the changes in approximate aggregate liabilities for the District's workers' compensation and health insurance program from July 1, 2013 to June 30, 2015:

	Health Insurance	Workers' Compensation
Liability Balance, July 1, 2013	\$ 1,705,000	\$ 7,440,741
Claims and changes in estimates	12,102,033	2,384,010
Claims payments	<u>(11,659,877)</u>	<u>(2,143,408)</u>
Liability Balance, June 30, 2014	2,147,156	7,681,343
Claims and changes in estimates	9,644,876	521,229
Claims payments	<u>(9,479,924)</u>	<u>(917,209)</u>
Liability Balance, June 30, 2015	<u>\$ 2,312,108</u>	<u>\$ 7,285,363</u>
Assets available to pay claims at June 30, 2015	<u>\$ 5,110,689</u>	<u>\$ 17,481,199</u>

### NOTE 10 – COMMITMENTS AND CONTINGENCIES

#### A. State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

#### B. Litigation

The District is involved in various litigation. In the opinion of legal counsel, the District does not anticipate that the outcome of any of the litigation will have a material impact on the financial statements.

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Notes to Financial Statements

June 30, 2015

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### NOTE 10 – COMMITMENTS AND CONTINGENCIES (continued)

#### C. Construction Commitments

As of June 30, 2015, the District had commitments with respect to unfinished capital projects of \$55.1 million. A detailed listing of outstanding construction commitments at June 30, 2015, is as follows:

<u>CAPITAL PROJECT</u>	<u>Remaining Construction Commitments</u>	<u>Expected Date of Completion</u>
Maxine Frost Elementary School	\$ 26,550,211	TBD
Ramona High School Career Technology Education	11,075,832	5/15/2017
Central Kitchen Modernization	7,043,372	12/15/2016
Energy Efficiency Projects	956,227	TBD
Arlington High School Pick-Up Project	199,282	TBD
Mark Twain Elementary School MPR Floor	98,686	8/26/2015
William Howard Taft Elementary School Fire Alarm	295,681	12/7/2015
Family Resource Center Restroom	121,179	12/15/2015
Riverside Polytechnic High School Chillers	6,877,434	12/15/2016
Riverside STEM Academy - Portables	1,146,025	12/7/2015
Highgrove Elementary School - Lighting & HVAC	118,166	8/14/2015
John W. North High School - Lighting & HVAC	181	8/14/2015
Educational Options Center - Lighting & HVAC	573,775	8/14/2015
	<u>\$ 55,056,051</u>	

### NOTE 11 – PENSION PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of California Public Employees' Retirement System (CalPERS).

#### A. General Information about the Pension Plans

##### Plan Descriptions

The District contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. Benefit provisions under the Plan are established by State statute and District resolution. CalSTRS issues publicly available reports that include a full description of the pension plan regarding benefit provisions, assumptions, and membership information that can be found on the CalSTRS website.

The District also contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions under the Plan are established by State statute and District resolution. CalPERS issues publicly available reports that include a full description of the pension plan regarding benefit provisions, assumptions, and membership information that can be found on the CalPERS website.



## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Notes to Financial Statements

June 30, 2015

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#### NOTE 11 – PENSION PLANS (continued)

##### A. General Information about the Pension Plans (continued)

###### Benefits Provided

CalSTRS provides retirement, disability, and death benefits. Retirement benefits are determined as 2 percent of final compensation for each year of credited service at age 60 for members under *CalSTRS 2% at 60*, or age 62 for members under *CalSTRS 2% at 62*, increasing to a maximum of 2.4 percent at age 63 for members under *CalSTRS 2% at 60*, or age 65 for members under *CalSTRS 2% at 62*. The normal retirement eligibility requirements are age 60 for members under *CalSTRS 2% at 60*, or age 62 for members under *CalSTRS 2% at 62*, with a minimum of five years of service credited under the Defined Benefit Program, which can include service purchased from teaching in an out-of-state or foreign public school. Employees are eligible for service-related disability benefits after five years of service, unless the member is disabled due to an unlawful act of bodily injury committed by another person while working in CalSTRS covered employment, in which case the minimum is one year. Disability benefits are equal to fifty percent of final compensation regardless of age and service credit. Designated recipients of CalSTRS retired members receive a \$6,163 lump-sum death payment. There is a 2 percent simple increase each September 1 following the first anniversary of the date on which the monthly benefit began to accrue. The annual 2 percent increase is applied to all continuing benefits other than Defined Benefit Supplement annuities. However, if the member retires with a Reduced Benefit Election, the increase does not begin to accrue until the member reaches age 60 and is not payable until the member receives the full benefit. This increase is also known as the improvement factor.

CalPERS also provides retirement, disability, and death benefits. Retirement benefits are determined as 1.1 percent of final compensation for each year of credited service at age 50 for members under *2% at 55*, or 1.0 percent at age 52 for members under *2% at 62*, increasing to a maximum of 2.5 percent at age 63 for members under *2% at 55*, or age 67 for members under *2% at 62*. To be eligible for service retirement, members must be at least age 50 and have a minimum of five years of CalPERS-credited service. Members joining on or after January 1, 2013 must be at least age 52. Disability retirement has no minimum age requirement and the disability does not have to be job related. However, members must have a minimum of five years of CalPERS service credit.

Pre-retirement death benefits range from a simple return of member contributions plus interest to a monthly allowance equal to half of what the member would have received at retirement paid to a spouse or domestic partner. To be eligible for any type of monthly pre-retirement death benefit, a spouse or domestic partner must have been either married to the member or legally registered before the occurrence of the injury or the onset of the illness that resulted in death, or for at least one year prior to death. Cost-of-living adjustments are provided by law and are based on the Consumer Price Index for all United States cities. Cost-of-living adjustments are paid the second calendar year of the member's retirement on the May 1 check and then every year thereafter. The standard cost-of-living adjustment is a maximum of 2 percent per year.

###### Contributions

Active CalSTRS plan members were required to contribute 8.15% of their salary in 2014-15. The required employer contribution rate for fiscal year 2014-15 was 8.88% of annual payroll. The contribution requirements of the plan members are established by State statute. Active CalPERS plan members are required to contribute 7.0% of their salary and the District is required to contribute an actuarially determined rate. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The required employer contribution for fiscal year 2014-15 was 11.771%. The contribution requirements of the plan members are established by State statute.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Notes to Financial Statements*

*June 30, 2015*

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**NOTE 11 – PENSION PLANS (continued)**

**A. General Information about the Pension Plans (continued)**

**Contributions (continued)**

For the fiscal year ended June 30, 2015, the contributions recognized as part of pension expense for each Plan were as follows:

	<u>CalSTRS</u>	<u>CalPERS</u>
Employer contributions	\$ 25,511,151	\$ 6,396,320
Employee contributions paid by employer	\$ -	\$ -

**B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions**

As of June 30, 2015, the District reported net pension liabilities for its proportionate shares of the net pension liability of each Plan as follows:

	<u>Proportionate Share of Net Pension Liability</u>
CalSTRS	\$ 214,463,790
CalPERS	\$ 54,457,630
Total Net Pension Liability	<u>\$ 268,921,420</u>

The District's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2014, and the total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2013, rolled forward to June 30, 2014, using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined. The District's proportionate share of the net pension liability for each Plan as of June 30, 2013 and 2014, was as follows:

	<u>CalSTRS*</u>	<u>CalPERS</u>
Proportion - June 30, 2013	0.3670%	0.4772%
Proportion - June 30, 2014	0.3670%	0.4797%
Change - Increase (Decrease)	<u>0.0000%</u>	<u>0.0025%</u>

\* The District's proportionate share percentage was not separately determined for June 30, 2013, so the June 30, 2014, percentage was used to calculate the beginning amounts.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Notes to Financial Statements*

June 30, 2015

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**NOTE 11 – PENSION PLANS (continued)**

**B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)**

For the year ended June 30, 2015, the District recognized pension expense of \$23,355,321. At June 30, 2015, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 22,742,436	\$ -
Adjustment due to differences in proportions	346,819	-
Net differences between projected and actual earnings on plan investments	-	(71,523,551)
	<u>\$ 23,089,255</u>	<u>\$ (71,523,551)</u>

The total amount of \$22,742,436 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year Ended June 30,	Amount
2016	\$ (15,153,618)
2017	\$ (15,153,618)
2018	\$ (15,153,618)
2019	\$ -
2020	\$ -
Thereafter	\$ -

**Actuarial Assumptions** – The total pension liabilities in the June 30, 2013, actuarial valuations were determined using the following actuarial assumptions:

	CalSTRS	CalPERS
Valuation Date	June 30, 2013	June 30, 2013
Measurement Date	June 30, 2014	June 30, 2014
Actuarial Cost Method	Entry age normal	Entry age normal
Actuarial Assumptions:		
Discount Rate	7.60%	7.50%
Inflation	3.00%	2.75%
Wage Growth	3.75%	3.00%
Post-retirement Benefit Increase	2.00%	-
Investment Rate of Return	7.60%	7.50%

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Notes to Financial Statements

June 30, 2015

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#### NOTE 11 – PENSION PLANS (continued)

##### B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on RP2000 series tables adjusted to fit CalSTRS experience. RP2000 series tables are an industry standard set of mortality rates published by the Society of Actuaries. See CalSTRS July 1, 2006 - June 30, 2010 Experience Analysis for more information. The underlying mortality assumptions and all other actuarial assumptions used in the CalPERS June 30, 2013 valuation were based on the results of a January 2014 actuarial experience study for the period 1997 to 2011. Further details of the Experience Study can found on the CalPERS website.

##### **Discount Rate** – for CalSTRS

The discount rate used to measure the total pension liability was 7.60 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per Assembly Bill 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.60 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members.

Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

##### **Discount Rate** – for CalPERS

The discount rate used to measure the total pension liability was 7.50% for CalPERS. To determine whether the municipal bond rate should be used in the calculation of a discount rate for each plan, CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current 7.50 percent discount rate is adequate and the use of the municipal bond rate calculation is not necessary. The long term expected discount rate of 7.50 percent will be applied to all plans in the Public Employees Retirement Fund (PERF). The stress test results are presented in a detailed report that can be obtained from the CalPERS website.

According to Paragraph 30 of Statement 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. The 7.50 percent investment return assumption used in this accounting valuation is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. An investment return excluding administrative expenses would have been 7.65 percent. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference. CalPERS is scheduled to review all actuarial assumptions as part of its regular Asset Liability Management (ALM) review cycle that is scheduled to be completed in February 2018. Any changes to the discount rate will require Board action and proper stakeholder outreach. For these reasons, CalPERS expects to continue using a discount rate net of administrative expenses for GASB 67 and 68 calculations through at least the 2017-18 fiscal year. CalPERS will continue to check the materiality of the difference in calculation until such time as we have changed our methodology.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Notes to Financial Statements*

June 30, 2015

**NOTE 11 – PENSION PLANS (continued)**

**B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)**

**Discount Rate** – for CalPERS (continued)

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance-PCA) as an input to the process. Based on the model from CalSTRS consulting actuary's (Milliman) investment practice, a best estimate range was determined by assuming the portfolio is re-balanced annually and that annual returns are lognormally distributed and independent from year to year to develop expected percentiles for the long-term distribution of annualized returns. The assumed asset allocation by PCA is based on board policy for target asset allocation in effect on February 2, 2012, the date the current experience study was approved by the board.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund.

The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class	Target Allocation		Long-Term Expected Rate of Return	
	CalSTRS	CalPERS	CalSTRS	CalPERS
Global Equity	47%	47%	4.5%	5.7%
Global Fixed Income	N/A	19%	N/A	2.4%
Inflation Sensitive	5%	6%	3.2%	3.4%
Private Equity	12%	12%	6.2%	7.0%
Real Estate	15%	11%	4.4%	5.1%
Infrastructure and Forestland	N/A	3%	N/A	5.1%
Fixed Income	20%	N/A	0.2%	N/A
Liquidity	1%	2%	0.0%	-1.1%
	<u>100%</u>	<u>100%</u>		

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Notes to Financial Statements*

*June 30, 2015*

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**NOTE 11 – PENSION PLANS (continued)**

**B. Pension Liabilities, Pension Expenses, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)**

***Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate***

The following presents the District’s proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	<u>CalSTRS</u>	<u>CalPERS</u>
1% Decrease	6.60%	6.50%
Net Pension Liability	\$ 334,292,960	\$ 95,531,114
Current Discount Rate	7.60%	7.50%
Net Pension Liability	\$ 214,463,790	\$ 54,457,630
1% Increase	8.60%	8.50%
Net Pension Liability	\$ 114,548,040	\$ 20,136,593

***Pension Plan Fiduciary Net Position***

Detailed information about each pension plan’s fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports.

**NOTE 12 – OTHER POSTEMPLOYMENT BENEFITS**

Riverside Unified School District administers a single-employer defined benefit other postemployment benefit (OPEB) plan that provides medical, dental and vision insurance benefits to eligible retirees and their spouses. The District implemented Governmental Accounting Standards Board Statement #45, *Accounting and Financial Reporting by Employers for Postemployment Benefit Plans Other Than Pension Plans*, in 2007-08.

**Plan Descriptions and Contribution Information**

Membership in the plan, as of July 1, 2014, consisted of the following:

Retirees and beneficiaries receiving benefits	256
Active plan members	3,212
Total	<u><u>3,468</u></u>

The District provides postemployment health care benefits, in accordance with District employment contracts.

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Notes to Financial Statements

June 30, 2015

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#### NOTE 12 – OTHER POSTEMPLOYMENT BENEFITS (continued)

**Certificated Retirees:** Upon attainment of age 55 and completion of at least 10 years of full-time District service and employment as a bargaining unit member for 10 of the last 14 years prior to retirement, an employee may retire and remain covered under one of the medical plan options for retiree-only coverage at the District's expense until age 65. For retirements on or after July 1, 2010, the service requirement is 15 years of full-time service out of the last 19 years prior to retirement, and District-paid benefits will continue for the lesser of 8 years or until age 65.

**Management, Confidential and Cabinet Retirees:** Upon attainment of age 50 (if covered under PERS) or age 55 (if covered under STRS) and completion of at least 10 years of District service prior to retirement, an employee may retire and remain covered under one of the medical plan options for retiree-only coverage at the District's expense for the lesser of 10 years or until age 65. For retirements on or after July 1, 2010, benefits continue for the lesser of 8 years or until age 65, and the eligibility requirements are (1) Retirement under PERS or STRS, (2) either (a) 15 years of service as a management or confidential employee in a California public agency, or (b) 15 years of service in the District in any combination of bargaining unit or management positions, and (3) 5 years of District service immediately prior to retirement.

**Classified and Classified Supervisory Retirees:** Upon attainment of age 50 and completion of at least 10 years of District service, an employee may retire and receive a District-paid contribution of \$2,774 per year towards retiree-only medical coverage, reduced by 1/15th for each year of service less than 20, to a minimum of \$1,849 per year for 15 or fewer years of service. District-paid benefits continue for the lesser of 10 years or until age 65. For retirements on or after July 1, 2010, District-paid benefits continue for the lesser of 8 years or until age 65. Unit members working less than full-time, but at least 20 hours per week, receive a pro-rated entitlement in proportion to the average daily hours worked during the member's final 3 years of service with the District.

**Classified and Classified Supervisory:** Unit members who retire with 25 or more years of District service receive a monthly amount equal to the single party premium of the least costly health plan available through the District. To be eligible for this benefit the retiree must have been employed by the District as a full-time bargaining unit member for 10 of the last 14 years at the time of retirement. This benefit is discontinued for retirements on or after July 1, 2010.

The District's funding policy is based on the projected pay-as-you-go financing requirements, with additional amounts to prefund benefits as determined annually by the governing board. For fiscal year 2014-15, the District contributed \$3,635,584, which included an implicit rate subsidy.

#### **Annual OPEB Cost and Net OPEB Obligation**

The District's annual OPEB cost is calculated based on the Annual Required Contribution (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years.

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Notes to Financial Statements

June 30, 2015

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#### NOTE 12 – OTHER POSTEMPLOYMENT BENEFITS (continued)

##### Annual OPEB Cost and Net OPEB Obligation (continued)

The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the District's net OPEB obligation:

Annual required contribution (ARC)	\$ 5,307,320
Interest on net OPEB obligation	625,845
Adjustment to ARC	<u>(904,818)</u>
Annual OPEB cost	5,028,347
Contributions made	<u>(3,635,584)</u>
Increase in net OPEB obligation	1,392,763
Net OPEB obligation - July 1, 2014	<u>15,646,137</u>
Net OPEB obligation - June 30, 2015	<u>\$ 17,038,900</u>

The District's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation for 2014-15 and the preceding two years as follows:

Year Ended June 30,	Annual OPEB Cost	Percentage Contributed	Net OPEB Obligation
2013	\$ 5,239,240	51.5%	\$ 13,130,220
2014	\$ 5,239,240	48.0%	\$ 15,646,137
2015	\$ 5,028,347	27.7%	\$ 17,038,900

##### Funded Status and Funding Progress – OPEB Plans

As of July 1, 2014, the most recent actuarial valuation date, the District did not have a funded plan. The actuarial accrued liability (AAL) for benefits was \$45.0 million and the unfunded actuarial accrued liability (UAAL) was \$45.0 million.

