



**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 – 4:30 p.m.**

**April 11, 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 – 4:30 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 4:30 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 Managers, Confidentials, and Supervisors
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:	Assistant Superintendent, Personnel – Leadership and Development, and Assistant Superintendent, Operations
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5. Conference With Legal Counsel – Anticipated Litigation Significant Exposure to Litigation Pursuant to Subdivision (d)(2) 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 Aubrey Rhoades, 6<sup>th</sup> grade Emerson Elementary School student.

### SECTION A – PRESENTATION

#### **A.1 Recognition of Waudier “Woodie” Rucker-Hughes**

<u>Oral Report Assigned To</u>	<u>For Board</u>	<u>Page</u>
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District Superintendent		1
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*Ms. Woodie Rucker-Hughes will be recognized for her many contributions to prevent educational barriers and provide support for student success – “Every Student, Every Day”.*

### SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES

#### **B.1 High School Representatives**



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

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

**SECTION D – POLY CLUSTER PRESENTATION**

**D.1 Principal Representative**

*Gary Reller, Principal, Gage Middle School*

**SECTION E – PUBLIC INPUT**

**SECTION F – DISTRICT EMPLOYEE GROUP REPORTS**

**F.1 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).*

**F.2 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).*

**SECTION G – 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.*

**G.1 Minutes of Board Meetings**

District Superintendent      Consent      2-13

*March 7, 2016 – Regular Board Meeting  
March 21, 2016 – Regular Study Session*

**G.2 Warrant List No. 10**

Chief Business Officer      Consent      14-26

*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.*

**G.3 Acceptance of Gifts and Donations**

Chief Business Officer      Consent      27-28

*Individuals and entities may make gifts or donations of usable items or money to the District. Gifts or donations of \$100 or more in value are accepted and acknowledged by the Board of Education.*

**G.4 Surplus and Sale of Electronic Equipment**

Chief Business Officer      Consent      29-37

*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.*

**G.5 Award of Bids**

Chief Business Officer      Consent      38-104

**Award of Bid for Bid No. 2015/16-26 – Interim Housing Ancillaries at Riverside Polytechnic High School**

*This project consists of Interim Housing Ancillaries at Riverside Polytechnic High School.*

**Award of Bid for Bid No. 2015/16-28 – Category 00 – Demolition – Central Production Kitchen Remodel**

*This project consists of Demolition for Central Production Kitchen Remodel – Category 00.*

**Award of Bid for Bid No. 2015/16-29 – Category 03 – Concrete – Central Production Kitchen Remodel**

*This project consists of Concrete for Central Production Kitchen Remodel – Category 03.*

**Award of Bid for Bid No. 2015/16-30 – Category 05 – Structural Steel – Central Production Kitchen Remodel**

*This project consists of Structural Steel for Central Production Kitchen Remodel – Category 05.*

**Award of Bid for Bid No. 2015/16-31 – Category 07 – Gypsum and Plaster – Central Production Kitchen Remodel**

*This project consists of Gypsum and Plaster for Central Production Kitchen Remodel – Category 07.*

**Award of Bid for Bid No. 2015/16-32 – Category 17 – HVAC – Central Production Kitchen Remodel**

*This project consists of HVAC for Central Production Kitchen Remodel – Category 17.*

**Award of Bid for Bid No. 2015/16-33 – Category 18 – Plumbing – Central Production Kitchen Remodel**

*This project consists of Plumbing for Central Production Kitchen Remodel – Category 18.*

**Award of Bid for Bid No. 2015/16-34 – Category 19 – Electrical – Central Production Kitchen Remodel**

*This project consists of Electrical for Central Production Kitchen Remodel – Category 19.*

**Award of Bid for Bid No. 2015/16-35 – Category 22 – Kitchen Equipment – Central Production Kitchen Remodel**

*This project consists of Kitchen Equipment for Central Production Kitchen Remodel – Category 22.*

**Award of Bid for Bid No. 2015/16-36 – Category 30 – Multiple Trades – Central Production Kitchen Remodel**

*This project consists of Multiple Trades for Central Production Kitchen Remodel – Category 30.*

**Award of Bid for Bid No. 2015/16-38 – Painting at Adams Elementary School, Highland Elementary School and Martin Luther King High School**

*This project consists of Painting at Adams Elementary School, Highland Elementary School and Martin Luther King High School.*

<b>G.6</b>	<b>Rejection of All Bids for Bid No. 2015/16-25 – Drive Gate at Martin Luther King High School</b>	Chief Business Officer	Consent	105
	<i>Rejection of all bids for Drive Gate at Martin Luther King High School.</i>			
<b>G.7</b>	<b>Resolutions</b>	Chief Business Officer	Consent	106-121
	<b>Resolution No. 2015/16-39 – Resolution of the Board of Education of the Riverside Unified School District to</b>			

**Authorize Budget Adjustments to Appropriate Revenues, Expenditures, and Fund Balance and to Transfer Between Accounts and Funds for the Following Fiscal Year**

*Approval of this agenda item will allow the District's Business Office staff to process transfers for budget adjustments, to increase and decrease revenues and expenditures and to balance between accounts and major funds as needed for the 2016-17 fiscal year.*

**Resolution No. 2015/16-40 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Encumbrances of Funds for the Following Fiscal Year, Authorizing Signatures for Purchase Orders and Other Contractual Commitments and Establishing Not to Exceed Amounts**

*Approval of this agenda item will allow the District to encumber funds for the 2016-17 fiscal year and will authorize designated staff to sign purchase orders and contractual commitments within certain dollar limitations.*

**Resolution No. 2015/16-41 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Temporary Transfer of Funds From the District's General Fund to the District's Child Development Fund and From the District's General Fund to the District's Nutrition Services Fund for the Following Fiscal Year to Mitigate Potential Impacts of Funding Delays and Federal Sequestration**

*Approval of this agenda item will allow the District to provide temporary loans for the 2016-2017 fiscal year from the General Fund to the Child Development Fund and from the General Fund to the Nutrition Services Fund.*

**Resolution No. 2015/16-42 – Resolution of the Board of Education of the Riverside Unified School District to Authorize Year-end Budget Adjustments to Appropriate Revenues, Expenditures and Fund Balance and to Transfer Between Accounts and Funds for the Current Fiscal Year**

*Approval of this agenda item will allow the District's Business Services staff to process year-end budget adjustments to appropriate revenues, expenditures and fund balance, and to transfer between accounts and funds as needed to close the financial records for the 2015-16 fiscal year.*

<b>G.8</b>	<b>Approval of Tentative Agreements and Memorandum of Understanding Between Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association</b>	Chief Business Officer	Consent	122-151
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*It is recommended that the Board of Education approve the Tentative Agreements and Memorandum of Understandings for employees represented by the Riverside City Teachers Association.*

<b>G.9</b>	<b>Cooperative Purchasing Agreements</b>	Chief Business Officer	Consent	152-160
	<b>Approval to Utilize the Santa Clarita Valley School Food Services RFP #11- 12-31012012-1 Distribution of Foods</b>			

*Purchasing agreement for the distribution of processed USDA food products and commercial equivalents for Super Co-op member districts.*

**Ratification of Approval to Purchase School Furnishings, Office Furnishings and Accessories – Cooperative Purchasing Agreement, Glendale Unified School District – Bid No. P16 14/15**

*Cooperative Purchasing Agreement for the purchase of School Furnishings, Office Furnishings and Accessories.*

<b>G.10</b>	<b>Request for Renewal for RFP No. 5(15-16)NS “Fresh Produce”</b>	Chief Business Officer	Consent	161-162
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*Nutrition Services is requesting to renew the current agreement to procure fresh produce for the 2016/17 school year.*

<b>G.11</b>	<b>Notices of Completion</b>	Asst. Supt. Operations	Consent	163-166
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**Notice of Completion – Purchase Order C6004056 – Bid No. 2015/16-04 UCCAP – Portable Restroom Ancillaries – Family Resource Center Portable**

*A Notice of Completion is recommended for Portable Restroom Ancillaries – Family Resource Center Portable.*

**Notice of Completion – Purchase Order P1033300 – Fire Alarm Installation at Riverside STEM Academy Portable**

*A Notice of Completion is recommended for Fire Alarm Installation at Riverside Stem Academy Portable.*

<b>G.12 Approval of Head Start Progress Report for February 2016</b>	Asst. Supt. Curr. & Inst. K-12	Consent	167-168
<i>Required update regarding Head Start activities and budget.</i>			
<b>G.13 Secondary Courses Proposed for Adoption (15)</b>	Asst. Supt. Curr. & Inst. K-12	Consent	169-382
<i>Request for approval of fifteen (15) high school courses.</i>			
<b>G.14 Out-of-State Field Trip – Martin Luther King High School</b>	Asst. Supt. Curr. & Inst. K-12	Consent	383-387
<i>The King High School Distributive Education Clubs of America (DECA) Chapter is requesting to travel to Nashville, Tennessee, to compete in an International Career Development Competition on April 22-27, 2016.</i>			
<b>G.15 Board of Education Representatives – Head Start Family Engagement Conference</b>	Asst. Supt. Curr. & Inst. K-12	Consent	388
<i>Requesting Board of Education approval to designate parents as Representatives of the Board and to reimburse parent representatives for expenses incurred while participating in local, state, and national conferences and trainings.</i>			
<b>G.16 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</b>	Exec. Director Pupil Serv./SELPA	Consent	Confidential Insert
<b>Case for Expulsion</b>			
<i>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.</i>			
<i>Student Case: #2015-058</i>			
<b>Cases for Expulsion With a Recommendation for Suspended Expulsion</b>			
<i>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</i>			

*in the Rehabilitation Plan are met.*

*Student Cases: #2015-056, #2015-057, #2015-059, #2015-060, #2015-061, #2015-062, #2015-064, #2015-065*

### **Case for Revocation of a Suspended Expulsion that Reverts Back to a Full Expulsion**

*Students who violate the conditions of their Rehabilitation Plan while on a suspended expulsion may have the suspension of their original expulsion order revoked and may thereby be expelled under the terms of the original expulsion order.*

*Student Case: #2015-043*

### **Case for Readmission After Expulsion**

*Students expelled from the Riverside Unified School District who have successfully completed the conditions stipulated in their rehabilitation plan may apply for readmission (RUSD Rules and Regulations #5144.1).*

*Student Cases: #2014-095*

- |             |  |                          |         |         |
|-------------|--|--------------------------|---------|---------|
| <b>G.17</b> | <b>Certificated Personnel Assignment Order CE 2015/16-15</b> | Asst. Supt.<br>Personnel | Consent | 389-390 |
|-------------|--|--------------------------|---------|---------|

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

- |             |   |                          |         |         |
|-------------|---|--------------------------|---------|---------|
| <b>G.18</b> | <b>Classified/Non-Classified Personnel Assignment Order CL 2015/16-15</b> | Asst. Supt.<br>Personnel | Consent | 391-396 |
|-------------|---|--------------------------|---------|---------|

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

## **SECTION H – REPORTS/DISCUSSION**

- |            |   |                           |        |         |
|------------|---|---------------------------|--------|---------|
| <b>H.1</b> | <b>Measure B Citizens' Oversight Committee 2014 Annual Report</b> | Asst. Supt.<br>Operations | Report | 397-651 |
|------------|---|---------------------------|--------|---------|

*Mr. Mark Cloud, Chairperson of the Measure B Citizens' Oversight Committee (COC), will present the Board of Education with the 2014 Annual Report.*

- |            |   |                                      |        |         |
|------------|---|--------------------------------------|--------|---------|
| <b>H.2</b> | <b>Visual and Performing Arts (VAPA) Program Update</b> | Asst. Supt.<br>Curr. & Inst.<br>K-12 | Report | 652-680 |
|------------|---|--------------------------------------|--------|---------|

*Update on the Visual and Performing Arts Program Review Committee's work and recommendations for a long-term vision of a comprehensive art plan.*

## SECTION I – ACTION

- I.1 Resolution No. 2015/16-43 – Resolution of the Board of Education of the Riverside Unified School District Denying the Charter Petition for the Establishment of Options for Youth – Riverside and Adopting Findings of Fact**
- Asst. Supt.  
Curr. & Inst.  
K-12
- Action 681-692

*Petitioners for Options for Youth Public Charter School - Riverside submitted a Charter Petition for consideration by the Board. After careful review, District staff recommends that the Board adopt Resolution No. 2015/16-43 denying the Charter Petition.*

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

- I.2 Proposed Attendance Area Adjustment for Communities Facilities District (CFD) No. 32 From Lake Mathews Elementary School to Harrison Elementary School and From Frank Augustus Miller Middle School to Chemawa Middle School – First Reading**
- Asst. Supt.  
Operations
- Action (First Reading) 693-704

*The Board of Education will be presented a proposal to transfer a future residential development, CFD No. 32, from Lake Mathews Elementary School to Harrison Elementary School and similarly from Frank Augustus Miller Middle School to Chemawa Middle School.*

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

- I.3 Approval to Purchase Instructional Materials for Third-Sixth Grade**
- Asst. Supt.  
Curr. & Inst.  
K-12
- Action 705-715

*The Instructional Services staff requests approval for the adoption and purchase of English-Language Arts Instructional material for use in third through sixth grade classrooms.*

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

- I.4 Board Policy #1230 (a) – Recognition of Organized Booster and Parent Groups – Second Reading and Approval**
- Chief Business Officer
- Action (Second Reading) 716-719

*The Board of Education will be asked to review the recommended revisions to Board Policy #1230 (a) – Recognition of Organized Booster and Parent Groups being presented for second reading and approval.*

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



- |            |   |                                     |                           |         |
|------------|---|-------------------------------------|---------------------------|---------|
| <b>I.5</b> | <b>Revised Board Policy #5113 – Absences and Excuses – First Reading</b>  | Exec. Director<br>Pupil Serv./SELPA | Action<br>(First Reading) | 720-723 |
|            | <i>The Board of Education will be asked to review the recommended revised Board Policy #5113 – Absences and Excuses which is being presented for first reading.</i>             |                                     |                           |         |
|            | <b>Moved _____ Seconded _____ Vote _____</b>  |                                     |                           |         |
| <b>I.6</b> | <b>Revised Board Policy #5145.7 – Sexual Harassment – First Reading</b>   | Exec. Director<br>Pupil Serv./SELPA | Action<br>(First Reading) | 724-729 |
|            | <i>The Board of Education will be asked to review the recommended revised Board Policy #5145.7 – Sexual Harassment which is being presented for first reading.</i>              |                                     |                           |         |
|            | <b>Moved _____ Seconded _____ Vote _____</b>  |                                     |                           |         |
| <b>I.7</b> | <b>New Board Policy #1341 – Data Breach Notification – First Reading</b>  | Asst. Supt.<br>Inst. Support        | Action<br>(First Reading) | 730-732 |
|            | <i>The Board of Education will be asked to review new Board Policy #1341 – Data Breach Notification which is being presented for first reading.</i>                             |                                     |                           |         |
|            | <b>Moved _____ Seconded _____ Vote _____</b>  |                                     |                           |         |
| <b>I.8</b> | <b>Resolution No. 2015/16-44 – Resolution of the Board of Education of the Riverside Unified School District Recognizing California Day of the Teacher, May 11, 2016</b>        | Asst. Supt.<br>Personnel            | Action                    | 733-735 |
|            | <i>Staff recommends that the Board of Education adopt Resolution No. 2015/16-44 which recognizes May 11, 2016 as the California Day of the Teacher.</i>                         |                                     |                           |         |
|            | <b>Moved _____ Seconded _____ Vote _____</b>  |                                     |                           |         |
| <b>I.9</b> | <b>Resolution No. 2015/16-45 – Resolution of the Board of Education of the Riverside Unified School District Recognizing Classified School Employees Week – May 15-21, 2016</b> | Asst. Supt.<br>Personnel            | Action                    | 736-738 |
|            | <i>Staff recommends that the Board of Education adopt Resolution No. 2015/16-45 which recognizes May 15-21, 2016 as Classified School Employees Week.</i>                       |                                     |                           |         |
|            | <b>Moved _____ Seconded _____ Vote _____</b>  |                                     |                           |         |

**I.10 California School Boards Association’s (CSBA) Delegate Assembly Riverside Unified School District Representative Appointment**

District Action 739-742  
Superintendent

*The Board of Education is being asked to appoint a representative to the CSBA’s Delegate Assembly to fill the position that is open due to Mr. Brent Lee’s resignation to serve as RUSD’s CSBA Delegate.*

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

**SECTION J – CONCLUSION**

**J.1 Board Members’ Comments**

**J.2 Agenda Items for Future Meetings  
Monday, May 2, 2016, Regular Board Study Session**

**ADJOURNMENT**

The next regular meeting of the Board of Education is scheduled for Monday, May 2, 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.