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Actuarially determined amounts are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedules of funding progress present multiyear trend information about whether the actuarial values of plan assets are increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

##### Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designated to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Notes to Financial Statements*

*June 30, 2015*

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**NOTE 12 - OTHER POSTEMPLOYMENT BENEFITS (continued)**

**Actuarial Methods and Assumptions (continued)**

Additional information as of the latest actuarial valuation follows:

Valuation Date	July 1, 2014
Actuarial Cost Method	Projected Unit Credit
Amortization Method	30-year level dollar, open
Remaining Amortization Period	22 years
Asset Valuation	N/A
Actuarial Assumptions:	
Investment rate of return	4.0%
Long-term healthcare cost trend rates:	
Medical/Rx	5.0-8.0%

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***Required Supplementary Information***

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**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Budgetary Comparison Schedule – General Fund*  
*For the Fiscal Year Ended June 30, 2015*

	<b>Budgeted Amounts</b>		<b>Actual*</b> <b>(Budgetary Basis)</b>	<b>Variance with Final Budget - Pos (Neg)</b>
	<b>Original</b>	<b>Final</b>		
<b>Revenues</b>				
LCFF Sources	\$ 307,443,252	\$ 301,239,484	\$ 301,239,484	\$ -
Federal Sources	21,835,950	31,059,497	23,569,814	(7,489,683)
Other State Sources	37,789,987	41,201,984	41,104,084	(97,900)
Other Local Sources	5,431,022	8,498,643	8,459,965	(38,678)
<b>Total Revenues</b>	<b>372,500,211</b>	<b>381,999,608</b>	<b>374,373,347</b>	<b>(7,626,261)</b>
<b>Expenditures</b>				
Current:				
Certificated Salaries	190,065,253	197,701,193	184,941,699	12,759,494
Classified Salaries	52,973,523	52,907,654	52,212,032	695,622
Employee Benefits	67,528,512	69,822,473	64,402,778	5,419,695
Books and Supplies	20,422,471	29,592,209	19,507,028	10,085,181
Services and Other Operating Expenditures	41,312,181	51,605,776	39,031,371	12,574,405
Capital Outlay	9,081,119	15,505,422	7,222,880	8,282,542
Intergovernmental	(749,239)	(662,142)	(676,966)	14,824
<b>Total Expenditures</b>	<b>380,633,820</b>	<b>416,472,585</b>	<b>366,640,822</b>	<b>49,831,763</b>
Excess (Deficiency) of Revenues Over (Under) Expenditures	(8,133,609)	(34,472,977)	7,732,525	42,205,502
<b>Other Financing Sources and Uses</b>				
Interfund Transfers In	-	18,817	18,817	-
Interfund Transfers Out	(3,475,618)	(3,091,000)	(3,091,000)	-
<b>Total Other Financing Sources and Uses</b>	<b>(3,475,618)</b>	<b>(3,072,183)</b>	<b>(3,072,183)</b>	<b>-</b>
<b>Net Change in Fund Balance</b>	<b>(11,609,227)</b>	<b>(37,545,160)</b>	<b>4,660,342</b>	<b>42,205,502</b>
Fund Balances, July 1, 2014	86,564,364	85,338,594	85,338,594	-
Fund Balances, June 30, 2015	<u>\$ 74,955,137</u>	<u>\$ 47,793,434</u>	<u>\$ 89,998,936</u>	<u>\$ 42,205,502</u>

\*On-behalf payments of \$9,040,022 have been included in the Statement of Revenues, Expenditures, and Changes in Fund Balance but are not included in the actual amounts above.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Funding Progress*  
*For the Fiscal Year Ended June 30, 2015*

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Actuarial Valuation Date	Value of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
July 1, 2010	N/A	\$ 34,387,722	\$ 34,387,722	0%	\$ 207,415,913	16.6%
July 1, 2012	N/A	43,617,286	43,617,286	0%	220,530,506	19.8%
July 1, 2014	N/A	45,032,751	45,032,751	0%	228,321,880	19.7%

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Schedule of Proportionate Share of the Net Pension Liability  
For the Fiscal Year Ended June 30, 2015*

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Last Ten Fiscal Years\*

	<u>2014</u>
District's proportion of the net pension liability (asset):	
CalSTRS	0.3670%
CalPERS	0.4797%
District's proportionate share of the net pension liability (asset):	
CalSTRS	\$ 214,463,790
CalPERS	\$ 54,457,630
District's covered-employee payroll:	
CalSTRS	\$ 166,812,727
CalPERS	\$ 61,956,188
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll:	
CalSTRS	128.6%
CalPERS	87.9%
Plan fiduciary net position as a percentage of the total pension liability:	
CalSTRS	76.5%
CalPERS	83.4%

\* *This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.*

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Contributions*  
*For the Fiscal Year Ended June 30, 2015*

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Last Ten Fiscal Years\*

	<u>2014</u>
Actuarially determined contribution:	
CalSTRS	\$ 13,762,050
CalPERS	\$ 7,089,027
Contributions in relation to the actuarially determined contribution:	
CalSTRS	\$ 13,762,050
CalPERS	<u>\$ 7,089,027</u>
Contribution deficiency (excess):	
CalSTRS	<u>\$ -</u>
CalPERS	<u>\$ -</u>
District's covered-employee payroll:	
CalSTRS	\$ 166,812,727
CalPERS	\$ 61,956,188
Contributions as a percentage of covered-employee payroll:	
CalSTRS	8.25%
CalPERS	11.442%

\* This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.



## **RIVERSIDE UNIFIED SCHOOL DISTRICT**

### *Notes to the Required Supplementary Information For the Fiscal Year Ended June 30, 2015*

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#### **NOTE 1 – PURPOSE OF SCHEDULES**

##### **Budgetary Comparison Schedule**

This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule present both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

##### **Schedule of Funding Progress**

This schedule is required by GASB Statement No. 45 for all sole and agent employers that provide other postemployment benefits (OPEB). The schedule presents, for the most recent actuarial valuation and the two preceding valuations, information about the funding progress of the plan, including, for each valuation, the actuarial valuation date, the actuarial value of assets, the actuarial accrued liability, the total unfunded actuarial liability (or funding excess), the actuarial value of assets as a percentage of the actuarial accrued liability (funded ratio), the annual covered payroll, and the ratio of the total unfunded actuarial liability (or funding excess) to annual covered payroll.

##### **Schedule of Proportionate Share of the Net Pension Liability**

This schedule is required by GASB Statement No. 68 and is required for all employers in a cost-sharing pension plan. The schedule reports the following information:

- The proportion (percentage) of the collective net pension liability (similar to the note disclosure)
- The proportionate share (amount) of the collective net pension liability
- The employer's covered-employee payroll
- The proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered-employee payroll
- The pension plan's fiduciary net position as a percentage of the total pension liability

##### **Schedule of Contributions**

This schedule is required by GASB Statement No. 68 and is required for all employers in a cost-sharing pension plan. The schedule reports the following information:

- If an employer's contributions to the plan are actuarially determined or based on statutory or contractual requirements: the employer's actuarially determined contribution to the pension plan (or, if applicable, its statutorily or contractually required contribution), the employer's actual contributions, the difference between the actual and actuarially determined contributions (or statutorily or contractually required), and a ration of the actual contributions divided by covered-employee payroll.

#### **NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS**

At June 30, 2015, the District did not incur any excess of expenditures over appropriations in the individual major fund presented in the Budgetary Comparison Schedule.

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*Supplementary Information*

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**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Local Educational Agency Organization Structure*  
*June 30, 2015*

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The Riverside Unified School District was established on July 1, 1963, and consists of an area comprising approximately 94 square miles. The District operates 30 elementary schools, seven middle schools, five high schools, two continuation high schools, one STEM school, one virtual school, one independent study school, and one adult education school. There were no boundary changes during the year.

<b>Governing Board</b>		
<b>Member</b>	<b>Office</b>	<b>Term Expires</b>
Kathy Y. Allavie	President	December 2017
Tom Hunt	Vice President	December 2015
Brent Lee	Clerk	December 2017
Patricia Lock-Dawson	Member	December 2015
Gayle Cloud	Member	December 2015

**DISTRICT ADMINISTRATORS**

David Hansen, Ed.D.,  
*Superintendent*

Lynn Carmen Day,  
*Chief Academic Officer*

Mike Fine,<sup>1</sup>  
*Chief Business Officer and Governmental Relations*

Susan Mills,  
*Assistant Superintendent, Department of Personnel Leadership and Development*

Antonio Garcia,  
*Assistant Superintendent, Curriculum and Instruction, K-12*

Kirk Lewis, Ed.D.,  
*Assistant Superintendent, Operations*

Timothy Walker,  
*Executive Director, Pupil Services, SELPA*

Renee Hill,  
*Assistant Superintendent, Instructional Support*

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<sup>1</sup> On July 1, 2015, Mays Kakish became Chief Business Officer and Governmental Relations.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Average Daily Attendance*  
*For the Fiscal Year Ended June 30, 2015*

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	<b>Second Period Report</b>	<b>Annual Report</b>
	Certificate No. (587A100D)	Certificate No. (6BF1B276)
<b>Regular ADA:</b>		
Transitional Kindergarten through Third	11,979.52	11,983.03
Fourth through Sixth	8,956.30	8,950.91
Seventh through Eighth	6,283.47	6,276.75
Ninth through Twelfth	12,629.81	12,527.25
Total Regular ADA	39,849.10	39,737.94
<b>Special Education, Nonpublic, Nonsectarian Schools:</b>		
Transitional Kindergarten through Third	17.13	17.03
Fourth through Sixth	26.19	23.80
Seventh through Eighth	21.67	19.55
Ninth through Twelfth	61.00	53.93
Total Special Education, Nonpublic, Nonsectarian Schools	125.99	114.31
Total ADA	39,975.09	39,852.25

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Instructional Time*  
*For the Fiscal Year Ended June 30, 2015*

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Grade Level	1986-87 Requirement		2014-15 Actual Minutes	Number of Days Traditional Calendar	Status
	Previously Required	Reduced*			
Kindergarten	36,000	35,000	38,255	181	Complied
Grade 1	50,400	49,000	51,900	181	Complied
Grade 2	50,400	49,000	51,900	181	Complied
Grade 3	50,400	49,000	51,900	181	Complied
Grade 4	54,000	52,500	54,030	181	Complied
Grade 5	54,000	52,500	54,030	181	Complied
Grade 6	54,000	52,500	54,030	181	Complied
Grade 7	54,000	52,500	58,040	180	Complied
Grade 8	54,000	52,500	58,040	180	Complied
Grade 9	64,800	63,000	64,825	180	Complied
Grade 10	64,800	63,000	64,825	180	Complied
Grade 11	64,800	63,000	64,825	180	Complied
Grade 12	64,800	63,000	64,825	180	Complied

\* Amounts reduced as permitted by Education Code Section 46201.2 (a).

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Financial Trends and Analysis*  
*For the Fiscal Year Ended June 30, 2015*

General Fund	(Budget) 2016 <sup>3</sup>	2015 <sup>5</sup>	2014	2013
Revenues and other financing sources	\$ 432,330,403	\$ 383,432,186	\$ 350,587,017	\$ 326,000,119
Expenditures	427,583,002	375,680,844	332,760,663	333,057,733
Other uses and transfers out	3,697,200	3,091,000	11,157,630	2,530,880
Total outgo	431,280,202	378,771,844	343,918,293	335,588,613
Change in fund balance (deficit)	1,050,201	4,660,342	6,668,724	(9,588,494)
Ending fund balance	<u>\$ 91,049,137</u>	<u>\$ 89,998,936</u>	<u>\$ 85,338,594</u>	<u>\$ 78,669,870</u>
Available reserves <sup>1</sup>	<u>\$ 26,632,268</u>	<u>\$ 15,863,825</u>	<u>\$ 30,711,853</u>	<u>\$ 46,776,479</u>
Available reserves as a percentage of total outgo	<u>6.2%</u>	<u>4.2%</u>	<u>8.9%</u>	<u>13.9%</u>
Total long-term debt <sup>4</sup>	<u>\$ 455,426,700</u>	<u>\$ 460,159,650</u>	<u>\$ 518,500,961</u>	<u>\$ 183,996,764</u>
Average daily attendance at P-2 <sup>2</sup>	<u>39,821</u>	<u>39,975</u>	<u>40,344</u>	<u>40,127</u>

The General Fund balance has increased by \$11,329,066 over the past two years. The fiscal year 2015-16 adopted budget projects an increase of \$1,050,201. For a district of this size, the state recommends available reserves of at least 2% of total general fund expenditures, transfers out, and other uses (total outgo).

The District has incurred an operating deficit in one of the past three years, but does not anticipate incurring an operating deficit during the 2015-16 fiscal year. Long-term debt has decreased by \$276,162,886 over the past two years.

Average daily attendance has decreased by 196 over the past two years. A decrease of 154 ADA is anticipated during the fiscal year 2015-16.

<sup>1</sup> Available reserves consist of all unassigned fund balances in the General Fund.

<sup>2</sup> Excludes Adult Education ADA.

<sup>3</sup> Revised Final Budget September, 2015.

<sup>4</sup> As restated.

<sup>5</sup> On-behalf payments of \$9,040,022 have been included in the Statement of Revenues, Expenditures, and Changes in Fund Balance but are not included in the actual amounts above.



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Reconciliation of Annual Financial and Budget Report with Audited Financial Statements  
For the Fiscal Year Ended June 30, 2015*

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*There were no differences between the Annual Financial and Budget Report and the  
Audited Financial Statements in any funds.*

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Expenditures of Federal Awards*  
*For the Fiscal Year Ended June 30, 2015*

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Cluster Expenditures	Federal Expenditures
Federal Programs:				
U.S. Department of Agriculture:				
Passed through California Department of Education (CDE):				
School Breakfast Program - Especially Needy	10.553	13526	\$ 3,431,133	
National School Lunch Program	10.555	13523	11,842,751	
Summer Food Service Program	10.559	10044	367,757	
USDA Donated Foods	10.555	N/A	<u>1,115,012</u>	
Subtotal Child Nutrition Cluster				\$ 16,756,653
Centers and Family Day Care	10.558	13393	1,594,433	
Cash in Lieu of Commodities	10.558	13389	132,722	
Subtotal Child and Adult Care Food Program				1,727,155
NSLP Equipment Assistance Grants	10.579	14906		<u>69,069</u>
Total U.S. Department of Agriculture				<u>18,552,877</u>
U.S. Department of Defense:				
Reserve Officer Training Corps (ROTC)	12.000	N/A		<u>268,104</u>
Total U.S. Department of Defense				<u>268,104</u>
U.S. Department of Education:				
Passed through California Dept. of Education (CDE):				
Adult Basic Education (ABE):				
Adult Basic Education & ESL	84.002A	14508	500,693	
Adult Secondary Education	84.002	13978	342,832	
English Literacy & Civics Education	84.002A	14109	<u>74,455</u>	
Subtotal Adult Basic Education Cluster				917,980
No Child Left Behind Act (NCLB):				
Title I, Part A, Basic Grants	84.010	14329		8,825,982
Title I, Part G, Advanced Placement Test Fee Reimbursement	84.330B	23900		109,369
Title II, Part A, Improving Teacher Quality Local Grants	84.367	14341		1,716,792
Title II, Part B, CA Mathematics and Science Partnerships	84.366	14512		29,950
Title III, Limited English Proficiency (LEP) Student Program	84.365	10084		758,708
Title IV, Part B, 21st Century Community Learning Centers Program	84.287	14681		1,519,986
Title X McKinney-Vento Homeless Assistance Grants	84.196	14332		89,207
Carl D. Perkins Career and Technical Education: Secondary Sec 131	84.048	14894		333,801
Passed through Riverside County SELPA:				
Individuals with Disabilities Education Act (IDEA):				
Basic Local Assistance Entitlement, Part B	84.027	13379	6,245,578	
Preschool Grants, Part B, Sec 619	84.173	13430	172,069	
Preschool Local Entitlement, Part B, Sec 611	84.027A	13682	324,534	
Mental Health Allocation Plan, Part B	84.027A	14468	573,703	
Preschool Staff Development, Part B	84.173A	13431	<u>3,037</u>	
Subtotal Special Education Cluster (IDEA)				7,318,921
Early Intervention Grants	84.181	24314		<u>137,447</u>
Total U.S. Department of Education				<u>21,758,143</u>
U.S. Department of Health & Human Services:				
Child Development: Federal Child Care, Center-based	93.596	13609		77,293
Passed through Riverside County Office of Education (RCOE):				
Head Start	93.600	10016		967,837
Passed through California Department of Health Services:				
Medi-Cal Billing Option	93.778	10013		<u>113,523</u>
Total U.S. Department of Health & Human Services				<u>1,158,653</u>
Total Expenditures of Federal Awards				<u>\$ 41,737,777</u>

See accompanying note to supplementary information.

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**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Charter Schools*  
*For the Fiscal Year Ended June 30, 2015*

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<u>Charter School</u>	<u>Included in Financial Statements</u>
REACH Leadership Academy	Not included

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Combining Balance Sheet - Non-Major Governmental Funds*  
*For the Fiscal Year Ended June 30, 2015*

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Capital Projects Fund for Blended Component Units	Bond Interest and Redemption Fund	Debt Service Fund	Total Non-Major Governmental Funds
<b>ASSETS</b>										
Cash	\$ 297,218	\$ 360,375	\$ 5,891,229	\$ 7,312,932	\$ 4,526,904	\$ 16,737,825	\$ -	\$ 7,817,853	\$ 881,357	\$ 43,825,693
Investments	-	-	-	-	-	-	3,945,659	-	6,634,734	10,580,393
Accounts receivable	516,318	326,401	3,224,389	317,508	3,769	276,714	-	-	840	4,665,939
Due from other funds	3,500	258	6,233	-	-	1,813	-	-	-	11,804
Inventories	-	-	313,653	-	-	-	-	-	-	313,653
Prepaid expenditures	-	-	-	1,100	-	-	-	-	-	1,100
<b>Total Assets</b>	<b>\$ 817,036</b>	<b>\$ 687,034</b>	<b>\$ 9,435,504</b>	<b>\$ 7,631,540</b>	<b>\$ 4,530,673</b>	<b>\$ 17,016,352</b>	<b>\$ 3,945,659</b>	<b>\$ 7,817,853</b>	<b>\$ 7,516,931</b>	<b>\$ 59,398,582</b>
<b>LIABILITIES AND FUND BALANCES</b>										
<b>Liabilities</b>										
Accounts payable	\$ 22,831	\$ 24,766	\$ 996,361	\$ 1,860,261	\$ 43,122	\$ 941,480	\$ -	\$ -	\$ -	\$ 3,888,821
Due to other funds	794,205	662,268	761,672	67,234	-	-	-	-	-	2,285,379
<b>Total Liabilities</b>	<b>817,036</b>	<b>687,034</b>	<b>1,758,033</b>	<b>1,927,495</b>	<b>43,122</b>	<b>941,480</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,174,200</b>
<b>Fund Balances</b>										
Nonspendable	-	-	336,217	1,100	-	-	-	-	-	337,317
Restricted	-	-	7,341,254	5,702,945	4,487,551	16,074,872	3,945,659	7,817,853	7,516,931	52,887,065
<b>Total Fund Balances</b>	<b>-</b>	<b>-</b>	<b>7,677,471</b>	<b>5,704,045</b>	<b>4,487,551</b>	<b>16,074,872</b>	<b>3,945,659</b>	<b>7,817,853</b>	<b>7,516,931</b>	<b>53,224,382</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$ 817,036</b>	<b>\$ 687,034</b>	<b>\$ 9,435,504</b>	<b>\$ 7,631,540</b>	<b>\$ 4,530,673</b>	<b>\$ 17,016,352</b>	<b>\$ 3,945,659</b>	<b>\$ 7,817,853</b>	<b>\$ 7,516,931</b>	<b>\$ 59,398,582</b>

See accompanying note to supplementary information.

# RIVERSIDE UNIFIED SCHOOL DISTRICT

## Combining Statement of Revenues, Expenditures, and Changes in Fund Balances - Non-Major Governmental Funds For the Fiscal Year Ended June 30, 2015

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Capital Facilities Fund	County School Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Capital Projects Fund for Blended Component Units	Bond Interest and Redemption Fund	Debt Service Fund	Total Non-Major Governmental Funds
<b>REVENUES</b>										
Federal sources	\$ 917,980	\$ 77,293	\$ 18,556,466	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,551,739
Other state sources	29,141	2,363,017	1,354,613	3,910	-	-	-	116,998	-	3,867,679
Other local sources	-	51,374	2,934,718	3,177,779	17,161	2,522,997	157	11,593,810	17,721	20,315,717
<b>Total Revenues</b>	<b>947,121</b>	<b>2,491,684</b>	<b>22,845,797</b>	<b>3,181,689</b>	<b>17,161</b>	<b>2,522,997</b>	<b>157</b>	<b>11,710,808</b>	<b>17,721</b>	<b>43,735,135</b>
<b>EXPENDITURES</b>										
Current:										
Instruction:	901,222	1,949,638	-	-	-	-	-	-	-	2,850,860
Supervision of instruction	-	397,332	-	-	-	-	-	-	-	397,332
School site administration	45,899	2,673	-	-	-	-	-	-	-	48,572
Pupil support services:										
Food services	-	4,631	20,965,072	-	-	-	-	-	-	20,969,703
All other pupil services	-	49,325	-	-	-	-	-	-	-	49,325
General administration services:										
Other general administration	-	-	-	196,717	-	-	-	-	-	196,717
Plant services	-	-	314,396	82,759	-	85,655	795,572	-	-	1,278,382
Transfers of indirect costs	-	88,085	753,454	-	-	-	-	-	-	841,539
Capital Outlay	-	-	259,098	701,113	1,141,728	6,241,675	-	-	-	8,343,614
Debt Service:										
Principal	-	-	-	-	-	-	-	4,145,000	735,000	4,880,000
Interest	-	-	-	-	-	-	-	6,569,473	554,345	7,123,818
Interest	-	-	-	-	-	-	-	771,208	-	771,208
<b>Total Expenditures</b>	<b>947,121</b>	<b>2,491,684</b>	<b>22,292,020</b>	<b>980,589</b>	<b>1,141,728</b>	<b>6,327,330</b>	<b>795,572</b>	<b>11,485,681</b>	<b>1,289,345</b>	<b>47,751,070</b>
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	553,777	2,201,100	(1,124,567)	(3,804,333)	(795,415)	225,127	(1,271,624)	(4,015,935)
<b>OTHER FINANCING SOURCES (USES)</b>										
Interfund transfers in	-	-	-	-	-	6,219,490	-	-	1,591,000	7,810,490
Interfund transfers out	-	-	-	-	-	-	-	-	(4,719,490)	(4,719,490)
Proceeds from COP issuance	-	-	-	-	-	-	-	-	10,000,000	10,000,000
Proceeds from refunding bonds	-	-	-	-	-	-	-	48,810,000	-	48,810,000
Premium on issuance	-	-	-	-	-	-	-	4,459,461	-	4,459,461
Transfer to escrow agent for defeased debt	-	-	-	-	-	-	-	(52,498,253)	-	(52,498,253)
<b>Total Other Financing Sources and Uses</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,219,490</b>	<b>-</b>	<b>771,208</b>	<b>6,871,510</b>	<b>13,862,208</b>
<b>Net Change in Fund Balances</b>	<b>-</b>	<b>-</b>	<b>553,777</b>	<b>2,201,100</b>	<b>(1,124,567)</b>	<b>2,415,157</b>	<b>(795,415)</b>	<b>996,335</b>	<b>5,599,886</b>	<b>9,846,273</b>
<b>Fund Balances, July 1, 2014</b>	<b>-</b>	<b>-</b>	<b>7,123,694</b>	<b>3,502,945</b>	<b>5,612,118</b>	<b>13,659,715</b>	<b>4,741,074</b>	<b>6,821,518</b>	<b>1,917,045</b>	<b>43,378,109</b>
<b>Fund Balances, June 30, 2015</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,677,471</b>	<b>\$ 5,704,045</b>	<b>\$ 4,487,551</b>	<b>\$ 16,074,872</b>	<b>\$ 3,945,659</b>	<b>\$ 7,817,853</b>	<b>\$ 7,516,931</b>	<b>\$ 53,224,382</b>

See accompanying note to supplementary information.

## **RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Note to the Supplementary Information*

*June 30, 2015*

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### **NOTE 1 – PURPOSE OF SCHEDULES**

#### **Individual Combining Financial Statements**

Individual combining balance sheets and statements of revenues, expenditures and changes in fund balance have been presented for the non-major funds to provide additional information to the users of these financial statements. These statements have been prepared using the basis of accounting described in the notes to financial statements.

#### **Schedule of Average Daily Attendance (ADA)**

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

#### **Schedule of Instructional Time**

The District has participated in the Incentives for Longer Instructional Day and Longer Instructional Year. The District has not met its target funding. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206.

Districts must maintain their instructional minutes at the 1986-87 requirement as reduced by Education Code section 46201.2(a).

#### **Schedule of Financial Trends and Analysis**

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

#### **Reconciliation of Annual Financial and Budget Report with Audited Financial Statements**

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual financial report to the audited financial statements.

#### **Schedule of Expenditures of Federal Awards**

The schedule of expenditures of Federal awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States of America Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements.

#### **Subrecipients**

Of the Federal expenditures presented in the schedule, the District provided no Federal awards to subrecipients.

#### **Schedule of Charter Schools**

This schedule lists all charter schools chartered by the District, and displays information for each charter school and whether or not the charter school is included in the District audit.

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***Other Independent Auditors' Reports***

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Education  
Riverside Unified School District  
Riverside, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Riverside Unified School District as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise Riverside Unified School District's basic financial statements, and have issued our report thereon dated December 2, 2015.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Riverside Unified School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Riverside Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Riverside Unified School District's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Riverside Unified School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matters that is required to be reported under *Government Auditing Standards* and which is described in the accompanying schedule of findings and questioned costs as Finding 2015-1.

**Riverside Unified School District's Response to Finding**

Riverside Unified School District's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Riverside Unified School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "Nigro+Nigro, PC". The signature is written in a cursive, slightly slanted style.

Murrieta, California  
December 2, 2015



## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Education  
Riverside Unified School District  
Riverside, California

### **Report on State Compliance**

We have audited Riverside Unified School District's compliance with the types of compliance requirements described in the *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the Riverside Unified School District's state government programs as noted on the following page for the fiscal year ended June 30, 2015.

### **Management's Responsibility**

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its State programs.

### **Auditors' Responsibility**

Our responsibility is to express an opinion on compliance for each of Riverside Unified School District's State programs based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to below occurred. An audit includes examining, on a test basis, evidence about Riverside Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each State program. However, our audit does not provide a legal determination of Riverside Unified School District's compliance.

In connection with the audit referred to on the prior page, we selected and tested transactions and records to determine the District's compliance with the State laws and regulations applicable to the following items:

Description	Procedures Performed
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	Yes
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Regional Occupation Centers or Programs Maintenance of Effort	Yes
Adult Education Maintenance of Effort	Yes
California Clean Energy Jobs Act	Yes
After School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Common Core Implementation Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Charter Schools:	
Attendance	Not Applicable
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

**Unmodified Opinion on Compliance with State Programs**

In our opinion, Riverside Unified School District complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2015.

**Other Matter**

The results of our auditing procedures disclosed an instance of noncompliance with the compliance requirements referred to above, which is required to be reported in accordance with *2014-15 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, and which is described in the accompanying schedule of findings and questioned costs as Finding 2015-1.

**District's Response to Finding**

Riverside Unified School District's response to the internal control over compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Riverside Unified School District's response was not subjected to the auditing procedures in the audit of compliance and, accordingly, we express no opinion on the response.

*Nigro+Nigro, PC*

Murrieta, California  
December 2, 2015



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR  
EACH MAJOR FEDERAL PROGRAM AND ON  
INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY OMB CIRCULAR A-133**

Board of Education  
Riverside Unified School District  
Riverside, California

**Report on Compliance for Each Major Federal Program**

We have audited Riverside Unified School District's compliance with the types of compliance requirements described in the OMB Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of Riverside Unified School District's major federal programs for the year ended June 30, 2015. Riverside Unified School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

***Auditors' Responsibility***

Our responsibility is to express an opinion on compliance for each of Riverside Unified School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Riverside Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Riverside Unified School District's compliance.

***Opinion on Each Major Federal Program***

In our opinion, Riverside Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

### **Report on Internal Control Over Compliance**

Management of Riverside Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Riverside Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Murrieta, California  
December 2, 2015

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## *Findings and Questioned Costs*

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**RIVERSIDE UNIFIED SCHOOL DISTRICT**

*Summary of Auditors' Results*

*For the Fiscal Year Ended June 30, 2015*

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**SECTION I - SUMMARY OF AUDITORS' RESULTS**

***Financial Statements***

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

***Federal Awards***

Internal control over major programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(s) identified not considered to be material weaknesses?	<u>None reported</u>
Type of auditors' report issued on compliance for major programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)	<u>No</u>

Identification of major programs:	
<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>10.553, 10.555, 10.559</u>	<u>Child Nutrition Cluster</u>
<u>10.558</u>	<u>Child and Adult Care Food Program</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 1,252,133</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

***State Awards***

Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>
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**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Audit Findings and Questioned Costs*  
*For the Fiscal Year Ended June 30, 2015*

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**SECTION II - FINANCIAL STATEMENT FINDINGS**

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*. Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>AB 3627 Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

***There were no financial statement findings in 2014-15.***

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Audit Findings and Questioned Costs*  
*For the Fiscal Year Ended June 30, 2015*

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**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

This section identifies the audit findings required to be reported by Circular A-133, Section .510(a) (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

*There were no federal award findings or questioned costs in 2014-15.*

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Schedule of Audit Findings and Questioned Costs*  
*For the Fiscal Year Ended June 30, 2015*

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**SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS**

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

**Finding 2015-1: Adult Education Maintenance of Effort (40000)**

**Criteria:** Education Code Section 42238.03(a)(7) required that for fiscal year 2014-15 the District expend on Adult Education no less than the amount the District received for that purpose in 2012-13 or spent for that purpose in 2012-13; whichever is less.

**Condition:** The District did not expend the required amount for Adult Education in 2014-15. The District was required to spend at least \$2,591,690 on adult education. During the 2014-15 fiscal year, the District expended \$1,041,359.

**Cause:** The District was not initially aware of the requirement, and could not expand the program quickly enough after contracting the program due to budget constraints to meet the requirement.

**Effect:** The District is not in compliance with the Adult Education maintenance of effort.

**Recommendation:** We recommend that the District determine the future of the Adult Education program based on locally identified needs.

**District Response:** The District is a member of and participates in the Riverside About Students Regional Consortium and the consortium approved the distribution level of the MOE for RUSD; the District is committed to its adult education plan and to spending the dollars within the State time line published for this allocation.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
*Summary Schedule of Prior Audit Findings*  
*For the Fiscal Year Ended June 30, 2015*

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<b>Original Finding No.</b>	<b>Finding</b>	<b>Code</b>	<b>Recommendation</b>	<b>Current Status</b>
<i>Finding 2014-1: Teacher Credentials</i>	<p>Any teacher that is assigned to teach a class in which more than 20 percent of the pupils were English learners must be authorized to instruct Limited-English-Proficient (LEP) pupils pursuant to the provisions of Education Code Section 44253.3, 44253.4, or 44253.10.</p> <p>Our sample of teachers selected for testing included one that lacked the appropriate credentials to instruct LEP pupils.</p>	71000	We recommend that the District create a process to ensure all teachers who teach Limited English Proficient students have the proper credential on file.	Implemented.



## Riverside Unified School District

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3380 14<sup>th</sup> Street • Riverside, CA • 92501

### Board Meeting Agenda February 1, 2015

Topic: Approval of Local Education Agency (LEA) Plan 2015-2018

Presented by: Anu Menon, Director, Academic English Learners/Student Support

Responsible

Cabinet Member: Antonio Garcia, Assistant Superintendent, Instructional Services

Type of Item: Action

Short Description: The Local Educational Agency Plan was last updated in 2013. A full revision is required for the 2015-18 school years.

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#### DESCRIPTION OF AGENDA ITEM:

All Local Education Agencies (LEA's) are required to consult with stakeholder groups to develop a comprehensive plan to address the identified needs of the students in the District, as addressed by Federal grant funds, including Title I, Title II, and Title III. In 2010, Riverside Unified School District wrote the current LEA Plan and submitted it to the California Department of Education. For the 2013-2014 school year, an addendum was adopted incorporating an updated assessment of student needs. This revision takes into account the most recent student achievement results, and incorporates revised actions and services aligned to new Federal and State accountability requirements. In addition, needs and goals identified by the Local Control Accountability Plan and Board Goals were considered in revising district-wide goals, instructional priorities, and strategies to improve student achievement in alignment with an updated assessment of student needs.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board approve the updated Riverside Unified School District LEA Plan.

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**ADDITIONAL MATERIAL:** RUSD Local Education Agency Plan for the 2015-2018 school year  
PowerPoint

Attached: Yes, and ELA Plan is also available at <http://www.rusdlink.org/Page/643>

**Elementary and Secondary Education Act  
Corrective Action  
SUGGESTED LEA PLAN TEMPLATE**

Please submit the suggested plan template by uploading the completed plan to [www.cais.ca.gov](http://www.cais.ca.gov). Please include the district profile, needs assessment summary/analysis, description of local measures of student performance, additional mandatory Title I descriptions, and budget summary for federal and state categorical programs.

**Corrective Action 6 Plan Information:**

Name of Local Educational Agency (LEA): Riverside Unified School District

County/District Code: 33-67215-0000000

Dates of Plan Duration (a three- to five-year plan): January 2016-June 2018

Date of Local Governing Board Approval: February 1, 2016

**District Contact Information:**

District Superintendent: David Hansen, Ed.D.

Address: 3380 14th Street

City: Riverside

Zip code: 92501

Phone: (951) 788-7131

Email: [dchansen@rusd.k12.ca.us](mailto:dchansen@rusd.k12.ca.us)<[dchansen@rusd.k12.ca.us](mailto:dchansen@rusd.k12.ca.us)

**Certification:** (Retain original signatures on file in the district office.)

**Certification:** I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected programs, and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

David C. Hansen, Ed.D.

February 1, 2016

Printed or typed name of Superintendent

Date

Signature of Superintendent

Tom Hunt

February 1, 2016

Printed or typed name of Board President

Date

Signature of Board President

## District Profile

In the space below, provide a brief narrative description of your district. Include your district's vision/mission statement and information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

### District Profile

Riverside Unified School District (RUSD) is the 15th largest district in California, enrolling approximately 42,399 K-12 students in 50 schools. A vibrant city of more than 300,000 residents located 60 miles east of Los Angeles, Riverside is a family oriented community with a rich heritage. RUSD has been a part of this history for 143 years. Riverside is proud of its public schools. RUSD has one of the largest AVID (Advancement Via Individual Determination) program in the world and is recognized as a model nationwide. RUSD is also a leader in instructional technology and launched the innovative Riverside Virtual School in 2008. In 1965, Riverside Unified was the first district in the nation to voluntarily integrate its schools, and today, more than 51 different languages are spoken by students and families. Riverside STEM Academy (RSA) is a Riverside Unified School serving grades 5-11, with extension plans to include grade 12. The school began in the fall of 2011 with 200 students and has expanded to over 500 students.

### Fall 2015 CDE Data

Population	American Indian	Asian	Pacific Islande	Filipino	Hispanic	African Amer.	White	Other
Students	0.4%	3.4%	0.5%	1.2%	60.6%	7.0%	24.09%	2.9%
Teachers	0.6%	2.5%	0.3%	0.2%	22.9%	5.9%	66.2%	1.0%
English Learners	Reclassified EL	Students with Disabilities	with GATE	Free and Reduced Lunch	District Mobility	Parent Education		
17.2%	11.8%	12%	10%	64%	96%	2.79		

\*District Mobility: The percent of students continuously enrolled from CBEDS to SBAC testing.

RUSD was identified as a Program Improvement District in 2007 missing the AYP targets in English Language Arts for English Learners and Students with Disabilities. The district selected WestEd to provide technical assistance. WestEd conducted walkthrough assessments of RUSD classrooms in the fall of 2008 and again in the spring of 2009. In addition, they provided an instructional coaching workshop of district principals and assistant principals in June of 2009.

RUSD was identified as Program Improvement Year 3 in September 2009 missing English Language Arts targets for Hispanic, Socio-Economic Disadvantaged, English Learners, and Students with Disabilities and Mathematics targets for African American, Socio-Economic Disadvantaged, English Learners and Students with Disabilities (see AYP Goals below). Twenty of the twenty-four Title I schools were in Program Improvement. Two elementary school are "at risk" of being PI, five elementary schools were in Year 1, three elementary schools were in Year 2, three elementary schools were in Year 3, five elementary and two middle schools were in Year 4, and two middle schools were in Year 5. The State Board of Education assigned Corrective Action 6 to RUSD in January 2010, requiring the revision of the LEA Plan to reflect these action steps:

- Implement a standards-based/standards-aligned curriculum in SBE-adopted ELA and mathematics programs including intervention;



- Provide appropriate professional development;
- Ensure full implementation of the curriculum as measured by LEA support for implementation of the DAIT standards and the nine Essential Program Components (EPCs); and
- Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and any high-priority students not meeting standards.

### District Title I Program Improvement Status 2015

In 2015, RUSD remains in Program Improvement Year 3, is still required to implement the Six Corrective Actions, and must submit an End of Year Evidence of Progress to CDE annually. Of the district's 50 schools, 22 are in Program Improvement with the following placements:

Year 1	Year 2	Year 3	Year 4	Year 5+	Not PI	Not Title I
1	1	0	3	17	2	26

### District Support to Schools

The district provides support to schools with strategies that are based on scientifically-based researched practices including:

- Extensive professional development for all K-12 teachers in both 2014-15 and 2015-16 for in transitioning to the new Common Core state standards in both ELA, ELD, Mathematics, and Literacy in all subject areas. 23 classroom teachers were placed in temporary positions as Common Core Staff Developers to provide training, coaching, and curriculum development. Teachers received a number of all-day professional development sessions for during the summer and school year. They also had access to the Staff Developers throughout both years for additional support and assistance (planning support, lesson demonstrations, lesson study, feedback, etc.) in implementing effective pedagogical strategies in both ELA/Literacy, ELD, and Mathematics
- A districtwide focus on Academic English Learners (AEL) and Student Support (SS) with a Director of AEL and SS Department, with an articulated goal to " *ensure that Academic English Learners and students from disadvantaged homes access, engage and learn in each of our schools because we, within our department, continue to address the issue of equity, as it relates to language and poverty*".
- Implementation of the new ELA Units of Study at grades 3 through 12 and support for schools with professional development in the new Units of Study with implementation regularly monitored by principals and district staff.
- Implementation of newly adopted *enVision Mathematics* K-6 program and professional development to support full and effective implementation.
- 20 Restructuring Grants (\$349,908) for schools at the PI Years 4 and 5 with \$16,000 per Grant to restructure the instructional program at the school.
- Continued expansion of its K-2 Institute providing training and materials to assist teachers in the delivery of reading interventions to struggling students in primary grades. Training was provided to the remaining 9 elementary schools during the summer of 2015. As of now, all elementary schools have received K-2 Institute training. Coaching and support continued to be provided to all K-2 Institute teachers and sites.
- Development and implementation of new secondary mathematics courses that are aligned with California Common Core State Standards and that meet the rigor of the new Standards of Mathematical Practice.
- Design and implementation of specific practices with the goal of increasing enrollment in A-G and advanced-level courses for all students, with an increased focus on African-

American and Latino subgroups.