## Riverside Unified School District

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

### Board Meeting Agenda April 11, 2016

Topic: Recognition of Waudier “Woodie” Rucker-Hughes

Presented by: David C. Hansen, Ed.D., District Superintendent

Responsible

Cabinet Member: David C. Hansen, Ed.D., District Superintendent

Type of Item: Presentation

Short Description: Ms. Woodie Rucker-Hughes will be recognized for her many contributions to prevent educational barriers and provide support for student success – “Every Student, Every Day”.

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#### DESCRIPTION OF AGENDA ITEM:

Recently, Ms. Rucker-Hughes was recognized by The Boy Scouts of America (BSA) with the Whitney M. Young Jr. Service Award, which recognizes outstanding service by an adult individual in the development and implementation of Scouting opportunities for youth from rural or low-income urban backgrounds, and the Greater Riverside Chambers of Commerce (GRCC) 2015 Citizen of the Year Award.

The Board of Education joins BSA and GRCC in recognizing Woodie for her passionate service to the students, staff, and Riverside community. She has been an amazing and enthusiastic volunteer working tirelessly to serve the needs of students. Always looking for ways to support instructional improvement for children and we thank her for her stellar commitment and dedication.

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**FISCAL IMPACT:** None

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

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**ADDITIONAL MATERIAL:** None

This is an uncorrected copy of Board Minutes. The Minutes do not become official until they are approved by the Board at the next meeting.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION  
MONDAY, MARCH 7, 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.

Mr. Ronald O. Loveridge, Director of Center for Sustainable Suburban Development, University of California, Riverside, provided information about the upcoming Special Luncheon with Robert Putnam. He shared due to a scheduling conflict, he would not be able to present later during the Open Session of the meeting and would reschedule his presentation for a future Board meeting.

**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 4:38 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: Middle School Assistant Principal
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 reconvened in Open Session at 6:00 p.m. Mr. Hunt announced that the following action was taken by the Board during Closed Session:

It was moved by Mrs. Lock-Dawson and seconded by Mrs. Allavie and was unanimously approved by the following roll call vote to appoint Ms. Magdalena Zepeda, Central Middle School Assistant Principal:

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

**RAMONA HIGH SCHOOL MARINE JROTC COLOR GUARD PRESENTATION**

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance to our flag was led by Marco Manzanilla, 3<sup>rd</sup> grade Patricia Beatty Elementary School student.

**GROUP PERFORMANCE**

The Magnolia Elementary School Advanced Band performed for the Board members.

**SECTION A – PRESENTATIONS**

**A.1 Profile of the City of Riverside, University of California, Riverside (UCR)**

Mr. Ronald Loveridge will bring his presentation back to a future Board meeting.

**A.2 Plaque Presentation for Kiwanis Club of Riverside**

Mr. Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12 and Ms. Adela Flores-Bertrand, Instructional Services Specialist, recognized Mr. Ben Orozco and Mr. Booker Huling, from the Kiwanis Club of Riverside, and presented them with a plaque for providing dictionaries to RUSD third grade students for the past 10 years.

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

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

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

Dr. Hansen discussed that Read Across America Day was held last week and he along with our Board members were busy reading at several of our school sites including Harrison, Alcott, Longfellow, and Jackson.

Mr. Brad Shearer, Director, Elementary Education, shared some highlights about Reading by 3<sup>rd</sup> Grade including data, professional development, and small group support.

Dr. Hansen congratulated Poly High School’s Mock Trial Team who won the 33<sup>rd</sup> Annual Riverside County Mock Trial Championship on Saturday. He highlighted several winter sport programs and commended our amazing student athletes: King’s Wrestling took 3<sup>rd</sup> in the state tournament; North’s Boys’ Basketball CIF Champions;

North Girls' Basketball CIF Quarter Finals; Girls' Water Polo – King High School CIF Champions and Poly High School CIF Finals; Boys' Soccer – Arlington High School CIF Quarter Finals; Girls' Soccer – King High School CIF Semi Finals and Poly High School CIF Quarter Finals.

Mrs. Lynn Carmen Day, Chief Academic Officer, noted on February 20 the Completion Counts Middle School Conference was held at Gage Middle School. She reported that summer camp for reading will include 14 of our elementary schools with 2,100 students. She stated that the validation visit for Bryant Elementary School's California Gold Ribbon Award is scheduled for March 23. Mrs. Carmen Day said the Special Education Prom is scheduled for this Friday, March 11 from 6:00 to 9:00 p.m. at the Riverside Marriott.

**SECTION D – NORTH CLUSTER PRESENTATION**

A brief presentation was given by Principal Donna Dorsey, Highland Elementary School and the Principals within the North Cluster were introduced.

**SECTION E – PUBLIC INPUT**

The following individual spoke to the Board members regarding consideration for rehiring: Mr. Robert Hudson.

**SECTION F – DISTRICT EMPLOYEE GROUP REPORTS**

**F.1 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).

**F.2 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).

**SECTION G – CONSENT**

Approval of the Consent Calendar was moved by Mrs. Allavie seconded by Dr. Farooq 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 H– REPORTS/DISCUSSION**

**H.1 Encore Charter School of the Arts – Riverside Update/Annual Report**

Mr. Antonio Garcia introduced Mr. Steven Dekany, Executive Director, who provided a PowerPoint sharing an update to the Board of Education as stipulated in the Charter guidelines, including finances, academic achievements, and enrollment.

**H.2 Non-Discrimination, Harassment, Intimidation, Bullying**

Mr. Tim Walker, Executive Director, Pupil Services/SELPA, introduced Mr. Gary McGuire, Assistant Director, Pupil Services, and Mrs. Lanna Goffman, Child Welfare and Attendance Manager, who reviewed a PowerPoint regarding RUSD policies, procedures, practices, and initiatives related to non-discrimination, harassment, intimidation, and bullying.

**H.3 Cal200 PE Minutes Settlement Report**

Mr. Brad Shearer and Mr. John Robertson, Instructional Services Specialist, shared a report on the status of compliance with the Cal200 minutes Settlement.

**H.4 2016-2017 Adopted School Calendar**

Mrs. Susan Mills, Assistant Superintendent, Department of Personnel – Leadership and Development, reviewed a PowerPoint discussing that the Riverside Unified School District approved the Standard Calendar for the 2016-17 school year and stated this was being brought forward to discuss the December 2016 and January 2017 school calendar days and if student attendance would be affected by students being released too close to the holidays.

Mr. Hunt asked that this item be brought back to the next Board meeting as an Action Item and obtain feedback from the PTA and employee associations.

It was moved by Mrs. Allavie and seconded by Mr. Lee and was unanimously approved to hear Item J.5. next in the agenda by the following roll call vote:

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

**J.5 Board Policy #1230 (a) – Recognition of Organized Booster and Parent Groups – First Reading**

Mrs. Mays Kakish, Chief Business Officer/Governmental Relations, stated that the Board of Education was being asked to review the recommended revisions to Board Policy #1230 (a) – Recognition of Organized Booster and Parent Groups being presented for first reading.

It was agreed that this item would be brought back to the Board for second reading with the recommended changes. Mrs. Kakish will also work with the school sites on additional language.

The Board members took a break from 8:42 to 8:55 p.m.

**SECTION I – PUBLIC HEARING**

**I.1 Public Hearing – Charter School Petition Review Options for Youth**

Mr. Hunt opened the Public Hearing at 8:56 p.m.

Mr. Antonio Garcia noted that the Board of Education is being asked to hold a Public Hearing, pursuant to California Education Code Section 47605(b), to consider the level of support for a petition filed for the establishment of Options for Youth Charter School.

Mr. Garcia introduced Dr. Dan Hertzler, Options for Youth Public Charter Schools, who reviewed a PowerPoint regarding the Charter School.

The following individuals spoke in favor of Options for Youth Public Charter Schools: Ms. Wendy Gillespie, Ms. Rosalind Spraslae, Mr. Jacob Kaakuahiwi, and Ms. Melissa Sprague.

The Board members had the opportunity to ask questions and provide input.

Mr. Garcia stated that this item would be brought back for action at the next Board meeting.

Mr. Hunt closed the Public Hearing at 9:34 p.m.

It was moved by Dr. Farooq and seconded by Mrs. Allavie and was unanimously approved to extend the Board meeting to 10:00 p.m. by the following roll call vote:

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

**SECTION J– ACTION**

**J.1 2015-16 Second Period Interim Financial Report**

Mrs. Kakish shared that California Education Code Sections 42130 and 42131, which incorporates provisions of AB 1200, requires each district in the State of California to file interim reports twice each fiscal year. She reviewed a PowerPoint highlighting information that the second report covers the financial and budgetary status of the District for the period ending January 31, 2016.

The item was moved by Mrs. Allavie and seconded by Mr. Lee and was unanimously approved by the following roll call vote to approve the 2015-16 Second Period Interim Financial Report and adopt a positive certification pursuant to Education Code 42131 as presented:

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



ABSTAIN: None

**J.2 Resolution No. 2015/16-36 – Resolution of the Board of Education of the Riverside Unified School District in Support of the California Public Education Facilities Bond Initiative 2016, Funding for K-12 School and Community College Facilities**

Mrs. Kakish indicated that this resolution represents Riverside Unified School District’s support of the California Public Education Facilities Bond Initiative 2016, Funding for K-12 School and Community College Facilities.

The item was moved by Mr. Lee and seconded by Mrs. Allavie to table this item for a future meeting.

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson

NOES: None

ABSENT: None

ABSTAIN: None

**J.3 Resolution No. 2015/16-38 – Resolution of the Board of Education of the Riverside Unified School District Amending Resolution No. 2015/16-31 Increasing the Par Amount of the General Obligation Refunding Bonds, and Actions Related Thereto**

Mrs. Kakish noted that Resolution No. 2015/16-31 has been amended to provide that all references to the maximum amount of refunding bonds authorized to be issued shall be increased from \$52,000,000 to \$55,000,000.

The item was moved by Mrs. Lock-Dawson and seconded by Dr. Farooq and was unanimously approved by the following roll call vote to approve Resolution No. 2015/16-38 to increase the maximum amount of refunding bonds to \$55,000,000 as presented:

AYES: Allavie, Farooq, Hunt, Lee, Lock-Dawson

NOES: None

ABSENT: None

ABSTAIN: None

**J.4 Resolution No. 2015/2016-37 – Resolution of the Board of Education of the Riverside Unified School District to Approve the Reduction or Discontinuance of Particular Kinds of Certificated Services**

Mrs. Mills discussed that Resolution No. 2015/2016-37 – Resolution of the Board of Education of the Riverside Unified School District to Approve the Reduction or Discontinuance of Particular Kinds of Certificated Services was being submitted for Board approval.

The item was moved by Mrs. Lock-Dawson and seconded by Mrs. Allavie and was approved by the following roll call vote to approve Resolution No. 2015/16-37 as presented:

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

It was moved by Mrs. Lock-Dawson and seconded by Dr. Farooq and was unanimously approved to extend the Board meeting to 10:30 p.m. by the following roll call vote:

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

**J.6 Updated Board Policies for Federal Program Monitoring – First Reading**

Mr. Walker shared that the Board of Education was being asked to review the recommended updated Board Policies which were being presented for first reading.

The item was moved by Mrs. Allavie and seconded by Dr. Farooq and was unanimously approved by the following roll call vote to approve the updated Board Policies for Federal Program Monitoring as presented with a few changes that Mrs. Allavie will work with staff on and waive the second reading:

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

**J.7 Consideration of 2016 California School Boards Association (CSBA) Delegate Assembly Election**

Dr. Hansen discussed that election materials for the CSBA Delegate Assembly Subregion 18-A have been received and the Board can make up to six votes for the six vacancies.

The item was moved by Mr. Hunt and seconded by Dr. Farooq and was unanimously approved by the following roll call vote to approve voting for Thomas D. Elliott (Perris ESD); Wendy Jonathan (Desert Sands USD); Ben Johnson, II (Alvord); Marla Kirkland (Val Verde USD); Susan E. Scott (Lake Elsinore USD); and Horacio Valenzuela (Hemet USD):

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

**SECTION K – CONCLUSION****K.1 Board Members' Comments**

Mrs. Allavie shared a University of California, Riverside (UCR) Master Plan map with the Board Members and stated that the STEM Center is located on the map. She indicated that a presentation will be made at the April 11 Board meeting by the STEM Design Team and that all feedback has been positive.

Dr. Farooq discussed speaking with Dr. Hansen about National Board Certification, and he would like to know if RCTA feels this would be a good tool for recruiting teachers.

Mrs. Lock-Dawson stated that the Inspire Her Mind Conference was a wonderful half-day event at Bourns. She provided an update on the Ad-Hoc Committee for our students to help make them successful. She mentioned meeting with Mr. Garcia and Mr. Hansen, and they reviewed our data tracking system during the meeting. She noted that four committee meetings will be held and the first step will include analyzing the data.

Mr. Lee mentioned he liked the infographic from the Arlington Student Board Representative. He is interested in having Encore students perform at a future Board meeting. He reported that his son, Henry, will be attending the DLI program at Washington Elementary School.

Mr. Hunt said he would like the Board to consider looking at the boundary issue at Arlington. He reminded the Board members that there are five legal reasons why we as a Board can vote against a charter school. As a reminder, he said the reception for Mr. Vanderzyl and Mr. Littleworth is scheduled for March 9.

Mrs. Lock-Dawson said that she would like our District's recycling program to be included on a future Board agenda.

**K.2 Next Regular Board Meeting: April 11, 2016 – Regular Board Meeting****ADJOURNMENT**

Mr. Hunt adjourned the Public Session at 10:28 p.m. in memory of Mr. Dave Tucker, former RUSD Counselor at Martin Luther King High School, who passed away on January 30.

Patricia Lock-Dawson  
Clerk  
Board of Education

This is an uncorrected copy of Board Minutes. The Minutes do not become official until they are approved by the Board at the next meeting.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION  
MONDAY, MARCH 21, 2016  
JOHN W. NORTH HIGH SCHOOL, LIBRARY  
1550 W. THIRD STREET, 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.

**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. Consideration of Public Employee Appointment Pursuant to Government Code Section 54957.6  
Title: Director II, Risk Management

**RECONVENE OPEN SESSION**

The Board reconvened in Open Session at 4:45 p.m. Mr. Hunt announced that the following action was taken in Closed Session:

It was moved by Mrs. Allavie and seconded by Mrs. Lock-Dawson and was unanimously approved by the following roll call vote to appoint Mr. John Preston, Director II, Risk Management:

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

**PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance to our flag was led by Board President Tom Hunt.

**SECTION A – PUBLIC INPUT**

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

**SECTION B – CONSENT**

Approval of the Consent Calendar was moved by Mrs. Allavie and seconded by Mrs. Lock-Dawson 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 C – ACTION**

**C.1 Student Board Member**

Mrs. Lynn Carmen Day, Chief Academic Officer, reviewed a PowerPoint sharing that the Riverside Unified School District (RUSD) has explored the concept of having a Student Board Member join our Board of Trustees.

The item was moved by Dr. Farooq and seconded by Mrs. Allavie and was unanimously approved by the following roll call vote to approve the concept of having Student Board Members (4 per year) and making the recommended changes to the Board Policy:

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

**SECTION D – STUDY SESSIONS**

**D.1 RUSD Career Technical Education (CTE) Overview**

Mr. Antonio Garcia, Assistant Superintendent, Curriculum and Instruction, K-12, introduced Mr. Ron Weston, CTE Coordinator, who shared a PowerPoint providing an overview of the CTE Programs in RUSD.

The Board members took a break from 6:07 to 6:19 p.m.

**D.2 Guidance Plan/Student Assistance Program (SAP)**

Mr. Darel Hansen, Director, Secondary Education; Mr. Jorge Perez, Instructional Services Specialist, College and Career; Dr. Katarina Roy Schanz, Student Assistance Program Coordinator; Dr. Alex Collins SAP School Psychologist, and Ms. Andrea Salazar, SAP Program Counselor, reviewed a PowerPoint with information about the current counseling services for RUSD students and the delivery of these services through the School Counseling Program and the Student Assistance Program (SAP) during the 2015-16 school year.

**SECTION E – CONCLUSION****E.1 Board Members' Comments**

Dr. Farooq voiced his excitement about the Student Board Member and that he thinks this is very proactive of the Board.

Mrs. Allavie thanked all who attended the Study Session. She discussed a recent visit to Moreno Valley Unified School District (MVUSD) with Mr. Lee, and Ms. Ofelia Valdez-Yeager where they had the opportunity to hear about the Power of Three – English as a second language program. She noted that it is a very interactive program for K-3 or K-6 students. She noted it was fun to watch the students, and she is very interested in the program.

Mrs. Lock-Dawson shared that Ms. Callie Neal, Heritage Plan Facilitator, was honored on Saturday as one of the 61<sup>st</sup> Assembly District's Women of Distinction for her work on the Heritage Program. She commended staff for the fabulous job on the RUSD Teacher Fair, which Ms. Susan Mills, Assistant Superintendent, Personnel – Leadership and Development stated was planned by Mrs. Kyley Ybarra, Director, Certificated Personnel.