- Training and support in 2014-2015, for many school leadership teams in developing and implementing site-level plans for Multi-Tiered System of Supports (MTSS) in collaboration with staff from the University of California, Riverside.
- Training and support was provided to five secondary principals who are piloting a reading and math intervention through Learning2gether in the Summer of 2015. Each school is implementing the intervention with coaching and support for these sites provided by RUSD Specialist and Learning2gether
- Administration of universal screening at the elementary schools which includes both benchmark and progress monitoring assessments in reading using DIBELSNext and IDEL. Additionally, three elementary schools are piloting Aimsweb as a universal screener for math grades 3-6. The same screener is being used at seven secondary sites in Math and English Language Arts as a significant tool in the development of our Multi-tiered System of Support and addressing first response indicators of academically at-risk symptoms.
- Continued development and/or implementation of a variety of academic interventions to meet the needs of all students, including those at risk.
- Continued Programs such as Project Read (elementary) and Strategies for Success (SFS) at the secondary level continued to address the needs of students with mild/moderate disabilities, and established programs such as AVID,
- Support for the adoption of the AVID Elementary program at a number of elementary to meet the needs of our students.
- Implementation of a number of programs such as Dual Language Immersion at elementary, and *English 3D*, *AVID Excel*, and targeted summer school programs at middle and high schools to continue support for the linguistic and academic needs of English Learners
- Assistance in producing and analyzing data from benchmark and other assessments with assistance of the district's Department of Research, Assessment and Evaluation.
- Teacher collaboration time built into the school schedule with teachers using that time to analyze data and use that analysis to plan appropriate instruction and interventions.
- Assistance in identifying and implementing professional development in instructional strategies and methods of instruction that are grounded in scientifically based research, including those that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI.
- Principals are expected to identify two key areas of focus for which they will be evaluated. These two key areas serve as goals for the school. Principals work with their site staff to analyze benchmark assessment data including an analysis of grade levels and significant groups of students. Principals use this data and feedback from staff to determine the site's goals. They share this information with their evaluator. Principals must show through their data how the school is progressing towards meeting these goals.
- Many principals engage in daily classroom walkthroughs using feedback forms and/or a Google Docs walkthrough format. District level executive and extended cabinet members also visit school sites and provide feedback.

### **Summary Analysis of the Needs Assessment**

In the space below, provide a summary analysis of the needs assessment conducted to inform the development of the Corrective Action 6 Improvement Plan. Describe sources of data reviewed, stakeholders involved, review process and major findings. The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. LEAs required to work with a TA provider must incorporate recommendations made by the TA provider.

## Overview of Needs Assessment

The needs assessment process for both the LCAP and LEA Plans began with wide community and stakeholder input in 2014-15 and was repeated for 2015-16. A district steering committee was formed consisting of representatives of each bargaining unit, PTA Council, District English Learner Advisory Committee (DELAC), Compensatory Education District Advisory Committee (CEDAC), and the Riverside Chamber of Commerce, plus appointees by each member of the Board of Education, which broadened representation to include City Hall and community organizations. Student representatives were added to the committee. The Steering Committee (during the first year) asked the following question, "What would most help all students in RUSD to be successful?" During 2015-16 needs assessment process the Steering Committee asked "Is there anything that should be added or changed to best support the success for RUSD Students?" Input was received from Student Focus Groups, Community Forums, Bargaining Units, Parents, DELAC and CEDAC meetings, and district management.

## Student Achievement Data 2014-15

In the spring of 2015, all students in grades 3 through 8 and in grade 11 took the Smarter Balanced Assessment Consortium (SBAC) assessments. Baseline SBAC data indicates that a serious achievement gap exists between All Students and English Learner groups. In 2015-16, professional development has begun on providing the scaffolding and support that Academic English Learners need to achieve at higher levels. Teachers have been receiving training on the new English Language Development standards, and on strategies and resources to use with their AEL students both during the day (integrated ELD) and during the Designated ELD block.

### ELA

	2014-2015 Met or Exceeded All Students	2014-2015 Met or Exceeded AEL
3 <sup>rd</sup> Grade	35%	13%
4 <sup>th</sup> Grade	40%	9%
5 <sup>th</sup> Grade	45%	8%
6 <sup>th</sup> Grade	45%	5%
7 <sup>th</sup> Grade	39%	4%
8 <sup>th</sup> Grade	44%	5%
11 <sup>th</sup> Grade	58%	5%

### Math

	2014-2015 Met or Exceeded All Students	2014-2015 Met or Exceeded AEL
3 <sup>rd</sup> Grade	43%	21%
4 <sup>th</sup> Grade	34%	7%
5 <sup>th</sup> Grade	30%	5%
6 <sup>th</sup> Grade	35%	2%
7 <sup>th</sup> Grade	29%	2%
8 <sup>th</sup> Grade	30%	5%
11 <sup>th</sup> Grade	27%	4%

## DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

DIBELS data show increases in the percentages of Kinder, 1<sup>st</sup>, and 2<sup>nd</sup> grade students scoring at Core, in both All Students and English Learner groups. The percentage of ELs scoring at Core in Kinder remained at 67% across both years. All grades show steady progress toward meeting the new 2015-2016 LCAP Metrics for *Benchmark* at End of 2<sup>nd</sup> Grade.

	% of Students Scoring at Core				LCAP Metric for 15-16 % of students at Benchmark at End of 2 <sup>nd</sup> Grade	
	13-14 All	14-15 All	13-14 AEL	14-15 AEL	All	AEL
Kinder	73%	76%	67%	67%		
1 <sup>st</sup> Gr.	63%	71%	50%	62%		
2 <sup>nd</sup> Gr.	60%	72%	36%	55%	68%	51%
3 <sup>rd</sup> Gr.	55%	65%	20%	41%		

### CAHSEE

At secondary, CAHSEE results indicated significant gains in passing rates in both ELA and Math for all subgroups. The majority of subgroups demonstrated CAHSEE passing rates of 93% or greater. However, passing rates for English Learners and Special Education students continued to be much lower than other subgroups. To assist students that continue to struggle CAHSEE prep classes were open at all sites. These classes worked to identify student needs and then focused on those needs to best prepare them for future exams. We see that the achievement gap between All Students and English Learners continues to be reflected in CAHSEE, as well as in other data.

### 2013-2014 CAHSEE

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICT	# Tested	Math	3,293	248	285	664	1,910	1,331
DISTRICT	Passing	Math	2,908 (88%)	112 (45%)	151 (53%)	629 (95%)	1,611 (84%)	1,254 (94%)
DISTRICT	# Tested	ELA	3,285	254	284	658	1,903	1,328
DISTRICT	Passing	ELA	2,827 (86%)	97 (38%)	94 (33%)	620 (94%)	1,535 (81%)	1,250 (94%)

### 2014-2015 CAHSEE

Location	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
DISTRICT	# Tested	Math	3,131	202	176	691	1,743	1,388
DISTRICT	Passing	Math	2,980 (95%)	131 (65%)	122 (69%)	681 (99%)	1,629 (93%)	1,351 (97%)
DISTRICT	# Tested	ELA	3,130	202	176	690	1,743	1,387
DISTRICT	Passing	ELA	2,977 (95%)	131(65%)	108 (61%)	681 (99%)	1,628 (93%)	1,349 (97%)

### A-G Results

At the end of 2014-2015, 41% of all graduating students met A-G requirements, surpassing the district goal of 39% by two percentage points. The African American and Latino subgroups both surpassed their 2014-2015 A-G goals of 33% by a slight margin. The Riverside Unified School District continues to look for ways to create more opportunities for students to get on and stay on the A-G track. School sites are working within their own master schedules to ensure that all students have equal access to A-G courses.

**Completion of A-G Required Courses by Graduates**

	Hispanic or Latino, of Any Race		African American, Not Hispanic		All Students	
	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses	# of Grads	Grads with UC/CSU Required Courses
<b>District Total</b>	1669	573 (34.3%)	259	86 (33.2%)	3078	1,261 (41.0%)

**Graduation Rates**

At the end of 2014-2015, 87.2 % of Riverside Unified seniors graduated from their respective high schools, exceeding the 2013-2014 graduation rate of 85.6% and surpassing the LCAP 2014-2015 Expected Graduation goal of 85.3%. Riverside Unified continues to work with all high schools focusing on classroom and school wide engagement strategies that will help continue an increase in graduation rates. School site administration is also working within their own master schedule to build and offer classes that best meet student needs.

**Graduation Rates**

Race Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate
Hispanic or Latino of Any Race	1831	1567	85.6
American Indian or Alaska Native, Not Hispanic	*	*	71.4
Asian, Not Hispanic	134	125	93.3
Pacific Islander, Not Hispanic	17	14	82.4
Filipino, Not Hispanic	38	37	97.4
African American, Not Hispanic	295	247	83.7
White, Not Hispanic	969	874	90.2
Two or More Races, Not Hispanic, Not Hispanic	36	28	77.8
Not Reported	19	19	100
Riverside Unified	3346	2916	87.2

**Analysis**

Student achievement data were analyzed including California Assessment of Student Performance and Progress (CAASPP) data, district benchmark data, DIBELs (Dynamic Indicators of Basic Early Literacy Skills) at grades K-2, CAHSEE data, A-G Requirement Completion rates and Graduation Rates by ethnicity. The results of this data analysis indicated that:

- There is a serious achievement gap exists between All Students and English Learner groups.

- At the secondary level, CAHSEE results indicate significant gains in passing rates in both ELA and Math for all subgroups. The majority of subgroups listed above demonstrated CAHSEE passing rates of 93% or greater.
- DIBELs data shows increases in the percentages of Kinder, 1<sup>st</sup>, and 2<sup>nd</sup> grade students scoring at Core in both All Students and English Learner groups. The percentage of ELs scoring at Core in Kinder remained at 67% across both years.
- At the end of 2014-2015, 41% of all graduating students met A-G requirements, surpassing the district goal of 39% by two percentage points. The African American and Latino subgroups both surpassed their 2014-2015 A-G goal of 33% by a slight margin.
- At the end of 2014-2015, 87.2 % of Riverside Unified seniors graduated from their respective high schools, exceeding the 2013-2014 graduation rate of 85.6% and surpassing the LCAP 2014-2015 Expected Graduation goal of 85.3%.

The results of the stakeholders input meetings and the analysis of the student achievement data represents prioritized themes that are addressed in the LCAP and LEA Plan. They are in order of priority:

1. Services for English Learners, including focused tutoring
2. Secondary math support
3. Reading by 3rd grade
4. Competitive salaries to retain high quality staff
5. Assistant Principals at high need schools
6. Technology integration/Personalized Learning
7. New teacher support
8. Expansion of Heritage Plan to support English Learners and Foster Youth

The data presented in this report represents a baseline by which RUSD will evaluate progress towards LEA Plan goals in the fall of 2016.

#### **Local Measures of Student Performance**

If local student academic assessments are used in addition to the state level assessments, provide a description of how these local assessments are used to:

- a. determine the success of students in meeting the state academic standards, and provide information to teachers, parents, and students on progress being made toward meeting these standards
- b. assist in diagnosis, teaching, and learning in the classroom to enable low-achieving students to meet state academic standards and do well in the standards-based/ standards-aligned curriculum
- c. determine what revisions are needed to academic programs so that low-achieving students meet the state academic standards
- d. identify students who may be at risk for reading failure or who are having difficulty reading

#### **Local Measures of Student Performance**

RUSD uses numerous local assessments developed by the district to measure student learning of the CCSS-aligned Units of Study. The results of these tests are provided to teachers, parents, and teachers to ensure that students are making progress on state academic standards. Teachers and administrators use these data for diagnosis of areas of weakness in reading and math in order to plan classroom instruction targeting student needs. Required District Benchmark Assessments are given multiple times per year depending on the test.

Diagnostic and screening assessments are used in elementary grades and for intervention placement and monitoring. The assessments listed below are used by teachers and administrators to monitor progress of students specifically those who are low-achieving and struggling in reading and mathematics. Teachers meet weekly to collaborate through Professional Learning Communities to review assessment results, plan lessons, and determine intervention steps for students not learning.

### **Elementary School Level (K-6)**

#### English Language Arts

- DIBELS
- Trimester On Demand Writing Assessments (Informative/Explanatory, Opinion/Argument, Narrative)
- Illuminate Trimester Benchmark Assessment (constructed response)
- Illuminate Mid-Unit Common Assessments
- Units of Study Writing Assessments
- Units of Study Authentic Assessments
- Weekly Quick Writes from Units of Study

#### Mathematics

- MAC K-2
- enVision Assessments: Beginning of Year, Topic Test, Benchmark, End of Year
- Trimester Assessments: Illuminate, SBAC Readiness Items, Performance Tasks

### **Middle School Level (7-8)**

#### English Language Arts

- End of 1<sup>st</sup> and 3<sup>rd</sup> Quarter District Writing Assessments
- End of 1<sup>st</sup> and 2<sup>nd</sup> Semester District Writing Assessments
- CCSS Units of Study Assessments
- MAPPS
- Aimsweb (Universal Screener)

#### Mathematics

- End of 1<sup>st</sup> and 3<sup>rd</sup> Quarter District Assessments
- End of 1<sup>st</sup> and 2<sup>nd</sup> Semester District Assessments
- CCSS Units of Study Assessments
- MAPPS
- Aimsweb (Universal Screener)

### **High School Level (9-12)**

#### English Language Arts

- End of 1<sup>st</sup> and 3<sup>rd</sup> Quarter District Writing Assessments
- End of 1<sup>st</sup> and 2<sup>nd</sup> Semester District Writing Assessments
- Grade 12 ERWC Quarter Writing Assessments
- CCSS Units of Study Assessments
- MAPPS
- Aimsweb (Universal Screener)

#### Mathematics

- End of 1<sup>st</sup> and 3<sup>rd</sup> Quarter District Assessment
- End of 1<sup>st</sup> and 2<sup>nd</sup> Semester District Assessment
- CCSS Units of Study Assessments
- MAPPS

- Aimsweb (Universal Screener)

**Other Indicators of Student Achievement**

These are some of the other measures of student achievement RUSD uses to determine effectiveness of their educational programs:

- A-G completion rates for all students
- A-G completion rates for African American and Latino students
- Number of students participating in the Riverside City College Two-Year Completion Guarantee
- Number of students participating in the California State University San Bernardino Guaranteed Admission program
- Student records of extra-curricular activities
- Algebra results
- EAP results
- AP/IB Enrollment 9-12 students
- AP Higher Level Exams passed, grade 11 & 12 students
- IB Higher Level Exams passed, grade 11 & 12 students (J.W. North HS) Elementary Principal Surveys and Evaluations of MTSS Program
- District-wide formative and summative assessments (e.g. DIBELs, Benchmark assessments)
- Professional development agendas, materials, and evaluations
- Student Attendance Rates

**Goals, Strategies and Action Steps**

In the space below each goal title:

- 1) Provide a description of the LEA’s specific, measurable, goal for the topic. Goal descriptions should specify the desired outcome, numerical goals for a 3 to 5 year time frame and how progress will be measured.
- 2) Describe research-based strategies the LEA will use to achieve the goal. ESEA-required strategies have been pre-populated in the table. The LEA should add additional local strategies, as appropriate.
- 3) Identify actions that will be necessary to implement each strategy. Action steps should identify a specific timeline, persons responsible and funding sources and amounts to carry out the action.

Notes:

- The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. Per Education Code 52059(e)(4), LEAs required to work with a TA provider must incorporate recommendations made by the TA provider, unless exempted by the State Superintendent for Public Instruction and the State Board of Education.
- Detailed guidance and examples of goal, strategy and action step wording may be found in the LEA Plan Guidance Document.



## Goals, Strategies, and Action Steps

### Goal IA Proficiency in Reading/Language Arts:

- The district will increase the percentage of students at standard exceeded and standard met on the English Language Arts California Assessment of Student Performance and Progress (CAASPP) district wide.
- The district will increase the percentage of students ready on the Early Academic Placement test- English Language Arts.
- 100% of the district pupils will have access to standards-aligned instructional materials in English Language Arts/English Language Development.