Mr. Lee thanked staff for their presentations. He agreed with Mrs. Allavie stating that the program at MVUSD was very engaging for the students and they had data to back up the program.

Dr. Hansen reported that at the April Board meeting there would be a presentation on our Visual and Performing Arts (VAPA) Program, an update on Measure B, several courses being presented for approval, an English-Language Arts adoption, and a proposed attendance area adjustment.

Mr. Hunt mentioned attending a meeting with Mr. Darel Hansen regarding the Coaches Clinic. He attended the recognition for Ms. Woodie Rucker-Hughes on March 10 by The Boy Scouts of America with Dr. Hansen. He asked the Board members to mark their calendars for pictures on May 16. In regards to King High Remembers, he indicated that he has asked Councilmember Paul Davis to recommend Mr. John Corona for the Spirit Award for his work on this program.

**ADJOURNMENT**

Mr. Hunt adjourned the Public Session at 8:01 p.m. in memory of Mrs. Rita Kinnear, who passed away on March 16, wife of former John W. North principal Mr. Dale Kinnear; and Norman Medina, Ramona High School student who passed away on March 15.

**CLOSED SESSION**

The Board adjourned to Closed Session at 8:01 p.m.

**RECONVENE OPEN SESSION**

The Board reconvened in Open Session at 8:21 p.m. Mr. Hunt announced that no formal action was taken during Closed Session.

**ADJOURNMENT**

Mr. Hunt adjourned the Public Session at 8:22 p.m.

Patricia Lock-Dawson  
Clerk  
Board of Education

**Board Meeting Agenda  
April 11, 2016**

Topic: Warrant List No. 10

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:** \$12,000,759.02

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

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**ADDITIONAL MATERIAL:** Warrant List No. 10

Attached: Yes



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

February 13, 2016 THRU March 17, 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>					
259076	02/16/2016	03	14262038	JKEAA MUSIC SERVICES, LLC	\$6,804.00
259077	02/16/2016	03	14262039	HOUGHTON MIFFLIN HARCOURT	\$50,000.00
259111	02/16/2016	03	14262073	SHI	\$145,450.90
259120	02/16/2016	03	14262082	BARKSHIRE LASER LEVELING, INC.	\$7,500.00
259125	02/16/2016	03	14262087	CLOVER ENTERPRISES	\$5,305.50
259136	02/16/2016	03	14262098	ARC SERVICES COMPANY	\$5,699.17
259138	02/16/2016	03	14262100	COPYLITE INC	\$2,909.75
259164	02/17/2016	03	14263039	ELITE SPORTS USA INC.	\$2,462.40
259165	02/17/2016	03	14263040	IXL LEARNING, INC.	\$12,000.00
259180	02/17/2016	03	14263055	ID ACTIVE WEAR, INC.	\$4,212.43
259236	02/17/2016	03	14263111	DATA IMPRESSIONS	\$108,381.84
259262	02/17/2016	03	14263137	WLC ARCHITECTS, INC.	\$2,025.00
259271	02/17/2016	03	14263146	GUIDED DISCOVERIES, INC.	\$20,160.00
259282	02/18/2016	03	14264060	WAXIE SANITARY SUPPLY	\$6,458.72
259284	02/18/2016	03	14264062	THE GAS COMPANY	\$5,894.19
259301	02/18/2016	03	14264079	APPLE INC.	\$13,218.48
259302	02/18/2016	03	14264080	APPLE INC.	\$2,739.20
259314	02/18/2016	03	14264092	DREAMBOX LEARNING, INC.	\$2,635.00
259371	02/19/2016	03	14265264	MIND RESEARCH INSTITUTE	\$5,940.00
259402	02/19/2016	03	14265295	ALERT SERVICES	\$2,335.18
259419	02/19/2016	03	14265312	DRESMANN PROMOTIONAL PRODUCTS	\$2,010.21
259426	02/19/2016	03	14265319	THE GAS COMPANY	\$5,229.99
259440	02/22/2016	03	14266025	ALTURA CREDIT UNION	\$48,475.06
259445	02/22/2016	03	14266030	AREY JONES EDUCATIONAL SOLUTIONS	\$5,740.70
259451	02/22/2016	03	14266036	FOLLETT SCHOOL SOLUTIONS, INC.	\$2,791.04
259453	02/22/2016	03	14266038	FOLLETT SCHOOL SOLUTIONS, INC.	\$6,502.68
259468	02/22/2016	03	14266053	CADA	\$6,245.00
259470	02/22/2016	03	14266055	WESTERN MUNICIPAL WATER DISTRICT	\$2,009.47
259483	02/22/2016	03	14266068	KEN'S SPORTING GOODS	\$2,593.28
259502	02/22/2016	03	14266087	ALL CITY MANAGEMENT SERVICES, INC.	\$2,651.40
259519	02/22/2016	03	14266104	THINKCERCA.COM INC	\$28,000.00
259521	02/22/2016	03	14266106	PATHFINDER RANCH	\$2,095.00
259522	02/22/2016	03	14266107	RUSD REVOLVING FUND	\$3,269.06
259533	02/23/2016	03	14267090	THE GAS COMPANY	\$3,280.52
259543	02/23/2016	03	14267100	AARDVARK CLAY	\$2,943.65
259546	02/23/2016	03	14267103	BEST BUY GOV LLC	\$2,698.94
259564	02/23/2016	03	14267121	UCR REGENTS	\$55,000.00
259569	02/23/2016	03	14267126	PARENT INSTITUTE FOR QUALITY EDUCAT	\$6,000.00
259570	02/23/2016	03	14267127	PARENT INSTITUTE FOR QUALITY EDUCAT	\$6,000.00

259572	02/23/2016	03	14267129	PROFESSIONAL LEARNING INNOVATIONS, LLC	\$2,800.00
259575	02/23/2016	03	14267132	VOCADAMY, LLC	\$3,600.00
259586	02/23/2016	03	14267143	REFRIGERATION SUPPLIES DIST	\$5,166.72
259623	02/24/2016	03	14268256	OCEAN INSTITUTE	\$3,564.00
259640	02/24/2016	03	14268269	ON TARGET	\$8,000.00
259646	02/24/2016	03	14268275	EDUCATION ELEMENTS, INC.	\$38,000.00
259648	02/24/2016	03	14268277	HEWLETT PACKARD-STL GOVT. SALES	\$5,928.12
259649	02/24/2016	03	14268278	HERTZ FURNITURE	\$4,065.64
259651	02/24/2016	03	14268280	HEWLETT PACKARD-STL GOVT. SALES	\$3,089.96
259706	02/25/2016	03	14269406	FLOOR TECH AMERICA, INC.	\$3,580.41
259716	02/25/2016	03	14269416	INNOVATEED, LLC	\$8,125.00
259717	02/25/2016	03	14269417	INNOVATEED, LLC	\$6,093.75
259718	02/25/2016	03	14269418	INNOVATEED, LLC	\$7,031.25
259730	02/25/2016	03	14269430	HARRIS, DENNIS L.	\$2,153.73
259759	02/25/2016	03	14269458	RIVER CITY TESTING	\$2,011.45
259772	02/25/2016	03	14269471	B&H PHOTO	\$9,995.00
259780	02/25/2016	03	14269479	ALL SEASON INSULATION INC.	\$11,500.00
259799	02/25/2016	03	14269497	ALERT SERVICES	\$2,886.23
259811	02/25/2016	03	14269509	SAN BERNARDINO CO SUPT OF SCH	\$2,125.00
259812	02/25/2016	03	14269510	HOUGHTON MIFFLIN HARCOURT	\$10,006.20
259875	02/26/2016	03	14270903	MPS	\$2,239.05
259879	02/26/2016	03	14270907	ALL CITY MANAGEMENT SERVICES, INC.	\$2,651.40
259883	02/26/2016	03	14270911	STATE OF CA/DEPT. JUSTICE	\$5,381.00
259889	02/26/2016	03	14270917	SCHOOL BASED REIMBURSEMENT PARTNERS LLC	\$29,314.59
259891	02/26/2016	03	14270919	SCHOOL BASED REIMBURSEMENT PARTNERS LLC	\$22,709.75
259892	02/26/2016	03	14270920	COPYLITE INC	\$2,050.00
259893	02/26/2016	03	14270921	PALI INSTITUTE	\$15,817.50
259896	02/26/2016	03	14270924	TOMARK SPORTS INC	\$2,386.01
259898	02/26/2016	03	14270926	REACH LEADERSHIP ACADEMY	\$28,629.57
259917	02/26/2016	03	14270945	CDW-G	\$22,117.48
259920	02/26/2016	03	14270948	CDW-G	\$7,667.68
259929	02/26/2016	03	14270957	DELTA EDUCATION	\$12,342.75
259938	02/26/2016	03	14270966	PRICE PHILANTHROPIES FOUNDATION	\$3,000.00
259940	02/29/2016	03	14273329	NCS PEARSON, INC	\$17,070.00
259941	02/29/2016	03	14273330	MIND RESEARCH INSTITUTE	\$5,610.00
259943	02/29/2016	03	14273331	THE GAS COMPANY	\$3,035.07
259945	02/29/2016	03	14273333	WESTERN MUNICIPAL WATER DISTRICT	\$6,881.43
259992	02/29/2016	03	14273379	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$63,924.68
259993	02/29/2016	03	14273380	RIVERSIDE ART MUSEUM	\$14,000.00
259995	02/29/2016	03	14273382	TLC SPORTSWEAR, INC	\$3,395.78
260004	02/29/2016	03	14273391	NCS PEARSON, INC	\$11,657.55
260031	02/29/2016	03	14273418	CANON SOLUTIONS AMERICA, INC.	\$14,580.00
260033	03/01/2016	03	14274325	INLAND BASKETBALL OFFICIALS ASSOC.	\$2,860.00
260036	03/01/2016	03	14274328	NICOLE MILLER & ASSOCIATES, INC.	\$22,948.76
260039	03/01/2016	03	14274331	IMPACT IMAGES, INC.	\$8,361.68
260044	03/01/2016	03	14274336	SOUTHWEST BINDING & LAMINATING	\$3,265.85
260048	03/01/2016	03	14274340	R & V ALDRETE CUSTOM SPORTSLETTERING	\$3,343.68

260051	03/01/2016	03	14274343	READ NATURALLY INC.	\$2,322.38
260056	03/01/2016	03	14274348	SAN BERNARDINO CO SUPT OF SCH	\$4,850.00
260057	03/01/2016	03	14274349	AREY JONES EDUCATIONAL SOLUTIONS	\$2,296.28
260069	03/01/2016	03	14274361	AREY JONES EDUCATIONAL SOLUTIONS	\$20,904.75
260070	03/01/2016	03	14274362	SAN BERNARDINO CO SUPT OF SCH	\$2,025.00
260071	03/01/2016	03	14274363	AREY JONES EDUCATIONAL SOLUTIONS	\$2,650.52
260073	03/01/2016	03	14274365	RED DRAGON ELECTRIC	\$2,560.00
260078	03/01/2016	03	14274370	DISNEYLAND	\$2,288.00
260091	03/01/2016	03	14274383	WARD'S NATURAL SCIENCE	\$2,175.55
260095	03/01/2016	03	14274387	CANON SOLUTIONS AMERICA, INC.	\$2,192.96
260148	03/02/2016	03	14275604	BOSS GRAPHICS, INC.	\$5,550.00
260154	03/02/2016	03	14275610	AGUA MANSA MRF, LLC	\$15,392.07
260158	03/02/2016	03	14275614	AT&T MOBILITY	\$6,596.67
260172	03/02/2016	03	14275628	JL VARSITY JACKETS AND PATCHES	\$3,240.00
260177	03/02/2016	03	14275633	CDW-G	\$4,400.00
260198	03/03/2016	03	14276834	JKEAA MUSIC SERVICES, LLC	\$2,268.00
260201	03/03/2016	03	14276837	MILE HIGH PINES	\$14,377.50
260203	03/03/2016	03	14276839	SOUTHWEST SCHOOL SUPPLY	\$3,750.19
260217	03/03/2016	03	14276853	WAXIE SANITARY SUPPLY	\$16,487.03
260219	03/03/2016	03	14276854	BANK OF UTAH	\$5,000.00
260269	03/03/2016	03	14276903	STATE TEACHERS' RETIREMENT SYSTEM	\$3,027.01
260304	03/04/2016	03	14278198	JKEAA MUSIC SERVICES, LLC	\$2,383.35
260306	03/04/2016	03	14278200	JKEAA MUSIC SERVICES, LLC	\$2,599.99
260308	03/04/2016	03	14278202	JKEAA MUSIC SERVICES, LLC	\$4,399.98
260322	03/04/2016	03	14278216	TRUE NORTH RESEARCH	\$29,450.00
260327	03/04/2016	03	14278221	WLC ARCHITECTS, INC.	\$36,400.00
260348	03/04/2016	03	14278241	SYNERGYSE TRAINING INC.	\$15,000.00
260362	03/04/2016	03	14278255	BALLARD & TIGHE	\$5,451.60
260374	03/04/2016	03	14278267	AG PARTS WORLDWIDE	\$2,652.50
260375	03/04/2016	03	14278268	VICTORY CHEERLEADING/OMNI CHEER	\$2,449.38
260383	03/04/2016	03	14278275	INTERNATIONAL BUSINESS MACHINES CORP.	\$6,601.90
260388	03/04/2016	03	14278280	CDW-G	\$10,335.75
260389	03/04/2016	03	14278281	CDW-G	\$4,134.30
260391	03/04/2016	03	14278283	CDW-G	\$5,906.14
260401	03/04/2016	03	14278293	STATE TEACHERS' RETIREMENT SYSTEM	\$172,119.00
260405	03/07/2016	03	14279230	MIND RESEARCH INSTITUTE	\$23,300.00
260429	03/07/2016	03	14279254	BEST BUY GOV LLC	\$2,917.34
260453	03/07/2016	03	14279278	RIVERSIDE COMMUNITY PLAYERS' SCHOOL SHOWS	\$2,385.00
260457	03/07/2016	03	14279282	R & V ALDRETE CUSTOM SPORTSLETTERING	\$3,758.40
260466	03/08/2016	03	14280406	LEGO EDUCATION	\$2,191.51
260479	03/08/2016	03	14280419	STUDENT TRANSPORTATION OF AMERICA	\$160,783.04
260480	03/08/2016	03	14280420	STUDENT TRANSPORTATION OF AMERICA	\$64,270.30
260481	03/08/2016	03	14280421	STUDENT TRANSPORTATION OF AMERICA	\$201,413.05
260482	03/08/2016	03	14280422	STUDENT TRANSPORTATION OF AMERICA	\$80,292.26
260495	03/08/2016	03	14280435	AMERICAN HISTORICAL THEATRE	\$3,116.77
260514	03/08/2016	03	14280454	ARC SERVICES COMPANY	\$4,849.37
260559	03/09/2016	03	14281691	RIDDELL/ ALL AMERICAN SPORTS GROUP	\$3,130.00