#### 1. Strategy: Instructional Materials

Ensure that every student in every classroom has SBE adopted and/or standards-aligned core instructional materials.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Riverside Unified adopted and implements the following SBE adopted/approved standards aligned materials for ELA: <ul style="list-style-type: none"> <li>• TK <i>Opening the World of Learning</i> Pearson 2011</li> <li>• K-2 <i>Treasures</i> RLA Macmillan McGraw-Hill</li> <li>• 3-6 Houghton Mifflin <i>A Legacy of Literacy</i> 2003 for core and ELD, HM English Learner Handbook</li> <li>• 7-12 Holt <i>Literature and Language Arts</i> 2003</li> <li>• 9-12 Scholastic California Enterprise Edition <i>READ 180</i></li> <li>• <i>System 44</i> for intensive intervention and ELD</li> <li>• RUSD has developed ELA Units of Study based on Common Core Standards. The above listed materials will be used to support instruction in these standards.</li> </ul>	Jan. 2016- June 2016 Aug 2016- June 2017 Aug 2017- June 2018	Chief Academic Officer, Assistant Superintendent Instruction, District and Site Administrators, ISS ELA, Teachers		
(b) The district Instructional Materials Committee will lead the process of selecting a new 2016 ELA/ELD Program 3 adoption for grades 3-12. Teachers from all campuses will participate in the process of selection of the new materials using criteria for selection that includes alignment to CCSS and attention to inclusion of instructional strategies and support materials for all students including EL and SWD students.	2016-June 2017 gr. 3-6 2017-June 2018 gr.7-12	Assistant Supt. Instruction, Directors, Site teacher representatives	\$1,193,854 \$2,100,000 (gr.3-6)	IMF LCFF
(c) Continue to maintain sufficient stock of English Language Arts textbooks and instructional materials that are aligned to the CCSS to ensure that all teachers including teachers of special needs students have sufficient materials.	Jan. 2016- June 2018	Assistant Supt. Instruction, Directors, Principals	\$20,000	LCFF

#### 2. Strategy: Standards-aligned Instruction in Reading Language Arts

**Ensure that classroom instruction is aligned with California content standards and standards-aligned (including technology-based, as appropriate) instructional materials.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Use the Common Core State Standards aligned materials identified above for ERLA instruction. All teachers including those of EL and SWD students will use the adopted materials daily with fidelity to program as designed including sufficient time and focus on grade level standards instruction.	Jan. 2016- June 2018	Assistant Superintendent Instruction, District, Site Administrators, ISS ELA, Teachers	NA	
(b) Use the newly written Standards-Based/Standards Aligned Units of Study in ELA/ELD instruction in grades 3-6 (6 units per year) and 7-12 (4 units per course). Units are constructed using the Understanding by Design template that includes goals, essential questions, key standards, performance tasks, assessments, learning activities and assessments.	Jan. 2016- June 2018	Site Administrators, ISS ELA, Teachers	NA	
(c) Annually review and modify as needed the CCSS Units of Study for each grade level grades 3-12 based on the results of district benchmark assessments for each grade level and course using a district committee comprised of teachers and administrators. Ensure that each unit includes strategies and supports for SWD and EL student learning.	May 2016 May 2017 May 2018	Assistant Supt. Instruction, Directors, Principals, Teacher representatives	TBD	LCFF
(d) Fully implement the K-2 Treasures RLA program by Macmillan McGraw-Hill intended for use with all students including SWD, EL and high priority students to be used on a daily basis to meet the ELA/ELD needs of students in mastering grade level standards.	Jan. 2016- June 2018	Site Administrators, ISS ELA, K-2 Teachers	NA	
(e) Continue to provide site ELA and/or ELD academic coaches as School Site Councils and English Learner Advisories analyze student achievement, determine the needs of students and teachers, and align site categorical resources to provide these services. Site ELA and ELD coaches assist teachers through direct support in the classroom and modeling effective instructional practices. The district supports school sites with 18 Instructional Services Specialists (ISS) serving all core content areas including ELA, math, H/SS, Intervention, AEL and Student Support and MTSS.	2015-2018	Assistant Supt Instruction, Directors ISS		
(f) Continue to provide district Instructional Services Specialists (ISS) for ELA, Academic English Learners, and special education to ensure implementation of the standards-aligned adoptions and instructional strategies.	2015-2018	Assistant Supt Instruction, Directors ISS		

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<p>There are 16 Instructional Services Specialists:</p> <p>ISS 7-12 Math – 30% Title 1, 70% Title II</p> <p>ISS K-6 Math – 50% Title 1, 50% Title II</p> <p>ISS GATE/VAPA – 60% GATE (general funds), 40% Title II</p> <p>ISS 7-12 History/K-12 Interventions – 25% Interventions (general funds), 75% Title II</p> <p>ISS MTSS, 50% general, 50% Title I</p> <p>ISS 4-8 Math, 100% Title II</p> <p>ISS K-6 ELA, 55% Title I, 45% Title II</p> <p>ISS K-6 ELA/HSS, 40% Title I, 60% Title II</p> <p>ISS CCR, 25% Title I, 75% Title II</p> <p>ISS K-12 Science, 100% Title II</p> <p>ISS EL, 50% general, 50% Title III</p> <p>ISS EL, 30% general, 30% Title I PD, 40% Title III</p> <p>ISS Program Quality , 10% general, 10% Title I Admin, 30% Title I PD, 50% Title III</p> <p>3 ISS, 100% general fund</p>				<p>Title I, II</p> <p>Title I,II</p> <p>Title II,GF</p> <p>Title II,GF</p> <p>Title I/GF</p> <p>Title II</p> <p>Title I,II</p> <p>Title I,II</p> <p>Title I, II</p> <p>Title II</p> <p>Title III</p> <p>Title I, III,</p> <p>GF</p> <p>Title I, III,</p> <p>GF</p> <p>GF</p>
(g) Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety. Continue implementing the District Technology Plan including professional development focused on handheld devices and tablets, interactive whiteboards, student responders, use of presentation software, and database software.	2015-2018	Assistant Supt. Instructional Support TK-12, District & Site Administration, Teachers	\$865,860 \$3,660,000 \$4,500,000 \$10,000 \$175,000 \$430,000	LCFF
(h) Continue to provide curriculum resources online and student electronic blackboards online such as Brainpop (three levels including Brainpop Level 1, Brainpop Jr. Brainpop Espanol, specifically for EL learners), Rosetta Stone, Building Language Understanding (BLU book) also for English Learners and Study Island for ELA support.	2015-2018	Director of Technology Principals Teachers	\$20,000 Rosetta Stone License	Title I

**Goal IB Proficiency in Mathematics:**

- The district will increase the percentage of students at standard exceeded and standard met on the Mathematics California Assessment of Student Performance and Progress (CAASPP) district wide.
- The district will increase the percentage of students ready on the Mathematics Early Academic Placement test.
- 100% of the district pupils will have access to standards-aligned instructional materials.

**1. Strategy: Instructional Materials**

Ensure that every student in every classroom has SBE adopted and/or standards-aligned core instructional materials.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<p>(a) Riverside Unified adopted and implements the following SBE adopted/approved standards aligned materials for Mathematics:</p> <ul style="list-style-type: none"> <li>• K-6 Pearson Scott Foresman <i>enVision Math</i> 2014</li> <li>• 7-12 Units of Study based on CCSS for 7<sup>th</sup> Grade Math, 7<sup>th</sup> Grade Accelerated Math, 8<sup>th</sup> Grade Math, 8<sup>th</sup> Grade Accelerated Math 1, Math 1, Math 2, Accelerated Math 2, Math 3, Accelerated Math 3, Pre-Calculus, Intermediate Algebra, Statistics and Probability, AP Statistics, AP Calculus AB or BC</li> <li>• These adoptions are used in alignment with the new CCSS Mathematics Units of Study: <ul style="list-style-type: none"> <li>○ Grade 7 Holt <i>California Mathematics Course 2 (Pre-Algebra)</i> and Holt <i>California Mathematics Course 2 (Pre-Algebra) Spanish Language 2008</i> (available for ELs)</li> <li>○ Grade 8 Holt <i>California Algebra 1 2008</i> and Holt <i>California Algebra 1 Spanish Language 2008</i> (available for ELs)</li> <li>○ Grade 8 Holt <i>California Algebra Readiness</i> (intensive)</li> <li>○ Grade 9 Holt <i>California Algebra 1 2008</i></li> <li>○ Grade 9 Pearson Prentice Hall <i>California Algebra Readiness 2008</i></li> <li>○ 9-12 Holt <i>California Geometry 2007</i></li> <li>○ 10-12 Cengage <i>Precalculus 2007</i></li> <li>○ 11-12 Houghton Mifflin <i>Calculus 2006</i></li> <li>○ 11-12 Pearson Addison Wesley <i>Stats-Modeling the World 2007</i></li> </ul> </li> </ul>	<p>Jan. 2016- June 2016 Aug 2016- June 217 Aug 2017- June 2018</p>	<p>Chief Academic Officer, Assistant Superintendent Instruction, District and Site Administrators, ISS Math, Teachers</p>		
<p>(b) The district Instructional Materials Committee will lead the process of selecting a new 7-12 mathematics adoption. Teachers from all campuses will participate in the process of selection of the new materials using criteria for selection that includes alignment to CCSS and attention to inclusion of instructional strategies and support materials for all students including EL and SWD students.</p>	<p>2016-2017</p>	<p>Assistant Supt. Instruction, Directors, Site teacher representatives, ISS Math</p>	<p>TBD TBD</p>	<p>IMF LCFF</p>
<p>(c) Continue to maintain sufficient stock of mathematics textbooks and instructional materials that are aligned to the CCSS to ensure that all teachers including teachers of special needs students have sufficient materials.</p>	<p>Jan 2016- June 2018</p>	<p>Assistant Supt. Instruction, Directors, Principals</p>	<p>\$20,000</p>	<p>LCFF</p>

**2. Strategy: Standards-aligned Instruction in Math**

**Ensure that classroom instruction is aligned with California content standards and standards-aligned (including technology-based, as appropriate) instructional materials.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Use the Common Core State Standards aligned materials identified above for mathematics instruction. All teachers including those of EL and SWD students will use the adopted materials daily with fidelity to program as designed including sufficient time and focus on grade level standards instruction.	Jan. 2016- June 2018	Assistant Superintendent Instruction, District, Site Administrators, ISS Math, Teachers	NA	
(b) Use the newly written Standards-Based/Standards Aligned Units of Study in mathematics instruction in grades K-12. Units are constructed according to grade level content standards and eight California adopted practice standards that describe what mathematically proficient students do.	Jan. 2016- June 2018	Site Administrators, ISS Math, Teachers	NA	
(c) Annually review and modify as needed the CCSS Units of Study for each grade level, grades K-12, based on the results of district benchmark assessments for each grade level and course using a district committee comprised of teachers and administrators. Ensure that each unit includes strategies and supports for SWD and EL student learning.	May 2016 May 2017 May 2018	Assistant Supt. Instruction, Directors, Principals, Teacher representatives	TBD	LCFF
(d) Continue to provide site academic coaches as School Site Councils and English Learner Advisories analyze student achievement, determine the needs of students and teachers, and align site categorical resources to provide these services. Site academic coaches assist teachers through direct support in the classroom and modeling effective instructional practices. The district supports school sites with 16 Instructional Services Specialists (ISS) serving all core content areas including ELA, Math, H/SS, Intervention, AEL and Student Support and MTSS.	2015-2018	Assistant Supt Instruction, Directors ISS	ISSs See Goal 1A, 2f above	
(e) Continue to provide district Instructional Services Specialists (ISS) for mathematics and special education to ensure implementation of the standards-aligned adoptions and instructional strategies.	2015-2018	Assistant Supt Instruction, Directors, ISS	ISSs See Goal 1A, 2f above	
(f) Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety. Continue implementing the	2015-2018	Assistant Supt. Instructional	\$865,860 \$3,660,000	LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
District Technology Plan including professional development focused on handheld devices and tablets, interactive whiteboards, student responders, use of presentation software, and database software.		Support TK-12, District & Site Administration, Teachers	\$4,500,000 \$10,000 \$175,000 \$430,000	
(g) Continue to provide curriculum resources online for students and teachers such as the Pearson Realize and Easy Bridge, enVision Math Resources, Illumination, Number Talks, and Online Learning Courses.	2015-2018	Director of Technology Principals Teachers		

#### Goal IC Proficiency for High Priority Students:

- Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program.
- Identify, evaluate, and implement a Multi-Tiered System of Support for all students K-12 including programs and instructional strategies for students at the Strategic and Intensive level of instruction at all district schools K-12.

#### Proficiency for High-priority Students Not Meeting Standards

##### 1. Strategy: Strategic and Intensive Interventions

Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Fully implement the school-wide Multi-Tiered System of Support (MTSS) in reading K-6. Give (K-6 level) universal screening and use the data to plan for additional intervention based on student need including strategic and intensive intervention. Administer universal screening, benchmark and progress monitoring assessments in reading using DIBELS Next and IDEL. Implement Universal Screener at 7 secondary schools in Math and ELA; pilot math universal screener in 3 elementary schools grades 3-6.	2015-2018	Asst. Supt., Dir. Elementary, Dir. Secondary, K-12 Principals, ELA and Math Coaches, ISS, Teachers	\$609,000 \$780,776 \$164,000 \$4,498,000	Title I Title I Title II Title I
(b) Implement and monitor daily additional instructional time within the school day for ELD for identified ELs using <i>K-2 Treasures</i> RLA program by Macmillan McGraw-Hill, the current the HM RLA core K-6 program materials and ancillary materials including the English Learner Handbook and RUSD district developed ELA/ELD aligned lesson plans.	Jan 2016- June 2018	Directors, Principal ELA and ELD Teachers	NA	
(c) Use the RLA ancillary materials from the core adoptions TK- 12 daily to provide additional universal access time with	Jan. 2016- June 2018	Site Administrators,	NA	Title I

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
differentiated instructional support to meet the needs of all strategic students, and extra support for struggling readers and EL students.		ISS ELA, TK -12 Teachers		
(d) Use <i>enVision Math Intervention Kit</i> to address the needs of students struggling in math.	2015-2018	K-6 Site Administrators, ISS Math, Teachers	NA	
(e) Use <i>Holt California Algebra Readiness</i> at secondary to address the needs of students struggling in algebra.	2015-2018	7-12 Site Administrators, ISS Math, Math Teachers	NA	
(f) Tier I Provide core instruction with small group intervention, universal screening; tutoring for English Learners.	2015-2018	Assistant Supt., Instruction, Dirs. K-12 ISS ELA, Teachers	\$609,000	LCFF
(g) Tier II Provide Strategic intervention. Pilot strength based program at 2 high, 3 middle, and 1 continuation school; expand Pre-K institute to 9 more schools; pilot and implement Tier II for K-12 ELA.	2015-2018	Assistant Supt. Instruction, Dirs. K-12 ISS ELA, Teachers	\$780,776 \$164,000	LCFF Title II
(h) Tier III Provide Intensive Intervention. Continue to implement and evaluate the READ 180/Systems 44 intervention program of instruction for all 7th through 12th grade students achieving at the intensive level. Reevaluate allocation formula to target unduplicated students for year 2.	2015-2018	Assistant Supt. Instruction, Dirs. K-12 ISS ELA, Teachers	\$4,498,006	LCFF
(i) Fully implement the K-2 Institute with multi-sensory strategies for all K-2 students including initial universal screening, DIBELSNext progress monitoring.	2015-2018	Director K-6 Principals K-2 K-2 Teachers, ISS ELA	\$250,000	Title I
(j) Implement a Reading by 3 <sup>rd</sup> Grade pilot at grades K-2 to prevent “Summer Slide” program at 14 of the district’s Elementary schools in the summer of 2016.	2015-2016	Director K-6 Principals K-2 K-2 Teachers, ISS ELA	\$400,000	LCFF
(k) Support early literacy, numeracy and language development by reducing class size in TK-3 to 26/1	2015-2018	Assistant Supt. Instruction Dir., Principals K-6	\$2,609,715	LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(l) Continue to provide the Academic Vocabulary Toolkit that offers resources related to college readiness for low-income and minority youth.	2015-2018	Assistant Supt., Instruction, Dir. K-6, Principals, ISS ELA, Teachers		
(m) Implement the AVID Elementary program at grades 3-6 with K-2 on-ramps. Include all program components; Student Success Skills, Organization Skills, WICOR ( writing, inquiry, collaboration, organization and reading) and partnerships	2015-2018	Assistant Supt. Instruction K-12, District & Site Admin., Teachers (14 sites)	\$36,491 \$16,080 \$25,575 \$42,491	Title I
(n) Continue AVID program at the secondary level to help close the achievement gap by preparing all students for college readiness and success in a global society.	2015-2018	Assistant Supt. Instruction K-12, District & Site Admin., Teachers (11 sites)	\$966,220	LCFF
(o) Provide SES after school tutoring for students in need of additional support in RLA and Math at all Program Improvement Year 2 and higher sites.	2015-2018	Director AEL & SS	\$1,965,248	Title I
(p) Support continued implementation of the after school programs at 26 sites (HEARTS and PRIME Time) through the Afterschool Education and Safety Program (ASES) and Century 21st Programs provide safe and educationally enriching afterschool program for students through both educational literacy and enrichment components.	2015-2018	Dir. Program Development & Extended Learning Coord. After School Programs	\$1,216,954 \$3,833,328	21st Century ASES
(q) Provide district support and services to Homeless students to enable them to attend school and learn.	2015-2018	Homeless Student Coordinator	\$254,590	Title I
(r) Provide Dual Language Immersion classes at the K-4 elementary level (Castle View, Jefferson, Mt. View and Washington) to provide both academic and linguistic growth in ELA/ELD for students served in this program. Provide for library books and resources and bilingual teacher stipends.	2015-2018	Assistant Supt., Instruction, Dir. K-12, Principals, ISS ELA, Teachers	\$125,000	LCFF
(s) Implement AVID Excel at grades 7 and 8 to prepare long term English Learners for 9th grade with language skills that will allow them to succeed.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Teachers	\$279,765	LCAP Title I



Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(t) Provide systematic supports to meet the needs of all students at the secondary 7-12 level. Additionally pilot the AIMSweb assessment system in grades 7-12 for universal screening in ELA.	2015-2018 Pilot 2015-16	Asst. Supt. 7-12 Dir. Secondary Principals, Coaches, ISS, ELA Teachers	\$250,000	Title I
(u) Provide the Expository Reading and Writing Course for intensive students at grade 9-12.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Teachers	\$250,000	Title I
(v) Provide math tutoring at the high schools.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS Math, Teachers	\$300,000	LCFF
(w) Establish a summer program for at risk students in 7 elementary schools with the highest concentration of disadvantaged students (6 weeks, for 3.5 hours a day, 4 days a week for approximately 100 students exiting grades 3-5). The program will complement the K-2 Summer Slide program described above in (j).	2015-2018	Assistant Supt., Instruction, Dir. K-6, Principals	\$250,647	Title I
(x) Continue the Summer Bridge Program Elementary.	2015-2018	Assistant Supt., Instruction, Dir. K-6, Principals ISS ELA, Teachers	\$250,647	Title I
(y) Continue Summer Bridge Program Secondary.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Teachers	\$181,374	Title I

**Proficiency for Students with Disabilities**

**1. Strategy: Teacher Collaboration**

**Provide opportunities for collaboration between general education and special education teachers.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Ensure that teachers of SWD students are regularly collaborating	2015-2018	PK-12 Principals,	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
with their grade level peers during teacher collaboration meetings at K-6 and with the appropriate subject matter team at 7-12.	Two times per month	Grade Leads/Dept Chairs SWD teacher		
(b) Require all teachers of SWD students to participate in district and site professional development trainings.	2015-2018 Throughout the year	PK-12 Principals Teacher Induction Dir, ISS	NA	
(c) Require that all teachers of SWD students attend site faculty meetings.	2015-2018 Two X mo.	Principals SWD Teachers	NA	
(d) Continue to include all teachers of SWD students grouped with regular education teachers in all professional development that relates to the content and to the needs of the students they serve.	Jan. 2016- June 2018	Site Administrators, ISS ELA, TK -12 Teachers	NA	

## 2. Strategy: Academic Support

Provide academic support to meet the specific needs of SWDs in the core instructional program.

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Select, adopt and implement as appropriate an Intensive Intervention program (Program 4) for all grade 3-6 students who are two or more years below grade level in reading including ELs and SWD students. These materials are implemented daily as designed to accelerate student learning at the student's assessed level of need.	2016-2018	Asst. Supt. K-12, Dir. Elementary K-6 Principals, ELA Coaches, ISS, Teachers	TBD	LCFF
(b) Provide special accommodations or modifications for SWD students to enable them to participate successfully in the core classrooms as appropriate to meet their needs.	Jan. 2016- June 2018	Site Administrators, ISS ELA, TK -12 Teachers	NA	
(c) Implement Project Read at the elementary level for all SWD students assessed at the appropriate instructional level for this reading language arts instruction.	2015-2018 daily	Executive Dir SELPA, Dir. of AEL/ SS K-6 Principals Teachers of SWD students		
(d) Provide the <i>Strategies for Success (SFS)</i> program at secondary level to support the acquisition of skills needed for success by secondary SWD students.	2015-2018 daily	Executive Dir SELPA, Dir. of AEL/ SS 7-12 Principals		

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
		Teachers of SWD students		
(e) Adopt research-based and common core aligned supplementary materials for students enrolled in moderate/severe programs in ELA.	2015-16	Executive Dir SELPA, Dir. of AEL/ SS 7-12 Principals Teachers of SWD students	TBD	
(f) Monitor implementation of district expectations for instructional strategies for SWDs.	2015-2018 daily	Executive Dir SELPA, Dir. of AEL/ SS 7-12 Principals, ISS	NA	

**Proficiency for English Learners (See Goal 2 pages 33-40)**

**Goal ID Effective Teaching and Administration (Leadership):**

**Implement the professional development necessary to provide high quality teaching and learning environments for all students.**

**Monitoring Metrics:**

- Increase % of secondary staff that complete professional development (4 required days)
- Increase % of elementary staff that complete professional development (4 required days)
- Increase % of staff that, when surveyed, agree that professional development sessions are relevant and helpful (4 required days)
- Increase % of staff that indicate that they have implemented strategies and/or concepts learned during professional development sessions (4 required days)

**1. Strategy: PD for Teachers**

**Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide 2 additional days of training for teachers to implement CCSS, personalize instruction, and integrate technology through services of 23 Common Core Staff Developers and 16 ISSs. In collaboration with the teachers' association, two professional development days (with accompanying compensation) have been added to the teachers' calendar. One of the days will focus on the integration of technology with a menu of choices for teachers	2 days before school begins 2 days during year 2015-2016	Assistant Supt. Instruction, ISSs	\$10,908,686 See Goal 1A, 2f above	LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
depending on expertise, need and content area and a second day has been added for teacher collaboration and planning with their team.				
(b) Provide training to teachers and administrators in effective practices for implementing and monitoring Professional Learning Communities that are data-driven in making their instructional decisions.	2015-2018	Assistant Supt. Instruct Support, Senior Program Evaluators, ISS	\$200,000	Title I
(c) Provide ongoing training to administrators and teachers in understanding, analyzing, and using data from the SBAC testing along with data from district benchmark assessments and short cycle assessments used by grade/course level teams.	2015-2018	Assistant Supt. Instruct Support, Senior Program Evaluators, ISS	\$200,000	Title I
(d) Train district and site administrators and teachers to use the data from ELA/ELD CCSS standards aligned district benchmark assessments to make instructional decisions.	2015-2018	Assistant Supt. Instructional Support TK-12	\$200,000	Title I
(e) Provide training for implementation of the new ELA Units of Study at grades 3 through 6 and coaching support for school regularly monitored by principals and district staff.	2015-2018	Asst. Supt. Curr. Inst., K-6, Dir. Elementary K-6 Principals, ELA Coaches, ISS, Teachers		
(f) Continue expansion of the K-2 Institute providing training and materials to assist K-2 teachers in the delivery of reading interventions to struggling students in primary grades. Training was provided to the remaining 9 elementary schools during the summer of 2015. As of now, all elementary schools in the district have received K-2 Institute training. Coaching and support continued to be provided to all K-2 Institute teachers and sites throughout the school year.	2015-2018	Asst. Supt. Curr. Inst., K-6, Dir. Elementary K-6 Principals, ELA Coaches, ISS, Teachers	\$780,776 \$164,000	LCFF Title II
(g) Continue implementation of newly adopted <i>enVision Math</i> program and CCSS Units of Study with professional development to support full and effective implementation. 6 teams will provide 14 three hour training sessions throughout the year for all K-6 teachers.	2015-2016	Asst. Supt. Curr. Inst., K-6, Dir. Elementary K-6 Principals, Math Coaches and ISS		
(h) Continue to implement the California Math and Science Partnership Program to provide high quality professional development for teachers in mathematics and science.	2015-2018	Directors, ISS Math and Science	\$387,067	Title II Part B

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(i) Develop and implement at grades 7-12 the CCSS Standards Based/Standards Aligned ELA Units of Study.	2015-2018	Asst. Supt. Curr. Inst., 7-12, Dir. Secondary 7-12 Principals, ELA Coaches and ISS		
(j) Implement and train teachers in the new secondary mathematics courses aligned with CCSS and that meet the rigor of the new Standards of Mathematical Practice.	2015-2018	Asst. Supt. Curr. Inst., 7-12, Dir. Secondary 7-12 Principals, Math Coaches and ISS		
(k) Train and support school leadership teams in developing and implementing site-level plans for Multi-Tiered System of Supports (MTSS) in collaboration with staff from the University of California, Riverside.	2015-2018	Asst. Supt. Curr. Inst., K-12 Directors, K-12 Principals, ISS MTSS	\$131,619	LCFF
(l) Provide training for teachers to implement the intervention and strategic programs, such as <i>READ 180</i> , AVID Elementary and AVID Excel, and <i>English 3D</i> .	2015-2018	Asst. Supt. Curr. Inst., K-12 Directors K-12 Principals, ELA ISS	\$4,498,006	LCFF
(m) Provide Dual Language Immersion PD through a contract with UCR providing training and follow-up site visits.	2015-16	Assistant Supt. Instruction Principals TK-6, ISS EL	\$128,700	Title I

**2. Strategy: Professional Collaboration Time**

**Provide regular opportunities for data-based collaboration for all teachers.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Increase the teacher workday to provide time for collaboration and progress monitoring with teacher collaboration (grade/course level collaboration) meetings two times per month. Monitor minutes of these meetings to insure that the meetings include discussions of best practices to deliver ELA/ELD and Mathematics CCSS standards aligned instruction, analysis of	2015-2016 Two Times Per Month Per Teacher Contract	Principals TK-12 Teachers TK-6 ELA Teachers	\$10,908,686	LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
student proficiency on district benchmark and on common formative assessments. Require that each team submit minutes to the site principal for review and comment.				
(b) Provide schools data reports that include summative, formative and progress monitoring data for all student sub-groups to monitor their progress toward mastery of grade level standards.	2015-2018	Assistant Supt. Instruct Support, Senior Program Evaluators	\$200,000	Title I
(c) Use assessments and placement criteria to determine the instructional needs of strategic learners and the intensity of support.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Teachers	NA	LCFF

**3. Strategy: PD for Administrators**

**Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide administrator training focused on instructional leadership for the implementation and monitoring of CCSS including use of Common Core instructional materials, Common Core standards and new frameworks.	2015-2018	Asst. Supt. Curr. Inst., TK-12, Dir. Elementary, Secondary, TK-12 Principals		
(b) Provide administrators professional development to receive appropriate training and support the District's instructional strategies and programs especially those for intervention.	2015-2018	Asst. Supt. Curr. Inst., TK-12, Dir. Elementary, Secondary, TK-12 Principals,		
(c) Train and support administrators in developing and implementing site-level plans for Multi-Tiered System of Supports (MTSS) in collaboration with staff from the University of California, Riverside.	2015-2018	Asst. Supt. Curr. Inst., K-12 Directors, K-12 Principals, ISS MTSS	\$131,619	LCFF
(d) Provide specialized professional development for specific administrators: Principals Institute, coaching, Aspiring Leaders, New Administrators, Parent/Community Relations workshops	2015-2018	Chief Academic Officer	\$ 167,000	Title II
(e) Provide professional development for administrators on the RUSD	2015-2018	Asst. Supt. Curr.		

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
Academic and Career Counseling Plan.		Inst., Dir. Secondary, 7-12 Principals		
(f) Provide professional development for high school administrators through collaboration with post-secondary and industry partners, CTE academy teachers, administrators, and students.	2015-2018	Asst. Supt. Curr. Inst., Dir. Secondary, 7-12 Principals		

**4. Strategy: Preparing for Transition to CCSS**

**Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available. See Goals 1A, 1B, 1C, and 1C above.**

**Goal IE Implementation and Monitoring:**

- Monitor programs to insure high quality teaching and learning environments for all students.
- Fully engage students, parents and the community in support of short and long term educational outcomes.

**1. Strategy: Parent and Community Involvement**

**Involve and engage staff, parents, and community groups in academic improvement strategies.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide district-level parent outreach efforts including information sessions on A-G requirements through Parent Symposiums to increase parental involvement for both Latino and African American students, PLUS council, Family Resource Center (FRC), Families First Workshops, Dads and Parent Universities, the Parent Institute for Quality Education (PIQE) presentations, and continued efforts to involve parents in district advisory groups, including DELAC, CEDAC, GDAC, and site ELACs.	2015-2018	District & Site Administrators, Teachers, Parent trainers		
(b) Provide increased and expanded high quality preschool programs: <ul style="list-style-type: none"> <li>• Provide a Specialist to coach, and provide professional development</li> <li>• Expand preschool services to underserved areas of the city with a sliding scale for non-qualifying families</li> <li>• Offer Spanish PreSchool program at Jefferson ES</li> <li>• Include a Teen Parent Infant Center at Lincoln Continuation</li> </ul>	2015-2018	Assistant Supt. Instruction, PK-12 District & Site Administrators, Teachers	\$107,362 \$24,640 \$20,000  \$20,000	LCFF HS/SP LCFF  LCFF

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
HS <ul style="list-style-type: none"> <li>Encourage parent engagement in all programs</li> </ul>			\$134,739 \$130,582 \$5,000	HS/SP LCFF Title I
(b) Involve parents in the education of their children through parent conferences, surveys, Families First Workshops, Parent Engagement Sessions for Pre-K Parents, and Dad's University; ensure that all documents and notices are provided in the language easiest for parents and provide translators at meetings and trainings and include child care services.	2015-2018	District & Site Administrators, Teachers, Parent trainers	\$175,000	Title I
(c) Increase quality opportunities for students and families to choose their educational path by providing: <ul style="list-style-type: none"> <li>School Family Collaborative</li> <li>Administer Parent Choice Survey to understand parent priorities and needs</li> <li>Workshops and academies: PIQUE, Parent Engagement Leadership Institute, Families First workshops, School Smarts, Districtwide Family Engagement Conference</li> <li>Project development (grant writing; parent choice survey)</li> <li>Dual Language Immersion (library books and bilingual teacher stipends) Washington, Mt View Castle View, Jefferson</li> <li>Core Knowledge (40% coordinator) for Adams, Bryant</li> <li>Project Lead the Way (PLTW) and Gateway to PLTW (materials, supplies, field trips, software and pilot at middle school) King, Earhart</li> <li>Visual and Performing Arts (VAPA) (teachers on special assignment) Central, Ramona</li> <li>STEM Academy (transportation to underserved areas of the city) STEM Academy</li> </ul>	2015-2018	Assistant Supt. Instruction, District & Site Administrators, Teachers	\$382,339 \$305,000 \$161,720 \$125,000 \$95,525 \$125,000 \$125,201 \$21,750	LCFF LCFF LCFF LCFF LCFF LCFF LCFF
(d) Continue meetings of Compensatory Education District Advisory Committee (CEDAC) as an advisory group made up of parents from schools receiving federal Title I dollars for parents to learn and gather information that they may share at their child's school through various school site parent groups such as English Learner Advisory Committee (ELAC) and School Site Council (SSC).	2015-2018 6 meetings annually	Director AEL & SS, ISS		LCFF



Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<ul style="list-style-type: none"> <li>• Learn about state and federal regulations</li> <li>• Discuss academic programs and services offered throughout RUSD</li> <li>• Review and approve the Consolidated Application related to Title I</li> <li>• Provide recommendations to district administrators for programs and initiatives related to student success and achievement</li> </ul>				
<p>(e) Continue meetings of the DELAC is to advise the district's local governing board on programs and services for English learners. The committee advises the district's local board on the following:</p> <ul style="list-style-type: none"> <li>• Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement (SPSA)</li> <li>• Conducting of a district-wide needs assessment on a school-by-school basis</li> <li>• Establishment of district programs, goals, and objectives for programs and services for English learners</li> <li>• Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements</li> <li>• Review and comment on the school district's reclassification procedures</li> <li>• Review and comment on the written notifications required to be sent to parents and guardians</li> </ul>	2015-2018 8 meetings annually	Director AEL & SS, ISS, Coordinator Family Services Supervisor		LCFF
<p>(f) Continue the RUSD Family Resource Center to provide an array of services and activities that are integrated, comprehensive, and responsive to the identified needs of families, schools and the community. Services are free of charge and are facilitated in English and Spanish. The Family Resource Center is a one-stop place where parents can gather, create connections with peers and community, and receive a variety of education and social services.</p>	2015-2018	Director Program Development & Extended Learning, Coordinator Family Services Supervisor	\$120,000	LCFF

**2. Strategy: Articulation Among Educational Levels**

**Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Continue to provide quality Head Start (Federal) at 6 sites and Preschool (State) program at 15 sites, serving 800 qualifying students to ensure successful transition to TK and K provided at all elementary schools.	2015-2018	Director Program Development & Expanded Learning, Coord. Early Childhood	\$1,201,309	Child Development Programs
(b) Provide transition programs for preschool students/parents at Title I schools which includes emphasis on early reading strategies.	2015-2018	Principals K-6 Directors Pre Schools	NA	
(c) Support school sites in offering transition activities such as orientations, counselor visits, parent nights, AVID, Puente, or site trips to students transitioning to elementary, middle, high school or post-secondary education.	2015-2018	Principals TK-12	NA	
(d) Encourage high need students and students at risk or who have failed graduation requirements to enroll in summer school and other support programs.	2015-2018	Principals 9-12 Counselors	NA	
(e) Provide programs for adults, such as GED preparation courses through the adult school program.	2015-2018	Principals 9-12 Counselors	\$319,284	Adult Education
(f) Support the Memorandum of Understanding (MOU) partnership agreements with the University of California, Riverside (UCR) and Riverside City College (RCC), signifying strategic partnerships designed to expand educational opportunities available for students in Riverside. <ul style="list-style-type: none"> <li>The MOU with UCR allows for the strengthening of STEM (science, technology, engineering and math) education within the District, as well as access to UCR's state-of-the-art facilities.</li> <li>The RCC partnership establishes a system where RUSD high school students can earn both a diploma and up to two years of college credit towards an early associate's degree.</li> </ul>	2015-2018	Superintendent, Chief Academic Officer, Assistant Superintendent Curriculum & Inst., Secondary Director, 9-12 Principals, Counselors	NA	

**3. Strategy: Program Monitoring  
Monitor program effectiveness.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Require principals to establish two annual goals with their Leadership Teams that are directly aligned to effectively implementing the LCAP; require district administrators to also	Annually 2015-2018	Superintendent, Chief Academic Officer,	NA	

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
establish two leadership goals. Completion of these goals will be monitored and assessed by administrators' supervisors as part of the evaluation process.		Assistant Superintendents		
(b) Continue monitoring by site and district administrators of TK-12 classroom instruction to ensure the full implementation of CCSS standards and instructional materials. Requiring daily principal classroom walkthroughs using feedback forms and/or a Google Docs walkthrough format and classroom walkthroughs by extended cabinet members.	Principals Weekly, District Admin monthly	Assistant Supt., Directors, Principals	NA	
(c) Monitor teachers' use of grade level CCSS ELA/ELD Units of Study aligned to the district ELA adoptions and aligned to ELA/ELD Common Core State Standards for each grade level.	Weekly Principal Walkthrough	Principals TK-12	NA	
(d) Continue to monitor sufficient instructional time in the daily schedule K-6 and master schedules 7-10 to fully implement the basic core programs of instruction in ELA/ELD and Mathematics.	2015-2018 Daily	Asst. Supt. TK12 Directors Principals ELA Coaches, ISS Teachers	NA	
(e) Continue to require and monitor the daily 30 minutes minimum of instruction in English Language Development (ELD) K-8 with instructional groupings of no more than two CELDT levels.	2015-2018	Gr. Level Leads/Dept. Chair	NA	
(f) Continue to monitor the effectiveness of programs through regular communication with the Board to ensure continued and successful implementation of the LEA Plan strategies leading to improved outcomes for all students. Monitoring occurs through reports at Board meetings, Instructional Services Subcommittees, and weekly Board updates. The communication between the Board and district personnel includes information on: <ul style="list-style-type: none"> <li>• Updates on the LCAP</li> <li>• Curricula adoptions</li> <li>• Program Reports</li> <li>• Preparing our Students for 21<sup>st</sup> Century College, Career and Life</li> <li>• State testing assessments and results</li> </ul>	Monthly 2015-2018	Superintendent, Chief Academic Officer	NA	

**Goal IF Support for Schools in Corrective Action:**

**Overview for Schools in PI Years 3, 4, and 5**

Riverside Unified School District has 20 schools that are in Program Improvement Year 4 or 5. There are three (3) Year 4 and seventeen (17) PI Year 5 schools in the district in 2015-16. The AVID Elementary program is a district focus for Title I PI elementary schools and AVID for ELs is a district focus at the secondary schools. District professional Development support includes on-going training in AVID Elementary, AVID Excel, Dual Language Immersions Program (DLI), *English 3D*, *Read 180 ELD*, Academic Vocabulary Toolkit (AVT), Supplemental Educational Services (SES), and the Newcomer Tutor/Mentor Program.

The district instituted a process of providing restructuring grants of \$16,000 per PI Year 4 site to support the restructuring actions collaboratively identified through the writing of the Alternative Governance/Restructuring Plans with key stakeholders. The Restructuring Grant requires each school to do a needs assessment to identify the specific area of need for improvement; identify the intended audience for support at the site; provide data to support those identified needs; develop identified goals or intended outcomes; state plans for progress monitoring of these goals; define services/products to attain goals; name staff to provide services; timeline for each service; cost of each service/ product. The district is in the process of establishing a support system for African American students through a parent-led committee, Parents Leading Unshakeable Scholars (PLUS) and an Academic English Learner Tutor/Mentoring program. All of these programs and strategies are in addition to the district's focus on Multi-Tiered System of Support (MTSS) required at each grade level in all schools.

<b>1. Strategy: Support for schools in PI Year 3</b> <b>Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.</b>
Riverside Unified does not have any schools in PI Year 3.
<b>2. Strategy: Support for schools in PI Year 4</b> <b>Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.</b>
<b>Emerson Elementary School:</b> This restructuring plan includes: Implementation of Common Core State Standards with ongoing professional development and teacher collaboration time, Orton-Gillingham K-2 curriculum implementation, Response to Intervention (RtI), Project Read: Framing Your Thoughts Writing curriculum, and Advancement Via Individual Determination.
<b>Highgrove Elementary School:</b> This restructuring plan includes: Standards Based Instruction including integration of technology & researched based instructional strategies, Orton Gillingham K-2 curriculum implementation with Response To Intervention, Teacher Collaboration time and Advancement Via Individual Determination (AVID) 3rd-6th.
<b>Monroe Elementary School:</b> This restructuring plan includes: Orton Gillingham K-1 curriculum implementation including providing appropriate professional development to all relevant staff.
<b>3. Strategy: Support for schools in PI Year 5</b> <b>Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.</b>
<b>Adams Elementary:</b> This school implemented the Core Knowledge (CK) Sequence to increase student engagement improve student learning. The school will use materials specific to CK for all students and provide intensive professional development for all teachers in CK. In addition, the school will focus on early literacy so students are reading by 3rd grade and will implement DIBELS to help diagnose reading problems and then collaborate weekly to analyze data and develop a plan to address each student's needs.