260563	03/09/2016	03	14281695	SHERATON COMMANDER HOTEL	\$2,315.04
260568	03/09/2016	03	14281700	PROFESSIONAL LEARNING INNOVATIONS, LLC	\$7,000.00
260589	03/09/2016	03	14281720	AT&T	\$8,363.86
260600	03/09/2016	03	14281731	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$16,133.37
260611	03/10/2016	03	14282861	WAXIE SANITARY SUPPLY	\$14,448.01
260625	03/10/2016	03	14282875	SOUTHERN CALIFORNIA EDISON CO	\$19,190.07
260628	03/10/2016	03	14282878	NASCO	\$2,812.79
260646	03/10/2016	03	14282896	BRAIN POP LLC	\$2,295.00
260652	03/10/2016	03	14282902	CDW-G	\$6,792.07
260654	03/10/2016	03	14282904	MUSIC IN THE PARKS	\$6,000.00
260656	03/10/2016	03	14282906	NICK RAIL MUSIC	\$7,641.00
260661	03/10/2016	03	14282911	CENTRUM SOUND SYSTEM	\$2,939.33
260662	03/10/2016	03	14282912	CCS PRESENTATION SYS	\$5,454.01
260666	03/10/2016	03	14282916	NATIONAL BUSINESS FURNITURE	\$2,440.52
260686	03/10/2016	03	14282936	JL VARSITY JACKETS AND PATCHES	\$2,257.20
260701	03/11/2016	03	14284160	FISHER SCIENTIFIC	\$2,673.30
260708	03/11/2016	03	14284167	ENCORE EDUCATION CORPORATION	\$23,189.95
260712	03/11/2016	03	14284171	AMAZON.COM LLC	\$4,246.09
260714	03/11/2016	03	14284173	CDW-G	\$28,278.00
260723	03/11/2016	03	14284182	CLOVER ENTERPRISES	\$2,835.00
260745	03/11/2016	03	14284204	TUFF SHED, INC.	\$4,716.25
260746	03/11/2016	03	14284205	XEROX CORPORATION	\$4,460.50
260761	03/11/2016	03	14284220	DISABILITY ACCESS CONSULTANTS, INC.	\$72,000.00
260766	03/11/2016	03	14284225	RIVERSIDE COUNTY OFFICE OF ED.	\$29,289.00
260778	03/11/2016	03	14284237	REACH LEADERSHIP ACADEMY	\$28,629.57
260785	03/11/2016	03	14284244	REACH LEADERSHIP ACADEMY	\$28,629.57
260790	03/11/2016	03	14284249	REACH LEADERSHIP ACADEMY	\$10,755.00
260794	03/11/2016	03	14284253	REACH LEADERSHIP ACADEMY	\$104,322.48
260807	03/14/2016	03	14285232	KNOTT'S BERRY FARM	\$4,795.00
260860	03/14/2016	03	14285285	DREAMBOX LEARNING, INC.	\$7,150.00
260872	03/14/2016	03	14285297	DRESMANN PROMOTIONAL PRODUCTS	\$3,432.52
260904	03/15/2016	03	14286495	FOLD A GOAL	\$3,891.20
260912	03/15/2016	03	14286503	LEXIA LEARNING SYSTEMS LLC	\$9,900.00
260923	03/15/2016	03	14286512	KOPPSKAGES.COM	\$3,684.00
260926	03/15/2016	03	14286515	US POSTAL SERVICE	\$50,000.00
260933	03/15/2016	03	14286522	STUDENT TRANSPORTATION OF AMERICA	\$160,717.30
260934	03/15/2016	03	14286523	STUDENT TRANSPORTATION OF AMERICA	\$64,128.03
260936	03/15/2016	03	14286525	STUDENT TRANSPORTATION OF AMERICA	\$37,568.83
260938	03/15/2016	03	14286527	STUDENT TRANSPORTATION OF AMERICA	\$50,905.38
260940	03/15/2016	03	14286529	SCHOOL SERVICES OF CALIFORNIA	\$43,360.00
260941	03/15/2016	03	14286530	SCHOOL SERVICES OF CALIFORNIA	\$54,200.00
260942	03/15/2016	03	14286531	SCHOOL HEALTH SERVICES REGISTRY	\$5,592.35
260950	03/15/2016	03	14286539	BRAIN POP LLC	\$20,859.00
260962	03/15/2016	03	14286551	RIVERSIDE ART MUSEUM	\$8,856.00
260966	03/15/2016	03	14286555	TLC SPORTSWEAR, INC	\$4,197.06
260971	03/15/2016	03	14286559	TBWB STRATEGIES	\$53,727.00
260982	03/15/2016	03	14286570	AGUA MANSA MRF, LLC	\$12,285.40

260988	03/15/2016	03	14286576	FREY SCIENTIFIC	\$4,574.16
260996	03/15/2016	03	14286584	SOCCER.COM	\$2,519.96
261024	03/16/2016	03	14287756	STABILIZER SOLUTIONS, INC.	\$3,276.00
261028	03/16/2016	03	14287760	KEN'S SPORTING GOODS	\$2,127.80
261030	03/16/2016	03	14287762	BB&T INSURANCE SERVICES OF CALIFORNIA, INC.	\$6,334.02
261034	03/16/2016	03	14287766	CLOVER ENTERPRISES	\$2,565.00
261035	03/16/2016	03	14287767	ALL CITY MANAGEMENT SERVICES, INC.	\$2,651.40
261040	03/16/2016	03	14287772	PATHFINDER RANCH	\$7,446.00
261046	03/16/2016	03	14287778	DISCOVERY EDUCATION	\$2,600.00
261065	03/16/2016	03	14287797	CDW-G	\$13,434.23
261068	03/16/2016	03	14287800	CDW-G	\$4,484.22
261095	03/17/2016	03	14289053	CANON SOLUTIONS AMERICA, INC.	\$2,527.20
261102	03/17/2016	03	14289060	IMAGES STUFF.COM	\$3,987.68
261108	03/17/2016	03	14289066	THE GAS COMPANY	\$2,055.36
261117	03/17/2016	03	14289075	MOON VALLEY NURSERY OF CA, INC.	\$5,440.00
261124	03/17/2016	03	14289082	ALTURA CREDIT UNION	\$15,000.00
261125	03/17/2016	03	14289083	ON TARGET	\$34,350.00
261131	03/17/2016	03	14289088	ADVANCED OFFICE	\$3,029.40
261133	03/17/2016	03	14289090	CDW-G	\$2,622.90
261139	03/17/2016	03	14289096	APPLE INC.	\$16,639.20
261152	03/17/2016	03	14289109	CLOVER ENTERPRISES	\$2,875.50
261163	03/17/2016	03	14289120	KEN'S SPORTING GOODS	\$4,507.00
261191	03/17/2016	03	14289148	BECKWITH, KALLI	\$3,404.40

**TOTAL FOR FUND 03    \$3,257,083.80**

**GENERAL FUND RESTRICTED 06**

259087	02/16/2016	06	14262049	MEDLEY FIRE PROTECTION, INC.	\$3,110.24
259102	02/16/2016	06	14262064	RUSSO, FLECK AND ASSOCIATES	\$14,370.00
259113	02/16/2016	06	14262075	SOCIAL THINKING PUBLISHING	\$2,262.75
259116	02/16/2016	06	14262078	AMTECH ELEVATORS	\$4,000.00
259123	02/16/2016	06	14262085	CABE	\$2,060.00
259127	02/16/2016	06	14262089	BELIEVE TO ACHIEVE EDUCATIONAL SERVICES, LLC	\$5,548.03
259128	02/16/2016	06	14262090	AMTECH ELEVATORS	\$5,925.64
259130	02/16/2016	06	14262092	DORIS PEREZ INTERPRETING	\$2,200.00
259135	02/16/2016	06	14262097	ROSETTA STONE LTD.	\$4,541.50
259137	02/16/2016	06	14262099	PACIFIC GLASS COMPANY	\$15,400.00
259254	02/17/2016	06	14263129	OAK GROVE INSTITUTE	\$8,957.86
259258	02/17/2016	06	14263133	OAK GROVE INSTITUTE	\$11,232.71
259260	02/17/2016	06	14263135	OAK GROVE INSTITUTE	\$5,754.98
259261	02/17/2016	06	14263136	OAK GROVE INSTITUTE	\$2,852.44
259274	02/17/2016	06	14263149	LYNDA.COM	\$7,500.00
259285	02/18/2016	06	14264063	NATIONAL GEOGRAPHIC	\$16,505.78
259306	02/18/2016	06	14264084	MEDCO SUPPLY COMPANY	\$4,612.31
259313	02/18/2016	06	14264091	DREAMBOX LEARNING, INC.	\$5,015.00
259325	02/18/2016	06	14264102	MACMILLAN/MCGRAW HILL	\$3,782.52
259367	02/18/2016	06	14264144	PEAR DECK, INC.	\$2,500.00
259378	02/19/2016	06	14265271	5M CONTRACTING INC.	\$2,560.50
259399	02/19/2016	06	14265292	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$2,147.72
259408	02/19/2016	06	14265301	THE ALVO INSTITUTE	\$10,000.00

259424	02/19/2016	06	14265317	RIFTON EQUIPMENT	\$2,506.95
259473	02/22/2016	06	14266058	DISCOVERY EDUCATION	\$2,600.00
259477	02/22/2016	06	14266062	COMPASSLEARNING, INC.	\$3,804.00
259481	02/22/2016	06	14266066	UP & MOVIN' PEDIATRIC PHYSICAL THERAPY PC	\$4,613.03
259500	02/22/2016	06	14266085	BROCK, STEPHEN EDWARD	\$2,873.91
259515	02/22/2016	06	14266100	AUTISM BEHAVIOR CONSULTANTS	\$21,057.46
259518	02/22/2016	06	14266103	AUTISM BEHAVIOR CONSULTANTS	\$19,027.89
259527	02/23/2016	06	14267084	BEST, BEST, & KRIEGER, LLP	\$12,740.10
259528	02/23/2016	06	14267085	BEST, BEST, & KRIEGER, LLP	\$15,942.45
259529	02/23/2016	06	14267086	BEST, BEST, & KRIEGER, LLP	\$11,288.75
259540	02/23/2016	06	14267097	ARDOR HEALTH SOLUTIONS	\$5,965.20
259552	02/23/2016	06	14267109	BARNES & NOBLE (RIVERSIDE)	\$2,483.51
259568	02/23/2016	06	14267125	STARTING GATE EDUCATIONAL SERVICES	\$100,409.76
259571	02/23/2016	06	14267128	BRIGHT FUTURES ACADEMY LLC	\$49,122.12
259587	02/23/2016	06	14267144	AUTISM BEHAVIOR CONSULTANTS	\$21,972.86
259595	02/23/2016	06	14267152	AUTISM BEHAVIOR CONSULTANTS	\$29,128.62
259602	02/23/2016	06	14267159	MONTGOMERY HARDWARE COMPANY	\$3,709.47
259725	02/25/2016	06	14269425	LAW OFFICES OF MICHELLE ORTEGA	\$9,000.00
259729	02/25/2016	06	14269429	HARRIS, DENNIS L.	\$2,153.73
259734	02/25/2016	06	14269434	FISHER SCIENTIFIC	\$3,117.01
259739	02/25/2016	06	14269439	CARDINAL ENVIRONMENTAL CONSULTANTS, INC.	\$4,000.00
259757	02/25/2016	06	14269456	SYLVAN LEARNING	\$15,050.00
259758	02/25/2016	06	14269457	PROFESSIONAL TUTORS OF AMERICA	\$2,788.00
259768	02/25/2016	06	14269467	SOCO GROUP, INC.	\$6,097.31
259793	02/25/2016	06	14269491	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$2,876.32
259823	02/25/2016	06	14269521	PARKHOUSE TIRE, INC.	\$2,731.54
259824	02/26/2016	06	14270852	MENDEZ FOUNDATION	\$8,154.80
259831	02/26/2016	06	14270859	MIND STREAMS EDUCATION, LLC	\$16,172.61
259878	02/26/2016	06	14270906	BCBA CONSULTING SERVICES	\$4,214.78
259884	02/26/2016	06	14270912	RISE INTERPRETING, INC.	\$31,690.00
259885	02/26/2016	06	14270913	RUSSO, FLECK AND ASSOCIATES	\$26,368.00
259890	02/26/2016	06	14270918	CAROLYN E. WYLIE CENTER	\$7,000.00
259916	02/26/2016	06	14270944	CDW-G	\$6,143.74
259919	02/26/2016	06	14270947	MCGRAW-HILL SCHOOL EDUCATION GROUP	\$2,603.84
260065	03/01/2016	06	14274357	BRAIN HURRICANE, LLC	\$5,440.00
260072	03/01/2016	06	14274364	ARDOR HEALTH SOLUTIONS	\$7,470.00
260074	03/01/2016	06	14274366	MIND STREAMS EDUCATION, LLC	\$3,900.00
260082	03/01/2016	06	14274374	AREY JONES EDUCATIONAL SOLUTIONS	\$11,481.40
260086	03/01/2016	06	14274378	AREY JONES EDUCATIONAL SOLUTIONS	\$4,592.57
260120	03/02/2016	06	14275576	MIND STREAMS EDUCATION, LLC	\$4,500.00
260126	03/02/2016	06	14275582	REALLY GOOD STUFF	\$2,163.83
260132	03/02/2016	06	14275588	S & K THEATRICAL DRAPERIES, INC.	\$2,197.00
260133	03/02/2016	06	14275589	OAK GROVE INSTITUTE	\$3,696.49
260134	03/02/2016	06	14275590	OAK GROVE INSTITUTE	\$7,271.62
260156	03/02/2016	06	14275612	APPLIED BEHAVIOR CONSULTANTS, INC.	\$8,208.78
260161	03/02/2016	06	14275617	COYNE & ASSOCIATES EDUCATION CORP.	\$18,983.45
260183	03/02/2016	06	14275639	5M CONTRACTING INC.	\$2,080.50

260200	03/03/2016	06	14276836	JASPER ENGINES & TRANSMISSIONS	\$3,162.88
260226	03/03/2016	06	14276860	BONNETT IRRIGATION	\$16,357.63
260369	03/04/2016	06	14278262	RIFTON EQUIPMENT	\$2,616.30
260386	03/04/2016	06	14278278	ELECTRONIX EXPRESS	\$6,016.45
260421	03/07/2016	06	14279246	AUTISM BEHAVIOR CONSULTANTS	\$30,035.71
260424	03/07/2016	06	14279249	MARTIN, RODOLFO	\$2,712.50
260425	03/07/2016	06	14279250	AUTISM BEHAVIOR CONSULTANTS	\$26,893.68
260462	03/07/2016	06	14279287	BRICKLEY ENVIROMENTAL	\$4,320.00
260476	03/08/2016	06	14280416	UCR REGENTS	\$28,000.00
260477	03/08/2016	06	14280417	SOCO GROUP, INC.	\$7,901.24
260478	03/08/2016	06	14280418	SOMERSET EDUCATIONAL SERVICES INC.	\$21,460.57
260496	03/08/2016	06	14280436	BOYS & GIRLS CLUBS OF GREATER REDLANDS-RIVERSIDE	\$135,557.66
260497	03/08/2016	06	14280437	ARDOR HEALTH SOLUTIONS	\$5,449.80
260498	03/08/2016	06	14280438	AMN HEALTHCARE INC.	\$2,208.00
260519	03/08/2016	06	14280459	APPLE LEARNING COMPANY	\$3,640.00
260554	03/09/2016	06	14281686	ROSETTA STONE LTD.	\$2,235.00
260570	03/09/2016	06	14281702	RUSSO, FLECK AND ASSOCIATES	\$25,150.00
260572	03/09/2016	06	14281704	RUSSO, FLECK AND ASSOCIATES	\$33,310.00
260577	03/09/2016	06	14281709	UP & MOVIN' PEDIATRIC PHYSICAL THERAPY PC	\$5,278.39
260579	03/09/2016	06	14281710	UP & MOVIN' PEDIATRIC PHYSICAL THERAPY PC	\$4,839.39
260599	03/09/2016	06	14281730	CAPSTONE	\$8,863.00
260615	03/10/2016	06	14282865	CHRISTINE MAJORS PSYCHOLOGIST, INC.	\$6,500.00
260616	03/10/2016	06	14282866	OFFICE SEATING OUTLET	\$2,293.92
260644	03/10/2016	06	14282894	DELTA EDUCATION	\$2,804.76
260645	03/10/2016	06	14282895	CDW-G	\$8,268.60
260711	03/11/2016	06	14284170	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$4,078.92
260720	03/11/2016	06	14284179	!!! APPLE IPAD & ANDROID TABLET TUTORING !!!	\$15,215.11
260752	03/11/2016	06	14284211	BELIEVE TO ACHIEVE EDUCATIONAL SERVICES, LLC	\$3,623.03
260812	03/14/2016	06	14285237	ONE ON ONE LEARNING CORP.	\$7,086.73
260853	03/14/2016	06	14285278	A PLUS EDUCATORS, LLC	\$3,300.00
260854	03/14/2016	06	14285279	ARDOR HEALTH SOLUTIONS	\$3,909.60
260855	03/14/2016	06	14285280	AMN HEALTHCARE INC.	\$2,760.00
260870	03/14/2016	06	14285295	AMBERWICK CORPORATION	\$2,748.56
260896	03/14/2016	06	14285321	CATAPULT LEARNING WEST, LLC	\$35,459.33
260907	03/15/2016	06	14286498	LANGUAGE CIRCLE ENTERPRISE, INC.	\$2,428.44
260913	03/15/2016	06	14286504	LEADING EDGE LEARNING CENTER LLC	\$14,222.79
260931	03/15/2016	06	14286520	APPLE INC.	\$11,998.56
260948	03/15/2016	06	14286537	BLACKBOARD, INC.	\$2,700.00
260952	03/15/2016	06	14286541	BRAIN POP LLC	\$2,295.00
260953	03/15/2016	06	14286542	B&H PHOTO	\$7,099.00
260955	03/15/2016	06	14286544	CDW-G	\$10,335.75
260958	03/15/2016	06	14286547	RISE INTERPRETING, INC.	\$23,435.00
260961	03/15/2016	06	14286550	RIVERSIDE ARTS COUNCIL	\$9,071.50
261018	03/16/2016	06	14287750	MANCHESTER GRAND HYATT-SAN DIEGO	\$13,792.80
261033	03/16/2016	06	14287765	PROLINGO	\$2,643.00
261036	03/16/2016	06	14287768	RIFTON EQUIPMENT	\$2,616.30
261038	03/16/2016	06	14287770	APPLIED BEHAVIOR CONSULTANTS, INC.	\$10,093.21

261048	03/16/2016	06	14287780	CAL-HOSA, INC.	\$3,885.00
261069	03/16/2016	06	14287801	UP & MOVIN' PEDIATRIC PHYSICAL THERAPY PC	\$5,448.81
261096	03/17/2016	06	14289054	MIND STREAMS EDUCATION, LLC	\$2,754.76
261171	03/17/2016	06	14289128	COYNE & ASSOCIATES EDUCATION CORP.	\$26,461.20
261192	03/17/2016	06	14289149	SENSEABILITIES, SPEECH-LANGUAGE PATHOLOGY, INC.	\$11,170.00
261194	03/17/2016	06	14289151	SENSEABILITIES, SPEECH-LANGUAGE PATHOLOGY, INC.	\$11,575.00
261196	03/17/2016	06	14289153	SENSEABILITIES, SPEECH-LANGUAGE PATHOLOGY, INC.	\$13,565.00
261197	03/17/2016	06	14289154	STARTING GATE EDUCATIONAL SERVICES	\$101,220.53
261202	03/17/2016	06	14289159	CENTER FOR AUTISM C.A.R.D.	\$16,336.09
261203	03/17/2016	06	14289160	INLAND LIGHTING SUPPLIES INC	\$2,475.36

**TOTAL FOR FUND 06      \$1,465,913.24**

**ADULT EDUCATION FUND 11**

259480	02/22/2016	11	14266065	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$8,440.84
260060	03/01/2016	11	14274352	AREY JONES EDUCATIONAL SOLUTIONS	\$33,704.40
260063	03/01/2016	11	14274355	AREY JONES EDUCATIONAL SOLUTIONS	\$13,046.86
260067	03/01/2016	11	14274359	AREY JONES EDUCATIONAL SOLUTIONS	\$54,257.65
260076	03/01/2016	11	14274368	RED DRAGON ELECTRIC	\$4,600.00
260077	03/01/2016	11	14274369	AREY JONES EDUCATIONAL SOLUTIONS	\$11,481.40
260212	03/03/2016	11	14276848	MCGRAW-HILL SCHOOL EDUCATION, LLC	\$2,880.08
260667	03/10/2016	11	14282917	CCS PRESENTATION SYS	\$6,210.01

**TOTAL FOR FUND 11      \$134,621.24**

**CAFETERIA SPECIAL REVENUE FUND 13**

259085	02/16/2016	13	14262047	HOLLANDIA DAIRY	\$43,415.44
259098	02/16/2016	13	14262060	GOOD, ALBA	\$2,790.00
259099	02/16/2016	13	14262061	KNIGHT, ROBERT C.	\$6,810.00
259100	02/16/2016	13	14262062	UNITY FARM	\$2,567.00
259101	02/16/2016	13	14262063	POWELL, DOUG	\$4,123.00
259146	02/17/2016	13	14263037	SUNRISE PRODUCE COMPANY	\$6,656.34
259161	02/17/2016	13	14263038	SUNRISE PRODUCE COMPANY	\$6,580.86
259207	02/17/2016	13	14263082	SUNRISE PRODUCE COMPANY	\$23,412.26
259250	02/17/2016	13	14263125	DAXWELL	\$3,691.45
259252	02/17/2016	13	14263127	DAXWELL	\$2,437.75
259255	02/17/2016	13	14263130	SYSCO RIVERSIDE, INC.	\$6,673.84
259259	02/17/2016	13	14263134	SYSCO RIVERSIDE, INC.	\$10,090.76
259270	02/17/2016	13	14263145	RAYMOND HANDLING SOLUTIONS, INC.	\$42,771.08
259273	02/17/2016	13	14263148	SAN DIEGO RESTAURANT SUPPLY	\$2,358.72
259350	02/18/2016	13	14264127	SYSCO RIVERSIDE, INC.	\$11,396.24
259374	02/19/2016	13	14265267	SUNRISE PRODUCE COMPANY	\$8,735.75
259376	02/19/2016	13	14265269	SUNRISE PRODUCE COMPANY	\$30,700.71
259379	02/19/2016	13	14265272	SUNRISE PRODUCE COMPANY	\$1,999.17
259382	02/19/2016	13	14265275	POWELL, DOUG	\$2,245.00
259383	02/19/2016	13	14265276	HOLLANDIA DAIRY	\$33,825.73
259397	02/19/2016	13	14265290	NEFF CONSTRUCTION, INC.	\$5,937.50
259582	02/23/2016	13	14267139	CDE - CALIFORNIA DEPT. OF EDUCATION	\$2,360.80
259588	02/23/2016	13	14267145	A & R WHOLESALE DISTRIBUTORS INC	\$5,637.50
259590	02/23/2016	13	14267147	A & R WHOLESALE DISTRIBUTORS INC	\$2,973.32
259601	02/23/2016	13	14267158	A & R WHOLESALE DISTRIBUTORS INC	\$5,185.92



259614	02/23/2016	13	14267171	A & R WHOLESALE DISTRIBUTORS INC	\$2,043.98
259621	02/24/2016	13	14268254	GOLD STAR FOODS, INC.	\$2,327.41
259625	02/24/2016	13	14268258	GOLD STAR FOODS, INC.	\$3,418.44
259630	02/24/2016	13	14268263	GOLD STAR FOODS, INC.	\$2,643.89
259631	02/24/2016	13	14268264	GOLD STAR FOODS, INC.	\$5,284.45
259632	02/24/2016	13	14268265	GOLD STAR FOODS, INC.	\$5,304.27
259633	02/25/2016	13	14269399	GOLD STAR FOODS, INC.	\$6,315.01
259634	02/25/2016	13	14269400	GOLD STAR FOODS, INC.	\$6,430.63
259635	02/25/2016	13	14269401	GOLD STAR FOODS, INC.	\$3,450.16
259636	02/25/2016	13	14269402	GOLD STAR FOODS, INC.	\$5,117.98
259641	02/24/2016	13	14268270	GOLD STAR FOODS, INC.	\$3,954.56
259652	02/24/2016	13	14268281	LEABO FOODS DIST., INC.	\$13,471.78
259659	02/24/2016	13	14268288	LEABO FOODS DIST., INC.	\$16,507.07
259662	02/24/2016	13	14268291	LEABO FOODS DIST., INC.	\$20,680.91
259665	02/24/2016	13	14268294	LEABO FOODS DIST., INC.	\$19,685.50
259722	02/25/2016	13	14269422	HOLLANDIA DAIRY	\$34,095.00
260115	03/02/2016	13	14275571	HMC ARCHITECTS	\$3,632.03
260128	03/02/2016	13	14275584	POWELL, DOUG	\$2,505.00
260129	03/02/2016	13	14275585	KNIGHT, ROBERT C.	\$4,320.00
260137	03/02/2016	13	14275593	US FOODS, INC.	\$2,262.20
260149	03/02/2016	13	14275605	LEABO FOODS DIST., INC.	\$2,753.79
260151	03/02/2016	13	14275607	LEABO FOODS DIST., INC.	\$2,076.67
260218	03/04/2016	13	14278171	SUNRISE PRODUCE COMPANY	\$8,573.36
260221	03/04/2016	13	14278172	SUNRISE PRODUCE COMPANY	\$7,333.15
260238	03/03/2016	13	14276872	LEABO FOODS DIST., INC.	\$17,573.32
260349	03/04/2016	13	14278242	SUNRISE PRODUCE COMPANY	\$29,231.27
260416	03/07/2016	13	14279241	HOLLANDIA DAIRY	\$43,141.21
260540	03/09/2016	13	14281672	CDE - CALIFORNIA DEPT. OF EDUCATION	\$7,540.86
260562	03/09/2016	13	14281694	LEABO FOODS DIST., INC.	\$2,105.15
260565	03/09/2016	13	14281697	PLASTIC PACKAGE INC.	\$5,237.10
260571	03/09/2016	13	14281703	PLASTIC PACKAGE INC.	\$8,184.60
260573	03/09/2016	13	14281705	PLATINUM PACKAGING GROUP	\$2,774.12
260597	03/09/2016	13	14281728	DEMATTEO'S PIZZA	\$4,652.00
260608	03/09/2016	13	14281739	DEMATTEO'S PIZZA	\$4,001.50
260683	03/10/2016	13	14282933	DAXWELL	\$4,875.50
260691	03/10/2016	13	14282941	DEMATTEO'S PIZZA	\$3,842.00
260699	03/10/2016	13	14282949	DEMATTEO'S PIZZA	\$4,493.75
260748	03/11/2016	13	14284207	US. FOODS (LOS ANGELES)	\$3,332.38
260756	03/11/2016	13	14284215	US. FOODS (LOS ANGELES)	\$5,579.87
260768	03/11/2016	13	14284227	US. FOODS (LOS ANGELES)	\$2,547.94
260782	03/11/2016	13	14284241	US. FOODS (LOS ANGELES)	\$2,929.39
260811	03/14/2016	13	14285236	GOLD STAR FOODS, INC.	\$2,828.53
260866	03/14/2016	13	14285291	SYSCO RIVERSIDE, INC.	\$14,449.87
260869	03/14/2016	13	14285294	SYSCO RIVERSIDE, INC.	\$7,497.52
260894	03/14/2016	13	14285319	GOLD STAR FOODS, INC.	\$7,659.62
260897	03/15/2016	13	14286488	GOLD STAR FOODS, INC.	\$6,042.44
260898	03/15/2016	13	14286489	SYSCO RIVERSIDE, INC.	\$6,599.16

260902	03/15/2016	13	14286493	GOLD STAR FOODS, INC.	\$2,259.45
260903	03/15/2016	13	14286494	GOLD STAR FOODS, INC.	\$5,544.63
260914	03/15/2016	13	14286505	GOLD STAR FOODS, INC.	\$5,771.43
260917	03/15/2016	13	14286508	HOLLANDIA DAIRY	\$43,559.25
260921	03/15/2016	13	14286511	GOLD STAR FOODS, INC.	\$7,352.52
260922	03/16/2016	13	14287737	SUNRISE PRODUCE COMPANY	\$29,813.17
260967	03/16/2016	13	14287738	SUNRISE PRODUCE COMPANY	\$5,272.54
261007	03/16/2016	13	14287739	SUNRISE PRODUCE COMPANY	\$12,336.36
261185	03/17/2016	13	14289142	GOLD STAR FOODS, INC.	\$4,961.13

**TOTAL FOR FUND 13 \$773,552.96**

**BUILDING FUND 21**

259476	02/22/2016	21	14266061	NEW MANAGEMENT	\$16,483.50
259753	02/25/2016	21	14269453	LPA ARCHITECTS	\$9,525.32
260319	03/04/2016	21	14278213	TILDEN-COIL CONSTRUCTORS	\$9,834.00
260340	03/04/2016	21	14278233	DALKE & SONS CONSTRUCTION, INC.	\$2,294.50
260741	03/11/2016	21	14284200	TILDEN-COIL CONSTRUCTORS	\$9,834.00
260747	03/11/2016	21	14284206	LVH ENTERTAINMENT SYSTEMS	\$5,510.00

**TOTAL FOR FUND 21 \$53,481.32**

**CAPITAL FACILITIES FUND 25**

259310	02/18/2016	25	14264088	DEPARTMENT OF GENERAL SERVICES	\$11,562.50
259737	02/25/2016	25	14269437	HMC ARCHITECTS	\$6,765.00
259740	02/25/2016	25	14269440	LPA ARCHITECTS	\$10,575.00
260321	03/04/2016	25	14278215	HILLTOP GEOTECHNICAL, INC.	\$6,500.00
260331	03/04/2016	25	14278225	DAVIS DEMOGRAPHICS & PLANNING	\$7,650.00
260337	03/04/2016	25	14278231	J. GLENNA CONSTRUCTION INC.	\$18,016.00
260338	03/04/2016	25	14278232	J. GLENNA CONSTRUCTION INC.	\$4,990.00
260716	03/11/2016	25	14284175	J. GLENNA CONSTRUCTION INC.	\$14,980.00
260813	03/14/2016	25	14285238	BOWIE, ARNESON, WILES & GIANNONE	\$2,671.85

**TOTAL FOR FUND 25 \$83,710.35**

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

259697	02/24/2016	40	14268326	SILVER CREEK INDUSTRIES, INC.	\$12,846.83
260758	03/11/2016	40	14284217	TILDEN-COIL CONSTRUCTORS	\$7,659.00
260880	03/14/2016	40	14285305	ON TARGET	\$243,399.44
261151	03/17/2016	40	14289108	TILDEN-COIL CONSTRUCTORS	\$7,659.00

**TOTAL FOR FUND 40 \$271,564.27**

**SELF-INSURANCE FUND 67**

259121	02/16/2016	67	14262083	UNION BANK OF CALIFORNIA 2740029080	\$390,970.67
259157	02/16/2016	67	14262118	HARRIS ROTHENBERG INTERNATIONAL, INC.	\$13,045.22
259462	02/22/2016	67	14266047	DELTA HEALTH SYSTEMS	\$221,085.86
259556	02/23/2016	67	14267113	RUSD WORKER'S COMP TRUST	\$40,952.35
259866	02/26/2016	67	14270894	UNION BANK OF CALIFORNIA 2740029080	\$602,697.03
259868	02/26/2016	67	14270896	UNION BANK OF CALIFORNIA 2740029080	\$380,415.49
260197	03/02/2016	67	14275653	COMMUNITY ACTION EMPLOYEE ASSISTANC	\$5,530.00
260207	03/03/2016	67	14276843	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$60,992.44
260334	03/04/2016	67	14278228	UNION BANK OF CALIFORNIA 2740029080	\$205,776.24
260629	03/10/2016	67	14282879	DELTA HEALTH SYSTEMS	\$220,531.05
260889	03/14/2016	67	14285314	UNION BANK OF CALIFORNIA 2740029080	\$287,587.80

261020	03/16/2016	67	14287752	RUSD WORKER'S COMP TRUST	\$40,050.74
261029	03/16/2016	67	14287761	ALTURA CREDIT UNION	\$39,268.77
261044	03/16/2016	67	14287776	ALLIANCE OF SCHOOLS FOR COOPERATIVE INS PROGRAMS	\$177,412.00

**TOTAL FOR FUND 67      \$2,686,315.66**

**MULTIPLE FUND CODES**

259089	02/16/2016		14262051	OFFICE MAX	\$24,843.98
259090	02/16/2016		14262052	OFFICE MAX	\$9,889.72
259091	02/16/2016		14262053	OFFICE MAX	\$5,152.53
259092	02/16/2016		14262054	OFFICE MAX	\$3,005.48
259297	02/18/2016		14264075	OFFICE MAX	\$11,590.36
259298	02/18/2016		14264076	OFFICE MAX	\$3,800.38
259395	02/19/2016		14265288	COMMUNITY CARE LICENSING	\$5,082.00
259479	02/22/2016		14266064	STEAD, DIANA L.	\$11,600.00
259573	02/23/2016		14267130	RIVERSIDE COUNTY OFFICE OF ED.	\$4,965.13
259681	02/24/2016		14268310	SILVER CREEK INDUSTIRES, INC.	\$3,865.35
259719	02/25/2016		14269419	MANNY TAU PSY.D.	\$5,629.00
259727	02/25/2016		14269427	WAXIE SANITARY SUPPLY	\$10,721.22
259744	02/25/2016		14269444	OFFICE MAX	\$26,916.58
259745	02/25/2016		14269445	OFFICE MAX	\$10,235.91
259746	02/25/2016		14269446	OFFICE MAX	\$5,037.76
259747	02/25/2016		14269447	OFFICE MAX	\$2,985.38
259821	02/25/2016		14269519	SAN BERNARDINO CO SUPT OF SCH	\$2,550.00
259843	02/26/2016		14270871	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$4,152.96
259844	02/26/2016		14270872	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$3,005.54
259914	02/26/2016		14270942	DELTA EDUCATION	\$4,520.97
260010	02/29/2016		14273397	CDW-G	\$3,003.29
260043	03/01/2016		14274335	TROXELL COMMUNICATIONS, INC.	\$3,431.19
260068	03/01/2016		14274360	SAN BERNARDINO CO SUPT OF SCH	\$4,250.00
260204	03/03/2016		14276840	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$999,378.41
260205	03/03/2016		14276841	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$578,233.65
260206	03/03/2016		14276842	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$99,220.00
260208	03/03/2016		14276844	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$103,602.89
260209	03/03/2016		14276845	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$53,435.48
260210	03/03/2016		14276846	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$13,471.92
260211	03/03/2016		14276847	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$35,808.35
260213	03/03/2016		14276849	METROPOLITAN LIFE INSURANCE COMPANY	\$7,305.92
260214	03/03/2016		14276850	METROPOLITAN LIFE INSURANCE COMPANY	\$8,134.50
260245	03/03/2016		14276879	OFFICE MAX	\$24,102.52
260246	03/03/2016		14276880	OFFICE MAX	\$13,009.00
260247	03/03/2016		14276881	OFFICE MAX	\$6,131.57
260248	03/03/2016		14276882	OFFICE MAX	\$3,661.06
260606	03/09/2016		14281737	RIVERSIDE, CITY OF	\$337,725.17
260617	03/10/2016		14282867	OFFICE MAX	\$13,196.40
260618	03/10/2016		14282868	OFFICE MAX	\$9,289.43
260619	03/10/2016		14282869	OFFICE MAX	\$4,792.11
260620	03/10/2016		14282870	OFFICE MAX	\$2,909.30
260709	03/11/2016		14284168	THE GAS COMPANY	\$30,524.94

260924	03/15/2016	14286513	LEXIA LEARNING SYSTEMS LLC	\$8,500.00
260943	03/15/2016	14286532	STEAD, DIANA L.	\$14,200.00
260989	03/15/2016	14286577	ENABLE MART	\$4,745.29
260994	03/15/2016	14286582	SAN BERNARDINO CO SUPT OF SCH	\$2,550.00
261105	03/17/2016	14289063	WAXIE SANITARY SUPPLY	\$15,634.77
261205	03/17/2016	14289162	OFFICE MAX	\$23,564.17
261206	03/17/2016	14289163	OFFICE MAX	\$10,340.22
261207	03/17/2016	14289164	OFFICE MAX	\$6,143.58
261208	03/17/2016	14289165	OFFICE MAX	\$3,557.42
261209	03/17/2016	14289166	OFFICE MAX	\$2,173.79
<b>TOTAL FOR VARIOUS FUND CODES</b>				<b>\$2,605,576.59</b>
<b>TOTAL OF WARRANTS OVER \$1,999.00</b>				<b>\$11,331,819.43</b>
<b>TOTAL OF WARRANTS UNDER \$1,999.00</b>				<b>\$668,939.59</b>
<b>GRAND TOTAL OF WARRANTS</b>				<b>\$12,000,759.02</b>

**Board Meeting Agenda  
April 11, 2016**

Topic: Acceptance of Gifts and Donations

Presented by: Donna Manson, Account Clerk, Business Services

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

Type of Item: Consent

Short Description: Individuals and entities may make gifts or donations of usable items or money to the District. Gifts or donations of \$100 or more in value are accepted and acknowledged by the Board of Education.