**Bryant Elementary:** This school implemented the Core Knowledge (CK) Sequence to increase student engagement improve student learning. The school will use materials specific to CK for all students and provide intensive professional development and collaborative planning for all teachers in CK. In addition, the school will focus on early literacy so students are reading by 3rd grade and will implement the use of the DIBELS to help diagnose reading problems and then collaborate weekly to analyze data and develop a plan to address each student's needs.

**Fremont Elementary:** This school instituted the following restructuring activities: build a culture of universal achievement, build the capacity of teachers to provide rigorous and integrated instruction across all content areas, and implement and refine a consistent MTSS program that uses data to identify student needs and includes instructional responses to data.

**Hawthorne Elementary:** This school focused on effective instruction based on Common Core State Standards, with alignment between standards, assessments, and instructional strategies. Grade-level instruction cycle planning focuses on data analysis, effective use of district curricular materials, integration of technology as a tool for teaching and learning, and progress monitoring of every student. Programs, including AVID and Personalized Learning, continue to be developed to support individual students.

**Highland Elementary:** This school provided ongoing PD in content area instruction (reading, writing, mathematics, science, the arts, and PE) using the Common Core standards. Technology integrated, personalized, and supported high levels of teacher instruction and student learning. Problem based learning and DOK supported collaboration, oral language development, and comprehension. Teachers build leadership capacity, collaborate, assess student learning and plan instruction.

**Jackson Elementary:** This school focused on writing improvement to enhance all content areas (Reeves), implemented increased rigor and high expectations in lesson delivery, and used high effect strategies (Marzano), AVID, Personalized Learning and Project Based Learning. Staff increased VAPA activities to enhance achievement and connection to school.

**Jefferson Elementary:** This school implemented frequent monitoring by administrators of instruction and student progress, and by teachers of student progress. The practices included timely, fluid and effective interventions in response to data and rigor and academic register across content areas for teachers and students.

**Liberty Elementary:** This school implemented the following: Culture of Universal Achievement, Teacher Collaboration and Standards-based instruction as planned. The school continued to implement the six exceptional systems from the No Excuses University model with an emphasis on Personalized Learning. Careers and Technology are strong foci in 2015-2016 to close the Access and Achievement gap in preparing students for college and careers as required by the new standards.

**Longfellow Elementary:** This school implemented differentiation of instruction and full implementation of research based interventions to close the achievement gap. Longfellow's foci are: all learners will be able to read fluently at or above grade level; and produce grade appropriate writing across the curriculum demonstrating proficiency in accordance with CCSS.

**Mountain View Elementary:** Teachers implemented first best Instruction with effective collaboration practices. These practices are: differentiation in core instruction, academic language development school wide, and authentic student engagement in learning.

**Pachappa Elementary:** This school continued AVID Elementary Professional Development (PD) and implementation in grades K-6, Response to Intervention Professional Development (PD), and implementation school wide of an intensive focus on literacy in grades K - 2 including PD with a Riverside County Office of Education consultant.

**Patricia Beatty Elementary:** This school instituted a Focus on Early Literacy (DIBELS/Treasures). The K through 2nd teachers attended the K-2 Institute training and implemented the learned literacy practices with targeted students; K-2 teachers attended AVID Elementary Summer Institute; and 3rd - 6th grade teachers attended the summer institute for the second year in order to enhance delivery of best practices that prepare the students for College, Careers and the World.

**William Taft Elementary:** This school refined their instructional schedules to guarantee required time allotments for core instruction and

established a school wide set time for English Language Development. They extended the school day through focused, targeted monitoring and increased the after school programs.

**Central Middle School:** This school provided ongoing Professional Development (PD), strategic use of technology for increased student learning, alignment with Common Core Standards in all curricular areas, a focus on increased parent participation and frequent evaluation of student data to inform instruction especially for EL, SED and designated at risk students.

**Chemawa Middle School:** This school reconfigured the master schedule for placement and implementation of intensive intervention *Read 180* with Professional Development (PD). Leadership training took place for effective data based PLCs and Professional Development (PD).

**Sierra Middle School:** This school implemented effective results-based collaboration with Professional Development (PD) and monitoring with all actions specifically focused on high priority students.

**University Heights Middle:** This school implemented Professional Development (PD) for the International Baccalaureate Middle Years Program, focusing on IB philosophy with staff, parents, and students. They implemented the MYP approach to teaching, learning and assessment with PD.

**Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

		Description of how the LEA is meeting or plans to meet this requirement	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<b>Required Activities</b>	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	<p>1 a. All programs and activities are developed, implemented and monitored to ensure all English language learners attain proficiency in grade level standards in ELA and math and develop English language skills. These programs include a Structured English Immersion Program and English Language Mainstream Program. All English Learner students are supported by the following:</p> <ul style="list-style-type: none"> <li>• Instruction in ELA and math grade level standards with lessons designed to scaffold learning through standards-based designated and integrated ELD instruction appropriate to each student's English language proficiency.</li> <li>• Monitoring of English learners' progress by annual CAASP, CELDT, and CAHSEE, trimester district benchmark assessments, and common formative assessments.</li> <li>• Support to teachers through Common Core staff developers and site EL mentors.</li> <li>• All Single Plan for Student Achievement SMART Goals are verified for the EL sub group.</li> <li>• Provide 0.2 FTE to 9 secondary to provide supplemental English Language Development services in order to meet the exceptional needs at those sites not addressed by core ELD instruction.</li> <li>• Purchase Rosetta Stone Licenses as a tool for newcomers at the lowest level of language acquisition to accelerate their progress in learning English</li> <li>• Provide supplemental support to LTELs in language acquisition and literacy strategies through AVID Excel both within the school year as well as during the summer</li> <li>• Provide supplemental summer English Language Development Program in order to meet the needs of the students most at risk of not achieving proficiency in English</li> </ul>				General Fund
			Director and MTSS Inst. Services	Staffing	\$191,804	Title III
			Specialist-AEL/SS	Software licenses	\$20,000	Title III
			Director and TOSA-AEL/SS	Materials for program;	\$3,300	Title III
			Director and Staff developer-AEL/SS			
			Director and Instructional Services Specialist-AEL/SS	Summer timecards, transportation, and fieldtrips	\$24,162	Title III
				Teacher payroll	\$28,720	Title III
				Instructional assistants	\$7,200	Title III
				Materials	\$1,750	Title III
				Transportation/field trips	\$27,000	Title III

AEL/SS

	Description of how the LEA is meeting or plans to meet this requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>• Meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• Making adequate yearly progress for limited- English-proficient students (Section 1111(b)(2)(B));</li> <li>• Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1b. and 1c. English Learner progress is monitored by disaggregation of AMAO 1 and 2 assessment results by site so that each site can monitor the progress of their ELs. CAASP and CAHSEE results are disaggregated and analyzed by EL subgroup and by CELDT level at each site. The District has identified multiple assessments to inform teachers of student progress in mastering grade level standards in ELA and math.</p> <p>1d. and 1e. RUSD promotes parent and community involvement through site English Learners Advisory Committees (ELAC) at all sites and a District English Learner Advisory Committee (DELAC) at the district level with meetings held throughout the school year to give parents and the community opportunities to give input into a number of issues including but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Development of a district master plan for programs and services for ELs that takes into consideration the Single Plan for Student Achievement</li> <li>• Conducting a district-wide needs assessment school-by school</li> <li>• Establishment of district program, goals, and objectives for programs and services for English learners</li> <li>• Assist in the development of the annual Language Census Report.</li> </ul>				<p style="text-align: center;">General Fund</p>



		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	2.	Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> <li>English proficiency; and</li> <li>Academic achievement in the core academic subjects</li> </ul>				General Fund
	3.	Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.				
	a.	designed to improve the instruction and assessment of LEP children;				
	b.	designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;				
	c.	based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;	Director and Staff Developer- AEL/SS Director and MTSS ISS- AEL/SS	Conference expenses and substitutes Substitutes and materials	\$6,598 \$5,000	Title III Title III
	d.	long term effect will result in positive and lasting impact on teacher performance in the classroom.	Director and ISS-AEL/SS Director, AEL/SS	Timecards, substitutes and materials ISS (1.5 FTE) Staff developer (0.6 FTE)	\$19,817 \$280,277	Title III Title III

		Description of how the LEA is meeting or plans to meet this requirement.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	4. Upgrade program objectives and effective instruction strategies.	<u>Yes or No</u>	<b>If yes, describe:</b> 4. The district is in the process of establishing and outlining practices to ensure that English Learners meet reclassification criteria after 5 years in US schools.				General Fund
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<u>Yes or No</u>	<b>If yes, describe:</b> 5. Tutoring support provided by AVID Excel.	Staff developer- AEL/SS	Tutor training and timecards	\$25,502	Title III
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<u>Yes or No</u>	<b>If yes, describe:</b>				

		Description of how the LEA is meeting or plans to meet this requirement.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
		7. Improve the English proficiency and academic achievement of LEP children.	<b><u>Yes</u> or No</b>	<b>If yes, describe:</b> 7. The district has and will identify interventions and supplemental services to meet identified EL students' needs in order to improve English proficiency and academic achievement. This will be supported by the collaboration and coordination with district programs and related services for staff development provided by the district Instructional Services Specialists, Staff Developer			
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –	<b>Yes or No</b>	<b>If yes, describe:</b> 8. A variety of funding sources, including Title III, are used to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. The District offers classes and programs to parents of ELs including: Parent education classes, Adult literacy, working with your child at home, Family literacy Nights in addition to site ELAC and district DELAC. Parents of ELs are invited to conferences to sign the Individual Monitoring Plans (IMPs) for long term English Learners. A Family Literacy grant provides ESL and literacy classes for parents of students enrolled in the HEARTS after school program. Materials are translated into the primary language of the parents when necessary.	TOSA and Coordinated Family Services Supervisor	Software licenses (Rosetta Stone)  All other expenses	See above	Title III  General Fund
	<ul style="list-style-type: none"> <li>o To improve English language skills of LEP children; and</li> <li>o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>						

		Description of how the LEA is meeting or plans to meet this		Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activity	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>Yes or No</b>	<b>If yes, describe: _____</b>				
	10. Other activities consistent with Title III.	<b>Yes or No</b>	<b>If yes, describe:</b> Indirect costs	Director	Indirect costs	\$12,823  <i>Total = \$653,953</i>	Title III

## Plans to Notify and Involve Parents of Limited-English-Proficient Students

	<b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Describe how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>Required Activities</b>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. the method of instruction used in which their child is or will be participating and the methods of instruction used in other available programs, including how such program differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>	<p>1. The district informs parents:</p> <ul style="list-style-type: none"> <li>a. Upon assessment at the district’s English Learner Assessment Center parents are informed if their student is an English learner or fluent English proficient. If the student is an English learner, they are given a brochure explaining the program choices.</li> <li>b. The parent receives the results of the language assessment including the student’s level of English Proficiency at the Assessment Center.</li> <li>c. When the parent and student return to the school from the Assessment Center, the methods of instruction offered in the district are explained.</li> <li>d. A staff member explaining the programs discusses the optimal program placement for the student based on the strengths and needs of the student.</li> <li>e. The staff member explains the English Language Development program including the methods of instruction and the academic assistance that is available.</li> <li>f. The staff member explains that the student is eligible for services until he/she meets reclassification criteria to be considered fluent English proficient. Based on the student’s entry level, English proficiency and academic achievement the possible length of time in the program is discussed.</li> <li>g. The language assessment results of all English learners in Special Education are used by the IEP team to determine how the student will receive primary language instruction and or support and the setting in which the student will receive instruction in the English Language Development curriculum/standards.</li> </ul>	<p>Director and ISS AEL/SS</p> <p>Research Assess. Eval. (RAE)</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p>

		Describe how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>Required Activity</b>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>• the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>• the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>• the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul>	<p>h. Parents are notified upon selecting one of the methods of instruction options that they have the right to request a program change at any time. (See c-d above)</p>				General Fund
	<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child begin placed in such a program.</p>	<ul style="list-style-type: none"> <li>• Parents of all continuing K-12 students receive a letter explaining the program placement of their students no later than 30 days after the beginning of school</li> <li>• Report cards and letters are translated as required by law.</li> </ul>				General Fund
	<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>RUSD notifies parents via US Mail if it has failed to make its Annual Measureable Achievement Objectives (AMAOs) within thirty days of such failure.</p>				General Fund

**Goal 3 Highly-Qualified Teachers:**

**Recruit and develop highly qualified and highly effective teachers and staff. Monitoring metrics:**

- Percentage of teachers appropriately assigned and fully credentialed (from 97.33% 2015-16 to 98.33% 2016-17)
- Increase % of CTE teachers with appropriate credentials (from 37% 2015-16 to 100% 2016-17)
- Increase % of novice principals and other new leaders that are provided with coaching, training and district induction program (continue at 100% for 2016-17)
- Increase % of first and second year teachers participating in RUSD Induction program (28 teachers on the waiting list 2015-16 to all teachers served 2016-17)
- Maintain position among the top 3 surrounding districts in regards to competitive compensation package (salary and benefits) for teachers (2016-17)

**Strategy: Ensure that all students, specifically poor and minority students are taught by highly-qualified teachers.**

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(a) Provide all new first and second year teachers the RUSD BTSA program requiring them to complete a two-year induction program of support and formative assessment during their first two years of teaching as a prerequisite for being recommended for a California Professional Clear Teaching Credential. In 2015, 77 teachers completed the year one program and 65 completed the year 2 program.	2015-16 2016-17 2017-18	Assistant Supt. Curriculum & Inst. Director Teacher Induction Program		
(b) The identified sub-groups of secondary teachers with the least preparation for 100% HQT are in the areas of Mathematics, Science, Special Education and English Language Arts. This is a district-wide need and not specific to our low poverty schools. There is a district-wide effort to meet and exceed No Child Left Behind program requirements. To achieve 100% compliance, Riverside Unified School District will continue to employ recruitment and retention strategies such as: <ul style="list-style-type: none"> <li>• Maintenance of a competitive compensation package for teachers</li> <li>• Beginning Teacher Support and Assessment</li> <li>• High Quality Staff Development (see Goal 1D)</li> <li>• Credit for prior years of teacher service to a maximum of 14 years</li> <li>• HQT Stipends in high need subject areas</li> </ul>	2015-16 2016-17 2017-18	Assistant Supt. HR, Assistant Supt. Curriculum & Inst., Director Certificated Personnel, Director Teacher Induction Program	\$11,947,956 \$167,000	LCFF Title II

Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<ul style="list-style-type: none"> <li>• RUSD Professional Learning Communities</li> <li>• Academic Coaching at all sites</li> <li>• Classroom Management Trainings</li> <li>• New Teacher Site Meetings</li> </ul>				
<p>(c) Each non-HQT teacher is required to develop an individualized professional plan designed to enable the teacher to become HQT as soon as possible. At the time of hiring, the teacher is required to meet with the secondary credentialing specialist to evaluate their academic program and design a proposed professional plan. Thereafter, the teacher is required to meet with the Director of Certificated Personnel to review and approve the proposed professional plan. If required, the sponsoring university is contacted to clarify timely options. In addition, the school principal is required to meet with each teacher to monitor the teacher’s progress toward the attainment of a Preliminary Teaching Credential. Twice per year, the school site administrators are required to conduct Employee Evaluations. A required component of the evaluation is <i>Developing as a Professional Educator</i>, and within this standard the administrator is to address the employee’s progress in meeting the requirements of their individualized professional plan.</p>	<p>2015-16 2016-17 2017-18</p>	<p>Assistant Supt. HR, Director Certificated Personnel, Director Teacher Induction Program, Principals</p>	<p>NA</p>	

**Goal 4 Safe and Drug Free Schools (not federally funded—optional)**

**Goal 5A Increase Graduation Rates:**

**Prepare all students to be college, career and world ready upon graduation. Monitoring metrics:**

- Increase graduation rate
- Increase % of students on track for A-G completion
- Increase A-G completion rate
- Increase % of students ready on the Early Academic Placement test-Math
- Increase % of students ready on the Early Academic Placement test-English Language Arts
- Increase % of Advanced Placement exams passed with 3 or higher
- Increase Advanced Placement enrollment rates



- Increase Advanced Placement exam participation rates
- Increase % of International Baccalaureate exams passed with 4 or higher

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<b>Strategy 1: Increase the percentage of students who graduate high school college and career ready:</b>				
(a) Develop district-wide PK-12 college going expectations and culture through college and higher education workshops for parents and students at the secondary level including components of digital literacy and citizenship.	2015-2018 PK-12	Assistant Supt. Instruction, PK-12, District & Site Administrators, Teachers	\$470,358	LCFF
(b) Support Personalized Learning / Competency based at two initial schools (Hawthorne and Liberty) and build capacity.	2015-2018	Assistant Supt. Instruction, PK-12, District & Site Administrators, Teachers	\$390,628	LCFF
(c) Support the Advancement Via Individual Determination (AVID) programs at 14 elementary schools (Title I funded); AVID EXCEL programs at 4 middle schools (LCAP funded); and at all comprehensive high schools (LCAP funded).	2015-2018	Assistant Supt. Instruction, K-12 District & Site Administrators, Teachers, Counselors		
(d) Coordinate the Heritage Plan and expand to include Foster Youth and English Learners with college readiness activities at sites grades 7-12.	2015-2018	Coordinator Heritage Plan, 7-12 District & Site Administrators, Counselors	\$253,066	Title I
(e) Provide Puente field trips and workshops at grades 9-12.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	\$24,000	LCFF
(f) Provide fees for Advanced Placement tests grades 9-12.	2015-2018	Assistant Supt.	\$358,297	LCFF

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
		Instruction, 7-12 District & Site Administrators, Teachers, Counselors		
(g) Provide International Baccalaureate Middle Years Program at University and North.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	\$304,788	LCFF
(h) Provide student support for A-G recovery at 7 high schools.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	\$577,215	LCFF
<b>Strategy 2: Design and implement specific practices with the goal of increasing enrollment in A-G and advanced-level courses for all students, with an increased focus on African-American and Latino subgroups:</b>				
(a) Implement Career Cruising, a bilingual career interest inventory program at the secondary level that allows students to explore careers and backwards map required coursework.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	NA	
(b) Identify and remove barriers preventing under-represented and under-achieving students from enrolling in rigorous courses of study.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	NA	
(c) Articulate with elementary, middle and high schools to maximize	2015-2018	Assistant Supt.	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
the continuum of rigorous learning.		Instruction, 6-12 District & Site Administrators, Teachers, Counselors		
(d) Review master schedules to identify current courses that could be transitioned into A-G approved classes.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Teachers, Counselors	NA	
(e) Provide college preparatory workshops with Spanish translation and specific workshops on the Free Application For Federal Student Aid (FAFSA), AB540, and the Dream Act to build the Pathway to Higher Education for all students	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Teachers, Counselors	NA	
<b>Strategy 3: Improve the quality of the CTE program.</b>				
(a) Review and determine which CTE courses could be rewritten to be A-G aligned.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Coord. Career Tech Education, CTE Teachers, Counselors	NA	
(b) Align CTE courses to support current and future job market demands.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Coord. Career Tech Education, CTE Teachers, Counselors	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(c) Ensure that CTE pathway teachers are properly credentialed.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Coord. Career Tech Education, CTE Teachers, Counselors	NA	
(d) Articulate CTE courses with local higher-education institutions.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Coord. Career Tech Education, CTE Teachers, Counselors	NA	
(e) Investigate tighter community collaboration between RUSD, the City of Riverside, and the Riverside Community College District.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, CTE Teachers, Counselors	NA	