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**DESCRIPTION OF AGENDA ITEM**

- Arlington High School received \$2,000.00 from Kiwanis Club of Riverside for the boys' basketball Kiwanis tournament.
- Patricia Beatty Elementary School received eight weekly attendance trophies from Cindy Manalo valued at \$195.00.
- Amelia Earhart Middle School received the following for the Science NASA Trip:
  - \$1,000.00 from Dataunderscore, LLC
  - \$250.00 from All Solutions Insurance, LLC
  - \$1,000.00 from GAR Laboratories, Inc.
  - \$1,000.00 from The Stephanie Jensen Memorial Fund
- Amelia Earhart Middle School received \$10,000.00 from Patricia Morgan for middle and high school social studies curriculum binders.
- Benjamin Franklin Elementary School received the following:
  - \$1,258.58 from Target through their Take Charge of Education program
  - \$294.00 from Wells Fargo through their Community Support Campaign and Educational Matching Gifts Program
- Magnolia Elementary School received \$1,000.00 from Riverside Uptown Kiwanis to purchase a portable sound system.

- Matthew Gage Middle School received \$378.15 from Target through their Take Charge of Education Program.
- Martin Luther King High School received the following:
  - \$631.63 from Target through their Take Charge of Education Program
  - \$600.00 from Silicon Valley Community Foundation for Edison International Employee Giving Program
- Longfellow Elementary School received \$1,000.00 for Riverside Optimists Youth Club, Inc.
- Patricia Beatty Elementary School received \$3,805.00 from their Parent Teacher Association for field trip transportation expenses.
- Victoria Elementary School received \$404.84 from Target through their Take Charge of Education Program.
- Educational Options Center received seventeen (17) reading books valued at \$179.36 from Margaret Evrard.

Values are set by the donor, and the District has not conducted any independent assessment as to the actual value of the gifted donated item. Inclusion of the value on the report is for information only and does not represent an affirmation of the value.

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**FISCAL IMPACT: \$24,996.56**

**RECOMMENDATION:** It is recommended that the Board of Education accept the above gifts and donations.

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**ADDITIONAL MATERIAL:** None

**Board Meeting Agenda**  
April 11, 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 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



Sale of Electronic Equipment  
Board of Education Meeting  
April 11, 2016

	<b>RUSD Tag Number</b>	<b>Description</b>	<b>Serial Number</b>	<b>School Site</b>
1	XRUSD000386237	Netbook	CNF0104FPRC	Abraham Lincoln High
2	XRUSD000386484	Netbook	CNF0104FJWC	Abraham Lincoln High
3	XRUSD000053757	Netbook	CNF0104FNRC	Abraham Lincoln High
4	XRUSD000423156	Netbook	CNF0285N1CC	Abraham Lincoln High
5	XCENTT10000558	Netbook	N/A	Abraham Lincoln High
6	XRUSD000053778	Netbook	CNF0285N31C	Abraham Lincoln High
7	XRUSD000386347	Netbook	CNF0104FL9C	Abraham Lincoln High
8	XRUSD000425856	Netbook	CNF03610SGC	Abraham Lincoln High
9	RUSD103794	Projector	N/A	Benjamin Franklin Elementary
10	RUSD90654	Promethean Board	N/A	Benjamin Franklin Elementary
11	XBRYEIA0000004	Laptop	2537862	Bryant Elementary
12	BRYRUSD453691	Laptop	2870263	Bryant Elementary
13	XBRY0000001	Laptop	2393797	Bryant Elementary
14	XBRYEIA0000028	Laptop	2554037	Bryant Elementary
15	BRYIEA0000050	Laptop	2561896	Bryant Elementary
16	REG92792	Laptop	0035793854	Bryant Elementary
17	REG90817	Laptop	0034945266	Bryant Elementary
18	95490	CPU	003402968	Bryant Elementary
19	REG100325	CPU	0032340701	Bryant Elementary
20	REG95924	CPU	0035722520	Bryant Elementary
21	95725	CPU	0035365626	Bryant Elementary
22	95727	CPU	0035365638	Bryant Elementary
23	95926	CPU	0035722523	Bryant Elementary
24	XBRYEIA0000017	Laptop	2397158	Bryant Elementary
25	N/A	Monitor	TL819A502002833	Bryant Elementary
26	REG101635	Document Camera	C6600142	Bryant Elementary
27	REG86638	Risograph	N/A	Bryant Elementary
28	N/A	Television	16027749	Bryant Elementary
29	N/A	VCR	BCC920067377	Bryant Elementary
30	N/A	Monitor	MUL7007A0096054	Bryant Elementary
31	MISC17097	Projector	N/A	Bryant Elementary
32	N/A	Keyboard	N/A	Bryant Elementary
33	N/A	Monitor	USDFO26482	Bryant Elementary
34	N/A	Printer	USDFO26478	Bryant Elementary
35	N/A	Monitor	MUL5022J0020418	Bryant Elementary
36	95489	CPU	S/N 0034402979	Bryant Elementary
37	N/A	Keyboard	N/A	Bryant Elementary
38	N/A	CD Player	N/A	District Office
39	N/A	CD Player	N/A	District Office
40	N/A	CD Player	N/A	District Office
41	N/A	CD Player	N/A	District Office
42	N/A	CD Player	N/A	District Office
43	N/A	CD Player	N/A	District Office
44	N/A	CD Player	N/A	District Office
45	N/A	CD Player	N/A	District Office
46	ARUSD0002561	HP Mini	CNU02604BX	District Office
47	90242	Computer	34081284	Educations Options Center

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48	XRUSD000386106	Netbook	CNF00968VD	Frank Augustus Miller Middle
49	XRUSDSE0000621	Netbook	5CB1351145	Frank Augustus Miller Middle
50	XRUSD000386033	Netbook	CNF00968TBC	Frank Augustus Miller Middle
51	XRUSD000418083	Netbook	CNF0193RKFC	Frank Augustus Miller Middle
52	XRUSD000386080	Netbook	CNF00968V7	Frank Augustus Miller Middle
53	XRUSD000386136	Netbook	CNF00968Z3C	Frank Augustus Miller Middle
54	XRUSD000386044	Netbook	CNF00968TZC	Frank Augustus Miller Middle
55	XRUSD000386147	Netbook	CNF009691TC	Frank Augustus Miller Middle
56	XRUSD000385145	Netbook	CNU9511MGK	Frank Augustus Miller Middle
57	XRUSD000386057	Netbook	CNF00968Y6	Frank Augustus Miller Middle
58	XRUSD000418091	Netbook	CNF0193RLWC	Frank Augustus Miller Middle
59	XRUSD000418088	Netbook	CNF0193RJ5C	Frank Augustus Miller Middle
60	XRUSD000418127	Netbook	CNF0193RMGC	Frank Augustus Miller Middle
61	XRUSD000385125	Netbook	CNU9511M6B	Frank Augustus Miller Middle
62	XRUSD000385149	Netbook	CNU9511M0K	Frank Augustus Miller Middle
63	XRUSDSE0000638	Netbook	5CB13511DF	Frank Augustus Miller Middle
64	XRUSD000386028	Netbook	CNF00968TPC	Frank Augustus Miller Middle
65	XRUSD000428389	Netbook	5CB1130L07	Frank Augustus Miller Middle
66	XRUSD000386064	Netbook	CNF00968YJC	Frank Augustus Miller Middle
67	XRUSD000386083	Netbook	CNF009692MC	Frank Augustus Miller Middle
68	XRUSD000386158	Netbook	CNF0104FJ5	Frank Augustus Miller Middle
69	XRUSD000386074	Netbook	CNF00968ZPC	Frank Augustus Miller Middle
70	XRUSD000386050	Netbook	CNF009691VC	Frank Augustus Miller Middle
71	XRUSD000385994	Netbook	CNF00968X4	Frank Augustus Miller Middle
72	XRUSD000386125	Netbook	CNF00968WR	Frank Augustus Miller Middle
73	XRUSD000386115	Netbook	CNF00968YDC	Frank Augustus Miller Middle
74	XRUSD000386047	Netbook	CNF00968TVC	Frank Augustus Miller Middle
75	XRUSD000385983	Netbook	CNF00968WLC	Frank Augustus Miller Middle
76	XRUSD000385117	Netbook	CNU9511MDP	Frank Augustus Miller Middle
77	XRUSD000385173	Netbook	CNU9511M3Q	Frank Augustus Miller Middle
78	XRUSD000426207	Netbook	CNF0212F49	Frank Augustus Miller Middle
79	XRUSD000385115	Netbook	CNU9511LKZ	Frank Augustus Miller Middle
80	XRUSD000386041	Netbook	CNF00968T7C	Frank Augustus Miller Middle
81	XRUSD000418157	Netbook	CNF0193RM3C	Frank Augustus Miller Middle
82	XRUSD000386005	Netbook	CNF00968WVC	Frank Augustus Miller Middle
83	XRUSD000385995	Netbook	CNF00968YZC	Frank Augustus Miller Middle
84	XRUSD000418149	Netbook	CNF0193RHMC	Frank Augustus Miller Middle
85	XRUSD000385997	Netbook	CNF00968ZNC	Frank Augustus Miller Middle
86	XRUSD000386143	Netbook	CNF00968XGC	Frank Augustus Miller Middle
87	XRUSD000386131	Netbook	CNF009691SC	Frank Augustus Miller Middle
88	XRUSD000386118	Netbook	CNF00968ZVC	Frank Augustus Miller Middle
89	XRUSDSE0000643	Netbook	5CB13511N4	Frank Augustus Miller Middle
90	XRUSD000385135	Netbook	CNU9511LV7	Frank Augustus Miller Middle
91	XRUSD000386107	Netbook	CNF00968ZCC	Frank Augustus Miller Middle
92	XRUSD000385152	Netbook	CNU9511MB7	Frank Augustus Miller Middle
93	XRUSD000386049	Netbook	CNF00968TNC	Frank Augustus Miller Middle
94	XRUSD000386146	Netbook	CNF00968WCC	Frank Augustus Miller Middle
95	XRUSD000386130	Netbook	CNF00968X9C	Frank Augustus Miller Middle
96	XRUSD000386063	Netbook	CNF00968TTC	Frank Augustus Miller Middle

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97	XRUSD000386151	Netbook	CNF00968X6C	Frank Augustus Miller Middle
98	XRUSD000386113	Netbook	CNF009691Z	Frank Augustus Miller Middle
99	XRUSD000385174	Netbook	CNU9511LQ4	Frank Augustus Miller Middle
100	XRUSD000386165	Netbook	CNF00968ZTC	Frank Augustus Miller Middle
101	XRUSD000386133	Netbook	CNF00968ZGC	Frank Augustus Miller Middle
102	XRUSD000386010	Netbook	CNF00968YMC	Frank Augustus Miller Middle
103	XRUSD000418120	Netbook	CNF0193RLNC	Frank Augustus Miller Middle
104	XRUSD000386031	Netbook	CNF00968T8C	Frank Augustus Miller Middle
105	XRUSD000385155	Netbook	CNU9511M6Y	Frank Augustus Miller Middle
106	XRUSDSE0000640	Netbook	5CB13511M9	Frank Augustus Miller Middle
107	XRUSD000385190	Netbook	CNU9511M8X	Frank Augustus Miller Middle
108	XRUSD000385209	Netbook	CNU9511MD5	Frank Augustus Miller Middle
109	XRUSD000386123	Netbook	CNF00968Z2	Frank Augustus Miller Middle
110	XRUSD000386094	Netbook	CNF009681YC	Frank Augustus Miller Middle
111	XRUSD000418095	Netbook	CNF0193RLF	Frank Augustus Miller Middle
112	XRUSD000385116	Netbook	CNU9511LVJ	Frank Augustus Miller Middle
113	XRUSD000386009	Netbook	CNF009690CC	Frank Augustus Miller Middle
114	XRUSDSE0000636	Netbook	5CB135115J	Frank Augustus Miller Middle
115	XRUSD000386023	Netbook	CNF00968SSC	Frank Augustus Miller Middle
116	XFRET100000166	Kindle	D01E C0A0 2023 0BMB	Fremont Elementary
117	XRUSD000412382	Kindle	D026 A0A0 2362 0DN1	Fremont Elementary
118	XRUSD000412383	Kindle	D026 A0A0 2362 0DNK	Fremont Elementary
119	XRUSD000412384	Kindle	D026 A0A0 2362 0DMB	Fremont Elementary
120	XRUSD000412385	Kindle	D026 A0A0 2362 0DNU	Fremont Elementary
121	XRUSD000412386	Kindle	D026 A0A0 2362 0DPO	Fremont Elementary
122	N/A	CPU	0035451431	Fremont Elementary
123	XRUSD000423085	Netbook	CNF0285N6SC	John W. North High
124	XRUSD000385926	HP Mini	cnf009617	Magnolia Elementary
125	XMAGT100000075	HP Mini	5cb1394dn8	Magnolia Elementary
126	MAGT100000096	HP Mini	5cb1394dmq	Magnolia Elementary
127	XRUSD000385922	HP Mini	cnf009691h	Magnolia Elementary
128	XMAGT100000110	HP Mini	5cb1394dpb	Magnolia Elementary
129	XRUSD000384550	HP Mini	cnu9476bp2	Magnolia Elementary
130	XRUSD000385940	HP Mini	cnf0068vh	Magnolia Elementary
131	XRUSD000384551	HP Mini	cnu9476cxc	Magnolia Elementary
132	XRUSD000384548	HP Mini	cnu9476bqx	Magnolia Elementary
133	XRUSD000384541	HP Mini	cnu476cg6	Magnolia Elementary
134	XRUSD000384552	HP Mini	cnu9476d11	Magnolia Elementary
135	XRUSD000384542	HP Mini	cnu9476czy	Magnolia Elementary
136	N/A	HP Mini	cnu0010hfs	Magnolia Elementary
137	XRUSD000397289	Laptop	4752721	Magnolia Elementary
138	XRUSD453124	CPU	71265	Magnolia Elementary
139	XRUSD453121	CPU	71292	Magnolia Elementary
140	N/A	CPU	78115	Magnolia Elementary
141	XRUSD000384552	HP Mini	cnu0010h7	Magnolia Elementary
142	N/A	CPU	0036636686	Magnolia Elementary
143	XRUSD453147	CPU	71258	Magnolia Elementary
144	N/A	Monitor	me35b 90l 0029	Magnolia Elementary
145	N/A	Monitor	mwd64 bon 00949	Magnolia Elementary

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146	N/A	Monitor	mg45b 70p 03397	Magnolia Elementary
147	102457	CPU	0036949905	Magnolia Elementary
148	102459	CPU	0036949903	Magnolia Elementary
149	100898	CPU	0036636688	Magnolia Elementary
150	100907	CPU	0036636684	Magnolia Elementary
151	100706	CPU	0036636691	Magnolia Elementary
152	100899	CPU	0036636683	Magnolia Elementary
153	N/A	CPU	MXL9290gln	Magnolia Elementary
154	100708	CPU	0036636678	Magnolia Elementary
155	ARUSD0015395	CPU	2ua5011bzn	Magnolia Elementary
156	N/A	Monitor	505mxez10716	Magnolia Elementary
157	100897	CPU	0036636680	Magnolia Elementary
158	ARUSD0003559	CPU	mxl0461fz6	Magnolia Elementary
159	100903	CPU	0036636682	Magnolia Elementary
160	100707	CPU	0036636677	Magnolia Elementary
161	100895	CPU	0036636690	Magnolia Elementary
162	N/A	Monitor	mw663 boh 01566	Magnolia Elementary
163	N/A	Monitor	mul5022co120201	Magnolia Elementary
164	N/A	Monitor	505mxrf10678	Magnolia Elementary
165	N/A	Monitor	mg45b 70p03110	Magnolia Elementary
166	N/A	Monitor	7luxmt0e763	Magnolia Elementary
167	N/A	Monitor	mw663 boh 00984	Magnolia Elementary
168	XRUSD00038529	HP Mini	cnf009691n	Magnolia Elementary
169	XMAGT100000006	HP Mini	cnf05070pn	Magnolia Elementary
170	XMAGT100000009	HP Mini	cnf050714s	Magnolia Elementary
171	XRUSD000385908	HP Mini	cnf0096927	Magnolia Elementary
172	XRUSD000385907	HP Mini	cnf00968th	Magnolia Elementary
173	XRUSD000385937	HP Mini	cnf00992n	Magnolia Elementary
174	XMAGT100000018	HP Mini	cnf0502nqd	Magnolia Elementary
175	N/A	Stereo	091c9145	Magnolia Elementary
176	XMAGT100000003	HP Mini	cnf05070q0	Magnolia Elementary
177	XMAGT100000108	HP Mini	5cb1394dp4	Magnolia Elementary
178	XRUSD00038590	HP Mini	cnf009691q	Magnolia Elementary
179	XRUSD000384544	HP Mini	cnu9476d5m	Magnolia Elementary
180	XRUSD000384547	HP Mini	cnu0010H0y	Magnolia Elementary
181	XRUSD000384543	HP Mini	cnu9476cty	Magnolia Elementary
182	XRUSD000384546	HP Mini	cnu9476dxn	Magnolia Elementary
183	10088	Document Camera	pcoQ8015940	Magnolia Elementary
184	XRUSD452756	Document Camera	C1MI67hcc01226z	Magnolia Elementary
185	101271	Document Camera	c6500538	Magnolia Elementary
186	108820	Document Camera	pcoq8016259	Magnolia Elementary
187	XRUSD000397226	Document Camera	PCOQ8016245	Magnolia Elementary
188	XMAGT100000030	HP Mini	cnf05070pw	Magnolia Elementary
189	XMAGEIA00000005	HP Mini	5cb1394dzc	Magnolia Elementary
190	XMAGT100000111	HP Mini	5cb134dp7	Magnolia Elementary
191	XMAGEIA00000003	HP Mini	5cb1394dks	Magnolia Elementary
192	104925	Document Camera	c7600023	Magnolia Elementary
193	90135	Projector	47637551	Magnolia Elementary
194	108833	Projector	8900458ek	Magnolia Elementary

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195	XRUSD000239516	Projector	N/A	Magnolia Elementary
196	I08814	Document Camera	PCOQ8016003	Magnolia Elementary
197	XRUSD000397219	Document Camera	c6500586	Magnolia Elementary
198	I05150	Document Camera	c7600375	Magnolia Elementary
199	XRUSD000053735	Netbook	CNF0104FV4	Martin Luther King High
200	None	Computer Keyboard	None	Patricia Beatty Elementary
201	None	Computer Keyboard	None	Patricia Beatty Elementary
202	None	Computer mouse	None	Patricia Beatty Elementary
203	None	Computer mouse	None	Patricia Beatty Elementary
204	None	Keyboard adaptor	None	Patricia Beatty Elementary
205	N/A	CPU	0040476909'	Patricia Beatty Elementary
206	XRUSD000422961	Netbook	CNF0285MY8C	Polytechnic High
207	XRUSD000426008	Netbook	CNF0405X37C	Polytechnic High
208	XRUSD000053758	Netbook	CNF0104FPMC	Polytechnic High
209	XRUSD000054287	Netbook	CNF0285MZ2C	Polytechnic High
210	XRUSD000138997	Netbook	CNF0104FGF	Polytechnic High
211	XRUSD000055492	Netbook	CNF0104FSZ	Polytechnic High
212	XRUSD000423034	Netbook	CNF0285N3PC	Polytechnic High
213	XRUSD000423092	Netbook	CNF0285N3WC	Polytechnic High
214	XRUSD000422980	Netbook	CNF0285N2CC	Polytechnic High
215	XRUSD000422991	Netbook	CNF0285NOKC	Polytechnic High
216	XCENTT10000569	Netbook	N/A	Polytechnic High
217	XRUSD000422989	Netbook	CNF0285N4TC	Polytechnic High
218	XRUSD000423018	Netbook	CNF0285MX8C	Polytechnic High
219	XRUSD000053789	Netbook	CNF0285N1PC	Polytechnic High
220	XRUSD000423008	Netbook	CNF0285N3TC	Polytechnic High
221	XCENTT10000173	Netbook	5CH1161HDR	Polytechnic High
222	XCENTT10000565	Netbook	N/A	Polytechnic High
223	XRUSD000386535	Netbook	CNF0104FJKC	Polytechnic High
224	XRUSD000422973	Netbook	CNF0285MZ7C	Polytechnic High
225	XRUSD000422971	Netbook	CNF0285MWFC	Polytechnic High
226	XRUSD000386198	Netbook	CNF0104FLWC	Polytechnic High
227	XRUSD000423037	Netbook	CNF0285N1VC	Polytechnic High
228	XRUSD000422987	Netbook	CNF0285MXFC	Polytechnic High
229	XRUSD000422992	Netbook	CNF0285N4QC	Polytechnic High
230	XRUSD000422995	Netbook	CNF0285N6KC	Polytechnic High
231	XRUSD000053751	Netbook	CNF0285N3MC	Polytechnic High
232	XRUSD000386497	Netbook	CNF0104FKLC	Polytechnic High
233	XRUSD000423024	Netbook	CNF0285MZCC	Polytechnic High
234	XRUSD000423007	Netbook	CNF0285N33C	Polytechnic High
235	XRUSD000423019	Netbook	CNF0285N41C	Polytechnic High
236	XRUSD000423026	Netbook	CNF0285N2XC	Polytechnic High
237	XRUSD000423028	Netbook	CNF0285N67C	Polytechnic High
238	XRUSD000423181	Netbook	CNF0285N2TC	Polytechnic High
239	XRUSD000423184	Netbook	CNF0285N28C	Polytechnic High
240	XRUSD000423205	Netbook	CNF0285MZWC	Polytechnic High
241	XRUSD000423204	Netbook	CNF0285N6NC	Polytechnic High
242	XRUSD000053780	Netbook	CNF0285MY9C	Polytechnic High
243	XRUSD000139217	Netbook	CNF0104FJC	Polytechnic High

244	XRUSD000386390	Netbook	CNF0104FSM	Polytechnic High
245	XRUSD000423212	Netbook	CNF0285MYVC	Polytechnic High
246	XRUSD000423265	Netbook	CNF0285MYRC	Polytechnic High
247	XRUSD000423249	Netbook	CNF0285MVZC	Polytechnic High
248	XRUSD000423118	Netbook	CNF0285MZRC	Polytechnic High
249	XRUSD000423118	Netbook	CNF0285MZRC	Polytechnic High
250	XRUSD000423251	Netbook	CNF0285MZPC	Polytechnic High
251	XRUSD000423169	Netbook	CNF0285N50C	Polytechnic High
252	XRUSD000423193	Netbook	CNF0285MVRC	Polytechnic High
253	XRUSD000056101	Netbook	CNF0285N1SC	Polytechnic High
254	XRUSD000423188	Netbook	CNF0285MVVC	Polytechnic High
255	XRUSD000423161	Netbook	CNF0285N2HC	Polytechnic High
256	XRUSD000423194	Netbook	CNF0285MVPC	Polytechnic High
257	XRUSD000423179	Netbook	CNF0285N4FC	Polytechnic High
258	XCENTT10000567	Netbook	N/A	Polytechnic High
259	XRUSD000423163	Netbook	CNF0285N10C	Polytechnic High
260	XRUSD000423175	Netbook	CNF0285N3JC	Polytechnic High
261	XRUSD000423172	Netbook	CNF0285N2LC	Polytechnic High
262	XRUSD000423143	Netbook	CNF0285M1MC	Polytechnic High
263	XRUSD000423170	Netbook	CNF0285N2RC	Polytechnic High
264	XRUSD000423171	Netbook	CNF0285N29C	Polytechnic High
265	XRUSD000423198	Netbook	CNF0285N69C	Polytechnic High
266	XRUSD000423139	Netbook	CNF0285MYYC	Polytechnic High
267	XRUSD000053799	Netbook	CNF0285N17C	Polytechnic High
268	XRUSD000423152	Netbook	CNF0285N4KC	Polytechnic High
269	XRUSD000423178	Netbook	CNF0285N32C	Polytechnic High
270	XRUSD000053995	Netbook	CNF0285MWHC	Polytechnic High
271	XRUSD000423289	Netbook	CNF0285N5DC	Polytechnic High
272	XRUSD000423274	Netbook	CNF0285MZ3C	Polytechnic High
273	XRUSD000423292	Netbook	CNF0285N40C	Polytechnic High
274	XRUSD000423269	Netbook	CNF0285MWYC	Polytechnic High
275	XRUSD000423267	Netbook	CNF0285MW2C	Polytechnic High
276	XRUSD000423241	Netbook	CNF0285MVTC	Polytechnic High
277	XRUSD000139381	Netbook	CNF0285N4XC	Polytechnic High
278	XRUSD000423279	Netbook	CNF0285N0LC	Polytechnic High
279	XRUSD000423261	Netbook	CNF0285N0ZC	Polytechnic High
280	XRUSD000423245	Netbook	CNF0285MZ1C	Polytechnic High
281	XRUSD000423243	Netbook	CNF0285MWSC	Polytechnic High
282	XRUSD000423284	Netbook	CNF0285N02C	Polytechnic High
283	XRUSD000386348	Netbook	CNF0104FL1C	Polytechnic High
284	XRUSD000423226	Netbook	CNF0285MZQC	Polytechnic High
285	XRUSD000423048	Netbook	CNF0285N63C	Polytechnic High
286	XRUSD000423080	Netbook	CNF0285N6QC	Polytechnic High
287	XRUSD000386278	Netbook	CNF0104FKCC	Polytechnic High
288	XRUSD000423049	Netbook	CNF0285N20C	Polytechnic High
289	XRUSD000053788	Netbook	CNF0285N0JC	Polytechnic High
290	XRUSD000423107	Netbook	CNF0285N0QC	Polytechnic High
291	XRUSD000423071	Netbook	CNF0285N58C	Polytechnic High
292	XRUSD000054072	Netbook	CNF0104FQT	Polytechnic High

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293	XRUSD000053787	Netbook	CNF0285N5FC	Polytechnic High
294	XRUSD000423187	Netbook	CNF0285N1FC	Polytechnic High
295	XRUSD000423095	Netbook	CNF0285N0PC	Polytechnic High
296	XRUSD000056075	Netbook	CNF0285MXWC	Polytechnic High
297	XRUSD000426596	Netbook	CNF10412PBC	Polytechnic High
298	XRUSD000426590	Netbook	CNF10412P1C	Polytechnic High
299	XRUSD000053785	Netbook	CNF0285N4ZC	Polytechnic High
300	XRUSD000426584	Netbook	CNF10412PKC	Polytechnic High
301	XRUSD000423032	Netbook	CNF0285MY3C	Ramona High
302	N/A	Television	ME00750354	Ramona High
303	N/A	Television	634439	Ramona High
304	N/A	DVD Player	109H1366	Ramona High
305	N/A	DVD Player	328213007542	Ramona High
306	N/A	CPU	8f61bakp105363	Ramona High
307	N/A	CPU	8f61bakp105307	Ramona High
308	N/A	CPU	8f61bakp105490	Ramona High
309	N/A	Monitor	Nu17026D79242	Sierra Middle School
310	N/A	Monitor	DU17026E37040	Sierra Middle School
311	N/A	Monitor	MU17046C0145346	Sierra Middle School
312	N/A	Monitor	DU17026E37023	Sierra Middle School
313	N/A	Monitor	DU17026E37049	Sierra Middle School
314	N/A	Monitor	LIC10503377	Sierra Middle School
315	N/A	Monitor	MX91975349	Sierra Middle School
316	N/A	Monitor	NU17026D79250	Sierra Middle School
317	82938	Monitor	013CG43HD934	Sierra Middle School
318	N/A	Monitor	MX90530265	Sierra Middle School
319	N/A	Monitor	8599511	Sierra Middle School
320	N/A	Monitor	MU17046C0098744	Sierra Middle School
321	N/A	Monitor	DU17026E37037	Sierra Middle School
322	N/A	Monitor	N2024647201049	Sierra Middle School
323	N/A	Monitor	MX90530736	Sierra Middle School
324	N/A	Monitor	NU17026D79247	Sierra Middle School
325	N/A	Monitor	MU17046C0169035	Sierra Middle School
326	N/A	Monitor	DU17026E0107206	Sierra Middle School
327	N/A	Monitor	MX91977127	Sierra Middle School
328	N/A	Monitor	LIC03911597	Sierra Middle School
329	N/A	Monitor	NU17026D81546	Sierra Middle School
330	N/A	Monitor	LIC11003909	Sierra Middle School
331	N/A	Monitor	MX91975316	Sierra Middle School
332	N/A	Monitor	19016B430195	Sierra Middle School
333	90017	CPU	ty7012dg8eg	STEM Academy
334	91958	Activotes	no serial found	STEM Academy
335	81359	Printer	usbc078711	STEM Academy
336	94785	CPU	0034091590	STEM Academy
337	94161	CPU	0031478177	STEM Academy
338	N/A	Keyboard	N/A	STEM Academy
339	N/A	CPU	36440231	STEM Academy

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-26 – Interim Housing Ancillaries at Riverside Polytechnic High School

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 Interim Housing Ancillaries at Riverside Polytechnic High School.

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**DESCRIPTION OF AGENDA ITEM:**

Thirty-seven (37) vendors picked up a bid package for Bid No. 2015/16-26 – Interim Housing Ancillaries at Riverside Polytechnic High School. On February 29, 2016, five bids (5) were received. It is recommended that the contract be awarded to R. Jensen Company, Inc. the lowest responsive and responsible bidder, with the bid amount totaling \$193,000.00.

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**FISCAL IMPACT:** Proposal value of \$193,000.00 is included in the Community Facilities District (CFDs) for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Request for Proposal No. 2015/16-26 – Interim Housing Ancillaries at Riverside Polytechnic High School for a total amount of \$193,000.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-26

Attached: Yes



**BID FORM**

**FOR**

**INTERIM HOUSING ANCILLARIES**

**AT POLY HIGH SCHOOL**

**5450 Victoria Avenue Riverside, CA 92506**

**Bid No. 2015/16-26**

**FOR**

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

CONTRACTOR  
NAME:

R.Jensen Co. Inc.

ADDRESS:

538 Sixth Street

Norco, CA 92860

TELEPHONE:

( 951 ) 479-5471

FAX:

( 951 ) 479-5472

EMAIL

rjcalmanza@aol.com

**DIR# 1000000522**

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 SCHEDULE NO. 2015/16-26

Interim Housing Ancillaries at Poly High School

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

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDUM:

Number	Number	Number	Number	Number	Number	Number	Number
<u>1</u>	<u>2</u>	_____	_____	_____	_____	_____	_____

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

One Hundred Ninty Three Thousand DOLLARS  
(\$ 193,000.00 )

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 Contractor shall complete the work in the time specified in the Agreement. By submitting this bid, Contractor has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, Contractor has included in the



analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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. 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)

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

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

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

10. 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.

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

Robert K. Jensen / President  
Jamie S. Jensen / Secretary



(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 co-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.)

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

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

License Number: 353856 A,B,C10  
License Expiration Date: 12/31/2016  
Name on License: R. Jensen Co, Inc  
Class of License: A, B, C10  
DIR Registration Number: 1000000522

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

14. 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.