**Goal 5B Decrease Dropout Rates:**

**Prepare all students to be college, career and world ready upon graduation. Monitoring Metrics:**

- Decrease high school academic year dropout rate
- Decrease middle school academic year dropout rate
- Increase % of students enrolled in Career Technical Education courses
- Increase % of students who complete a Career Technical Education Pathway

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<b>Strategy 1: Fully engage students, parents and the community in support of short and long-term educational outcomes that includes high school graduation.</b>				
(a) Provide district-level parent outreach information on graduation requirements for all parent venues: Parent Symposiums for Latino and African American students, Dads and Parent Universities, Parent Institute for Quality Education (PIQE), Families First Workshops, Family Resource Center (FRC) and district advisory groups, DELAC, CEDAC, GDAC, and site ELACs.	2015-2018	District & Site Administrators, Teachers, Parent trainers		
(b) Provide the School Plus Two program to monitor secondary student involvement outside the school day with the goal of having each student actively participating in at least two extra-curricular activities.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Counselors		
(c) Provide the Heritage Program to facilitate transcript review for 11 <sup>th</sup> and 12 <sup>th</sup> grade African American students and provide an individual student action plan so that each student would meet graduation requirements.	2015-2018	Coordinator Heritage Plan, 9-12 District & Site Administrators, Counselors	\$253,066	LCFF
(d) Support graduation through caps and gowns for all grade 12 students.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Counselors	\$65,768	LCFF
(e) Provide and assign all EL high school students an EL mentor that advises and checks on their school success periodically.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, ISS EL	\$19,817	Title III

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
<b>Strategy 2: Identify and provide interventions for specific students who are at risk of not graduating:</b>				
(a) Provide immediate counseling and plan for students who fail 1 year of ELA or Math; fail a graduation course requirement; are credit deficient by grade level or have falling grades; fail one or more core classes in one semester.	2015-2018	Assistant Supt. Instruction, 9-12 District & Site Administrators, Counselors	NA	
(b) Provide student support for credit recovery at 7 high schools.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	\$577,215	LCFF
(c) Provide at least one meeting each quarter with counselor and student and one each semester with counselor, student, and parent to monitor progress of all students in 11 <sup>th</sup> and 12 <sup>th</sup> grades who are in danger of not graduating. Prepare a plan with student and parent to ensure high school graduation, Academic and Career Counseling Plan.	Qtr./Sem. 2015-2018	9-12 Principals, Counselors	\$14,525	Title II
(d) Continue to provide intervention and support classes for secondary students in ELA and mathematics.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Teachers, Counselors	\$300,000 Math Tutoring	LCFF
(e) Provide alternative education services for students as appropriate in continuation high school and other programs.	2015-2018	Assistant Supt. Instruction, 7-12 District & Site Administrators, Counselors	NA	

Strategy and Action Steps	Timeline	Persons Responsible	Amount	Funding Source
(f) Continue Summer Bridge Program Secondary for students in danger of not meeting graduation requirements.	2015-2018	Assistant Supt., Instruction, Dir. 7-12, Principals ISS ELA, Math Teachers	\$181,374	Title I

## District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	\$1,996,478	\$9,826,241	\$10,891,657	92%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Teacher and Principal and Recruiting	\$602,097	\$1,501,204		
Title II Part B, California Math and Science Partnership Program	\$387,067	N/A	\$100,156	18%
Title III, Limited English Proficient	\$109,143	\$655,434	\$749,286	98%
Title III, Immigrant Education	N/A	N/A	N/A	N/A
Title VI, Part B, Rural Education Achievement	N/A	N/A	N/A	N/A
Adult Education	N/A	\$319,284	\$319,284	100%
Career Technical Education	N/A	\$318,740	\$283,227	89%
McKinney-Vento Homeless Education	N/A	\$128,140	\$0	0%
IDEA, Special Education	\$542,579	Unavailable	N/A	N/A
21 <sup>st</sup> Century Community Learning Centers	\$328,442	\$1,216,954	\$484,381	40%
Child Development Programs	N/A	\$1,201,309	\$670,176	56%
Tobacco Use Prevention Education—(Prop. 99)	N/A	Awarded – returning award of \$4,500	N/A	N/A
<b>TOTAL</b>	<b>\$3,965,806</b>	<b>\$15,167,306</b>	<b>\$13,498,167</b>	



## District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
LCFF	0	35,151,591	20,907,587	59.48%
State Preschool	0	2,383,754	1,761,764	73.9%
EIA—State Compensatory Education	N/A	N/A		
EIA—Limited English Proficient	N/A	N/A		
State Migrant Education	N/A	N/A		
Educational Equity	N/A	N/A		
After School Education and Safety (ASES) (Proposition 49)	0	3,833,328	1,868,659	48.75%
Healthy Start				
Other (describe)	N/A	N/A		

\*Categorical Flexibility Funds include, but are not limited to, the following funds:

School and Library Improvement Block Grant

Gifted and Talented Education

School Safety and Violence Prevention Act

Tenth Grade Counseling

Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program

## Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Single Plan for Student Achievement in lieu of this description. All 10 of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly-qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.</li> </ul>	<p>In Riverside Unified School District, Title I is a K-12th grade program, and funds for this program are based on a per pupil amount for each student who qualifies for the NSLP enrolled at the school: elementary and middle schools with a NSLP percentage of 60% and higher are eligible for Title I; high schools with a NSLP percentage of 75% and higher are eligible for Title I. (If described in Summary Analysis of the Needs Assessment, indicate page number[s] here). Pages 3-8</p> <p>(If described in Goal 1, indicate page number[s] here). Pages 11-13, 14-15, 25-29, 20</p> <p>(If described in Goal 1, indicate page number[s] here). Pages 18-19</p> <p>(If described in Goals 1 and 2, indicate page number[s] here). Pages 15-21, 33-37</p> <p>(If described in Goal 3, indicate page number[s] here). Pages 41-42</p> <p>(If described in Goal 1, indicate page number[s] here). Pages 24-25</p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>(If described in Goals 1 and 2, indicate page number[s] here). Pages 25-27, 34</p> <p>(If described in Goal 1, indicate page number[s] here). Pages 27-28</p> <p>(If described in Goal 1, indicate page number[s] here). Pages 15-21</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly-qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p><b>All 24 Title I schools in RUSD are School Wide Programs (SWP). There are no TAS schools.</b></p> <p>(If described in Goal 1, indicate page number[s] here).</p> <p>(If described in Goal 1, indicate page number[s] here).</p> <p>(If described in Goal 1, indicate page number[s] here).</p> <p>(If described in Goals 1 or 3, indicate page number[s] here).</p> <p>(If described in Goal 1, indicate page number[s] here).</p> <p>(If described in Goal 1, indicate page number[s] here).</p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade two program with Title I funds.</li> </ul>	NA
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	NA
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</p>	NA

## Additional Mandatory Title I Descriptions (Cont.)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>When the LEA receives achievement data from the state, letters are immediately prepared for each school's parents notifying them of the school's Program Improvement (PI) status. Letters include the right to transfer to a non-PI school, information about the schools available, and process by which they can apply for a transfer. In the case of schools that will definitely be PI for the upcoming year, the LEA provides parents the opportunity to request a transfer to a non-PI school during the district's open enrollment window giving them priority for transfer. Letters inform parents their right to receive Supplemental Services if they remain at a PI school and meet the requirements.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p><u>Choice:</u> The LEA determines which non-PI schools will be designated as Choice Schools based on space available and proximity. All students at all PI schools are given the opportunity to transfer and placed at their first choice school if possible. If there is not available space, the parent is offered the second choice. A parent may elect to remain at or return to their PI school at any time. LEA provides transportation for all PI transfers.</p> <p><u>Supplemental Services:</u> The LEA mails letters informing parents of Supplemental Education Services (SES) to all Socio-Economically Disadvantaged (SED) students at all PI schools year two and beyond. The parents can attend one of multiple district and site fairs to meet with and then select their top three providers. Parents can also access applications online, at their school sites, from the District Office, or from providers. Students are placed according to their choices. When the demand exceeds the funding available or space with providers, students with greatest academic need are given priority. First priority will be given to students in 4th-8th grades who scored lowest on the 2015 State Assessments. As funds are available, other students will be placed according to their academic need as determined by RUSD Benchmark test scores and/or classroom grades.</p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit, and increase the number of highly-qualified teachers, principals, and other staff.	(If described in Goals 1 or 3, indicate page number[s] here). Pages 21-24, 41-42
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	(If described in Goals 1 and 2, indicate page number[s] here). Pages 25-27, 39-40
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Early Reading First</li> <li>d. Other preschool programs</li> <li>e. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.</p>	<p>RUSD currently has a successful, quality Head Start (Federal) and preschool (State) program, serving 800 qualifying students. Head Start is offered at 6 sites and Preschool State program is offered at 15 sites to ensure successful transition to TK and K that are provided at all elementary schools. The Principal on Special Assignment and Coordinator Early Childhood along with elementary principals and K and TK teachers provide orientation activities for children and parents to ensure successful transition. Principals and teachers at Title I schools provide transition programs for preschool students/parents which includes an emphasis on early reading strategies.</p>

## Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

### General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities. The public agency, non-profit private agency, institutions, organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency (SEA), the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by Section 9528.

## **Title I, Part A**

The LEA hereby assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating



that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers, paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D) and California *Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than 10 percent of their Title I funds to provide PD (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with Section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of an LEA to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **Title I, Part D—Subpart 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities, taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **Title II, Part A**

34. The LEA, hereby, assures that:
  - The LEA will target funds to schools within the jurisdiction of the LEA that:
    - a. Have the lowest proportion of highly-qualified teachers;
    - b. Have the largest average class size; or
    - c. Are identified for school improvement under Section 1116(b).

- The LEA will comply with Section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for PD and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of PD as defined in Section 9101 (34).

### **Title III**

35. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English proficient students, consistent with sections 3126 and 3127.

### **Title V, Part A**

42. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance

programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part A, and that evaluation:
  - Will be used to make decisions about appropriate changes in programs for the subsequent year
  - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part
  - Will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **Additional LEA Plan Assurances**

46. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the LEA, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy (Section 9532, General Provisions, Title IX, PL 107–110).



# RUSD LEA PLAN UPDATE

Board of Education Meeting  
February 1<sup>st</sup>, 2016



# What is the LEA Plan?

- The comprehensive plan to address the identified needs of students
- Focuses on efforts using Federal grant funds, including:
  - *Title I*
  - *Title II*
  - *Title III English Learners*
- Last adopted in 2010
  - *LEA plan addendum adopted in the 2013-2014 school year*

# Why a new plan?

- Previous plan expired
- Change in the standards
- Change in assessment
- Change in curriculum
- Change in state accountability

# What are the contents of the plan?

- A district profile
- Needs Assessment
- Local measures of performance
- Goals, strategies, and action steps
- Budget for Federal and State Programs
- Additional Mandatory Title I descriptions
- Assurances



# The District Profile

- Basic demographics
- District Program Improvement Status
  - *Program Improvement Year 3*
  - *Received Corrective Action 6 from CDE in Fall of 2009*
- District Support to Schools

# Needs Assessment

- Discusses student achievement data
- Needs analysis results
- Feedback from stakeholder meetings
- To enhance and further support services for focus groups
  - *Low-Income Students*
  - *Foster Youth*
  - *English Learners*

# Local Measures of Performance

- Describes the many local assessments used to augment the required state assessments, including:
  - *DIBELS*
  - *Units of Study Writing Assessments*
  - *enVision math assessments*
  - *End of quarter writing assessments*
  - *MAPPS*
  - *Aimsweb*
  - *Grade 12 ERWC Writing Assessments*

# Goals, Strategies, Actions Steps

- The bulk of the plan is focused on implementation details for the following broad areas:
  - *English Language Arts*
  - *Mathematics*
  - *Proficiency for High Priority Students*
  - *Students with disabilities*
  - *Effective Teaching and Administration*
  - *Implementation and Monitoring*
  - *Support for schools in Corrective Action*
  - *Proficiency for English Learners*
  - *Highly qualified teachers*
  - *Increasing graduation rates*
  - *Decrease dropout rates*

# Remaining Sections

- Budget for Federal/State Programs
- Mandatory Title I descriptions
- Assurances

**Board Meeting Agenda  
February 1, 2016**

Topic: Board Policy #5131.62 – Tobacco and Nicotine Products– First Reading

Presented by: Timothy R. Walker, Executive Director, Pupil Services/SELPA, Gary McGuire, Assistant Director, Pupil Services

Responsible

Cabinet Member: Timothy R. Walker, Executive Director, Pupil Services/SELPA

Type of Item: Action

Short Description: The Board of Education will be asked to review the recommended revisions to Board Policy #5131.62 – Tobacco and Nicotine Products which is being presented for first reading.

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**DESCRIPTION OF AGENDA ITEM:**

Proposed revisions to Board Policy #5131.62 – Tobacco and Nicotine Products will align board policy with current Education Code and case law requirements.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education consider the proposed revisions to Board Policy #5131.62 – Tobacco and Nicotine Products which is being presented for first reading.

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**ADDITIONAL MATERIAL:** Revised Board Policy #5131.62 – Tobacco and Nicotine Products.

Attached: Yes

# Policy

## Board of Education Riverside Unified School District Tobacco and Nicotine Products

**PURPOSE:** The purpose of this policy is to clarify the District's expectations in the area of tobacco and nicotine products.

**POSITION:** The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them.

1. The Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

~~1.2. The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products. The Board of Education recognizes and concurs with the Surgeon General's findings regarding the harmful effects of the use of tobacco or nicotine products. The Board further disapproves the use of tobacco or nicotine products by students.~~

### **Prohibition Against Tobacco Use**

~~2.3. Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901) (cf. 3513.3 - Tobacco-Free Schools) (cf. 5131 - Conduct) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))~~Students shall not smoke, chew or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or while under the supervision of district employees.

4. Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

5. These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

6. Students who violate this prohibition shall be subject to disciplinary procedures which may result in suspension and/or expulsion from school.

**Prevention Instruction**

7. The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

**Intervention/Cessation Services**

8. The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services shall be provided as an alternative to suspension for tobacco possession.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.2 - Guidance/Counseling Services)

**Program Planning**

9. The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

10. The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. 1220 - Citizen Advisory Councils)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

11. The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

12. The Superintendent or designee shall select tobacco-use prevention programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)



13. The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.  
(cf. 1325 - Advertising and Promotion)  
(cf. 3290 - Gifts, Grants and Bequests)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

**Program Evaluation**

14. To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.  
(cf. 0500 - Accountability)  
(cf. 5022 - Student and Family Privacy Rights)  
(cf. 6162.8 - Research)

15. The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

~~3. Students who violate this prohibition shall be subject to disciplinary procedures which may result in suspension and/or expulsion from school.~~

~~4. The instructional program at elementary, middle and high school levels shall present factual information regarding harmful effects of tobacco and nicotine products.~~

Legal Reference:

EDUCATION CODE

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education

119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession

CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment  
6844-6847 Child Health and Disability Prevention program; health assessments  
UNITED STATES CODE, TITLE 20  
7111-7117 Safe and Drug-Free Schools and Communities Act  
CODE OF FEDERAL REGULATIONS, TITLE 21  
1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors  
ATTORNEY GENERAL OPINIONS  
88 Ops.Cal.Atty.Gen. 8 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
TUPE Acceptance of Funds Guidance  
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008  
Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003  
Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000  
WEST ED PUBLICATIONS  
Guidebook for the California Healthy Kids Survey  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Education, Tobacco-Use Prevention Education: <http://www.cde.ca.gov/ls/he/at/tupe.asp>  
California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>  
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>  
California Healthy Kids Survey: <http://www.wested.org/hks>  
Centers for Disease Control and Prevention, Smoking and Tobacco Use: <http://www.cdc.gov/tobacco>  
U.S. Surgeon General: <http://www.surgeongeneral.gov>~~Legal Reference: Education Code~~  
48901 - Smoking or use of tobacco prohibited

Adopted: May 29, 1979  
Readopted: October 15, 1979  
Readopted: January 6, 1986  
Readopted: December 15, 1986  
Readopted: January 19, 1993  
Readopted: July 15, 1996  
Readopted: February 1, 2016

**Board Meeting Agenda  
February 1, 2016**

Topic: New Board Policy #6173 – Education for Homeless Children– First Reading

Presented by: Timothy R. Walker, Executive Director, Pupil Services/SELPA, Gary McGuire, Assistant Director, Pupil Services

Responsible  
Cabinet Member: Timothy R. Walker, Executive Director, Pupil Services/SELPA

Type of Item: Action

Short Description: The Board of Education will be asked to review the recommended new Board Policy #6173 – Education for Homeless Children which is being presented for first reading.

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**DESCRIPTION OF AGENDA ITEM:**

Proposed new Board Policy #6173 – Education for Homeless Children will align board policy with current Education Code and case law requirements.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education consider the proposed new Board Policy #6173 – Education for Homeless Children which is being presented for first reading.

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**ADDITIONAL MATERIAL:** New Board Policy #6173 – Education for Homeless Children

Attached: Yes

# Policy

## Board of Education

### Riverside Unified School District

### Education for Homeless Children

**PURPOSE:** The purpose of this policy is to reflect the intent of the District to support the needs of homeless youth as outlined in the McKinney-Vento Homeless Assistance Act.

**POSITION:** The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

1. Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.  
(cf. 3553 - Free and Reduced Price Meals)
2. The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.
3. When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)  
(cf. 0460 - Local Control and Accountability Plan)
4. At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.  
(cf. 0500 - Accountability)  
(cf. 6190 - Evaluation of the Instructional Program)

**Legal Reference:**

**EDUCATION CODE**

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

48850 Educational rights; participation in extracurricular activities

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52060-52077 Local control and accountability plan

**CODE OF REGULATIONS, TITLE 5**

4600-4687 Uniform complaint procedures  
UNITED STATES CODE, TITLE 42  
11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:  
<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

Presented to Board: February 1, 2016