15. 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, 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.

16. 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 pursuant to Article 15 of the General Conditions 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)

17. 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.

R. Jensen Co, Inc  
Proper Name of Company

Robert K. Jensen  
Name of Bidder Representative

538 Sixth St.  
Street Address

Norco, CA 92860  
City, State, and Zip

(951) 479-5471  
Phone Number

(951) 479-5472  
Fax Number

R.Calmanza@aol.com  
E-Mail

By: Robert K Jensen Date: 2/26/2016  
Signature of Bidder Representative

**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.

Robert K Jensen  
Secretary



**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-28 – Category 00 – Demolition – Central Production Kitchen Remodel

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 Demolition for Central Production Kitchen Remodel – Category 00.

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**DESCRIPTION OF AGENDA ITEM:**

Two (2) contractors picked up a bid package for Bid No. 2015/16-28 – Category 00 – Demolition – Central Production Kitchen Remodel. On March 15, 2016, one (1) bid was received. It is recommended that the contract be awarded to T3 Contractors Corp. the lowest responsive and responsible bidder, with the bid amount totaling \$275,000.00, included in the bid amount is a permissible allowance of \$40,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 00 – Demolition. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$275,000.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-28 – Category 00 – Demolition – Central Production Kitchen Remodel for a total amount of \$275,000.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-28 – Category 00 – Demolition

Attached: Yes

BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: T3 Contractors Corp.

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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

ADDENDUM NO. <u>1</u>	DATE RECEIVED <u>2/26/16</u>
ADDENDUM NO. <u>2</u>	DATE RECEIVED <u>3/8/16</u>
ADDENDUM NO. <u>3</u>	DATE RECEIVED <u>3/10/16</u>
ADDENDUM NO. _____	DATE RECEIVED _____

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 00 - DEMOLITION

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

TWO HUNDRED SEVENTY FIVE THOUSAND DOLLARS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ 275,000.00)

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 \_\_\_\_\_ Dollars (\$ \_\_\_\_\_)

Central Production Kitchen Remodel Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: Attached is bid security in the amount of not less than ten percent (10%) of the bid: \$ 25,000.00 27,500.00  
Bid bond (10% of the Bid), certified check, or cashier's check (circle one)
7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.
8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.
9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.
10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

T3 Contractors Corporation, President - Chad Thompson  
Vice President/Treasurer - Todd Thompson, General Manager  
Secretary - Micheal Davis

(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 co-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.)

12. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: 867365

License Expiration Date: 11/30/2017

Name on License: T3 Contractors Corp.

Class of License: C-21 / C-22

DIR Registration Number: 1600002965

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.
15. 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, Addenda, and Specifications, all other 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

T3 Contractors Corporation  
Proper Name of Company

TODD THOMPSON  
Name of Bidder Representative

17130 Van Buren Blvd. #53  
Street Address

Riverside, CA 92504  
City, State, and Zip

(951) 977-8370  
Phone Number

(951) 977-8380  
Fax Number

todd@t3contractors.com  
E-Mail

By:  Date: 3/14/16  
Signature of Bidder Representative

**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.**

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-29 – Category 03 – Concrete – Central Production Kitchen Remodel

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 Concrete for Central Production Kitchen Remodel – Category 03.

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**DESCRIPTION OF AGENDA ITEM:**

Four (4) contractors picked up a bid package for Bid No. 2015/16-29 – Category 03 – Concrete – Central Production Kitchen Remodel. On March 15, 2016, three (3) bids were received. It is recommended that the contract be awarded to Bravo Concrete Construction Services, Inc. the lowest responsive and responsible bidder, with the bid amount totaling \$193,517.00, included in the bid amount is a permissible allowance of \$30,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 03 – Concrete. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$193,517.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-29 – Category 03 – Concrete – Central Production Kitchen Remodel for a total amount of \$193,517.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-29 – Category 03 – Concrete

Attached: Yes



BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: Bravo Concrete Construction Services, Inc.

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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

ADDENDUM NO. <u>1</u>	DATE RECEIVED <u>3/1/16</u>
ADDENDUM NO. <u>2</u>	DATE RECEIVED <u>3/10/16</u>
ADDENDUM NO. <u>3</u>	DATE RECEIVED <u>3/14/16</u>
ADDENDUM NO. _____	DATE RECEIVED _____

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 03 - Concrete

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

One Hundred Ninety-Three Thousand Five Hundred Seventeen 0/100 DOLLARS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ 193,517.00)

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

Central Production Kitchen Remodel

Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: 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)
7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.
8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.
9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.
10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

Bravo Concrete Construction Services, Inc.

Steve P. DeGennaro, Raymond E. Klerks

(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 co-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.)

12. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: 856049

License Expiration Date: 03/31/2017

Name on License: Bravo Concrete Construction Services, Inc.

Class of License: A, B, C-8

DIR Registration Number: 1000001509

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.
15. 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, Addenda, and Specifications, all other 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

Bravo Concrete Construction Services, Inc

Proper Name of Company

Steve P. DeGennaro

Name of Bidder Representative

681 W. La Cadena Dr.

Street Address

Riverside, CA 92501

City, State, and Zip

(951 ) 680-9009

Phone Number

(951 ) 680-9028

Fax Number

steve@bravoconcreteshop.com

E-Mail

By:



Signature of Bidder Representative

Date: 03/05/2016

**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.*

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-30 – Category 05 – Structural Steel – Central Production Kitchen Remodel

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 Structural Steel for Central Production Kitchen Remodel – Category 05.

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**DESCRIPTION OF AGENDA ITEM:**

Two (2) contractors picked up a bid package for Bid No. 2015/16-30 – Category 05 – Structural Steel – Central Production Kitchen Remodel. On March 15, 2016, two (2) bids were received. It is recommended that the contract be awarded to Columbia Steel Inc., the lowest responsive and responsible bidder, with the bid amount totaling \$116,083.00, included in the bid amount is a permissible allowance of \$15,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 05 – Structural Steel. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$116,083.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-30 – Category 05 – Structural Steel – Central Production Kitchen Remodel for a total amount of \$116,083.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-30 – Category 05 – Structural Steel

Attached: Yes



BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: Columbia Steel, Inc.

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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

ADDENDUM NO. 1 DATE RECEIVED 3-1-16
ADDENDUM NO. 2 DATE RECEIVED 3-10-16
ADDENDUM NO. 3 DATE RECEIVED 3-11-16
ADDENDUM NO. DATE RECEIVED

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 5

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

ONE HUNDRED SIXTEEN THOUSAND EIGHTY THREE DOLLARS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ 116,083.00)

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

Central Production Kitchen Remodel

Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: 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)
7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.
8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.
9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.
10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

Columbia Steel, Inc.

Gus W. Theisen - President

Kurt J. Forster - Chief Operations Officer

(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 co-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.)

12. PROTEST PROCEDURES: If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: 357625

License Expiration Date: 1/31/18

Name on License: Columbia Steel, Inc.

Class of License: C51

DIR Registration Number: 1000002056

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.
15. 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, 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

Columbia Steel, Inc.

Proper Name of Company

Gus W. Theisen

Name of Bidder Representative

2175 N. Linden Ave.

Street Address

Rialto, CA 92377

City, State, and Zip

( 909 ) 874-8840

Phone Number

( 909 ) 874-3363

Fax Number

csi@csirialto.com

E-Mail

By: 

Signature of Bidder Representative

Date: 2/24/16

**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.*

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-31 – Category 07 – Gypsum and Plaster – Central Production Kitchen Remodel

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 Gypsum and Plaster for Central Production Kitchen Remodel – Category 07.

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**DESCRIPTION OF AGENDA ITEM:**

Two (2) contractors picked up a bid package for Bid No. 2015/16-31 – Category 07 – Gypsum and Plaster – Central Production Kitchen Remodel. On March 15, 2016, two (2) bids were received. It is recommended that the contract be awarded to Caston, Inc., the lowest responsive and responsible bidder, with the bid amount totaling \$68,585.00, included in the bid amount is a permissible allowance of \$15,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 07 – Gypsum and Plaster. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$68,585.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-31 – Category 07 – Gypsum and Plaster – Central Production Kitchen Remodel for a total amount of \$68,585.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-31 – Category 07 – Gypsum and Plaster

Attached: Yes



BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: Caston, Inc.

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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

Table with 2 columns: ADDENDUM NO. and DATE RECEIVED. Rows include addendums 1, 2, 3, and a blank row.

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 07 - Gypsum & Plaster

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

Sixty eight thousand five hundred eighty five -----DOLLARS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ 68,585.00 )

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

Central Production Kitchen Remodel

Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: Attached is bid security in the amount of not less than ten percent (10%) of the bid: \$ 68,585.00

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

7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.
8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.
9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.
10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

James Malachowski - President

Caston, Inc.

Rebecca Malachowski - Owner

Greg Malachowski - Vice President

(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 co-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.)

12. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: 502789

License Expiration Date: 8-31-2016

Name on License: Caston, Inc.

Class of License: B C-2 C-9 C35

DIR Registration Number: 1000001222

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.
15. 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, 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

Caston, Inc.  
Proper Name of Company

James Malachowski - President  
Name of Bidder Representative

354 South Allen Street  
Street Address

San Bernardino, CA 92408  
City, State, and Zip

( 909 ) 381-1619  
Phone Number

( 909 ) 889-0726  
Fax Number

greg@castoninc.com  
E-Mail

BY: [Signature]  
James Malachowski - President

By: [Signature]  
Signature of Bidder Representative  
James Malachowski - Secretary

Date: 3-14-2016

**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.*



**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-32 – Category 17 – HVAC – Central Production Kitchen Remodel

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 HVAC for Central Production Kitchen Remodel – Category 17.

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**DESCRIPTION OF AGENDA ITEM:**

Five (5) contractors picked up a bid package for Bid No. 2015/16-32 – Category 17 – HVAC – Central Production Kitchen Remodel. On March 15, 2016, three (3) bids were received. It is recommended that the contract be awarded to Coutts Heating and Cooling, Inc., the lowest responsive and responsible bidder, with the bid amount totaling \$1,223,000.00, included in the bid amount is a permissible allowance of \$100,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 17 – HVAC. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$1,223,000.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-32 – Category 17 – HVAC – Central Production Kitchen Remodel for a total amount of \$1,223,000.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-32 – Category 17 – HVAC

Attached: Yes

BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: COUTS HEATING & COOLING, INC.

- 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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

- 2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

Table with 4 rows: ADDENDUM NO. 1, DATE RECEIVED 02-29-16; ADDENDUM NO. 2, DATE RECEIVED 03-09-16; ADDENDUM NO. 3, DATE RECEIVED 03-11-16; ADDENDUM NO., DATE RECEIVED.

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 17

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

One Million Two Hundred and Twenty-Three Thousand DOLLARS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ 1,223,000 )

- 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 (\$ )

Central Production Kitchen Remodel

Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: Attached is bid security in the amount of not less than ten percent (10%) of the bid: \$ TEN PERCENT  
Bid bond (10% of the Bid), certified check, or cashier's check (circle one)

7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.

8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.

9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.

10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

**COUTS HEATING & COOLING, INC.**

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**CAROLYN COUTS, PRESIDENT**

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**JOHN R. COUTS, SECRETARY/TREASURER**

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(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 co-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.)

12. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: **375584**

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License Expiration Date: **05-31-17**

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Name on License: **COUTS HEATING & COOLING, INC.**

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Class of License: **C20 C43 B C36 C-4**

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DIR Registration Number: **1000001611**

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.
15. 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, 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

**COUTS HEATING & COOLING, INC.**

Proper Name of Company

**JOHN R. COUTS, SECRETARY/TREASURER**

Name of Bidder Representative

**1693 RIMPAU AVENUE**

Street Address

**CORONA, CA 92881**

City, State, and Zip

( **951** ) **278-5560**

Phone Number

( **951** ) **278-5570**

Fax Number

**jcouts@couts.com**

E-Mail

By: \_\_\_\_\_

  
Signature of Bidder Representative  
**JOHN R. COUTS, SECRETARY/TREASURER**

Date: **03-15-16**

**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.*

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-33 – Category 18 – Plumbing – Central Production Kitchen Remodel

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 Plumbing for Central Production Kitchen Remodel – Category 18.

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**DESCRIPTION OF AGENDA ITEM:**

Five (5) contractors picked up a bid package for Bid No. 2015/16-33 – Category 18 – Plumbing – Central Production Kitchen Remodel. On March 15, 2016, six (6) bids were received. It is recommended that the contract be awarded to Fischer, Inc., the lowest responsive and responsible bidder, with the bid amount totaling \$194,000.00, included in the bid amount is a permissible allowance of \$30,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 18 – Plumbing. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$194,000.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-33 – Category 18 – Plumbing – Central Production Kitchen Remodel for a total amount of \$194,000.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-33 – Category 18 – Plumbing

Attached: Yes



BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: Fischer, Inc.

- 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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

- 2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

Table with 2 columns: ADDENDUM NO. and DATE RECEIVED. Rows include addendums 1, 2, and 3 with their respective dates (2-29-2016, 3-9-2016, 3-11-2016).

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 2015/16-33

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

ONE HUNDRED NINETY-FOUR THOUSAND DOLLARS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ 194,000)

- 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 (\$ )

Central Production Kitchen Remodel

Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: Attached is bid security in the amount of not less than ten percent (10%) of the bid: \$ 19,400  
Bid bond (10% of the Bid), certified check, or cashier's check (circle one)
7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.
8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.
9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.
10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

Fischer, Inc.

President - Mike Fischer    Secretary - Mike Fischer    Treasurer - Mike Fischer

Manager - Mike Fischer

(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 co-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.)

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

13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: 853357

License Expiration Date: January 31, 2017

Name on License: Fischer, Inc.

Class of License: C-36

DIR Registration Number: 100000857

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.

15. 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, 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

Fischer, Inc.  
\_\_\_\_\_  
Proper Name of Company

Mike Fischer  
\_\_\_\_\_  
Name of Bidder Representative

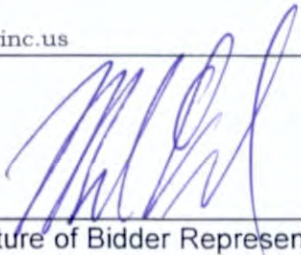
1372 West 26th Street  
\_\_\_\_\_  
Street Address

San Bernardino, CA 92405  
\_\_\_\_\_  
City, State, and Zip

( 909 ) 881-2910  
\_\_\_\_\_  
Phone Number

( 909 ) 882-6281  
\_\_\_\_\_  
Fax Number

beth@fischerinc.us  
\_\_\_\_\_  
E-Mail

By:  \_\_\_\_\_  
Signature of Bidder Representative

Date: February 25, 2016  
\_\_\_\_\_

**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.*

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-34 – Category 19 – Electrical – Central Production Kitchen Remodel

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 Electrical for Central Production Kitchen Remodel – Category 19.

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**DESCRIPTION OF AGENDA ITEM:**

Six (6) contractors picked up a bid package for Bid No. 2015/16-34 – Category 19 – Electrical – Central Production Kitchen Remodel. On March 15, 2016, four (4) bids were received. It is recommended that the contract be awarded to F.E.C. Electric, Inc., the lowest responsive and responsible bidder with the bid amount totaling \$194,775.00 included in the bid amount is a permissible allowance of \$30,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 19 – Electrical. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$194,775.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-34 – Category 19 – Electrical – Central Production Kitchen Remodel for a total amount of \$194,775.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-34 – Category 19 – Electrical

Attached: Yes

BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: F. E. C. Electric, Inc.

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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

ADDENDUM NO. <u>-1-</u>	DATE RECEIVED <u>March 8, 2016</u>
ADDENDUM NO. <u>-2-</u>	DATE RECEIVED <u>March 10, 2016</u>
ADDENDUM NO. <u>-3-</u>	DATE RECEIVED <u>March 14, 2016</u>
ADDENDUM NO. _____	DATE RECEIVED _____

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 2015/16-34 (19 - Electrical)

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

ONE HUNDRED NINETY FOUR THOUSAND SEVEN HUNDRED SEVENTY FIVE DOLLARS  
AND NO CENTS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ \$194,775.00)

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

Central Production Kitchen Remodel

Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: Attached is bid security in the amount of not less than ten percent (10%) of the bid: \$ 10% of base bid  
Bid bond (10% of the Bid) certified check, or cashier's check (circle one)
7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.
8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.
9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.
10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

F. E. C. Electric, Inc.

Ronald G. Moore - President, Secretary, Treasurer

(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 co-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.)

12. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: 743507

License Expiration Date: December 31, 2017

Name on License: F. E. C. Electric, Inc.

Class of License: A, B, C7, C10

DIR Registration Number: 1000004480

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.
15. 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, 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

F. E. C. Electric, Inc.

Proper Name of Company

Ronald G. Moore, President

Name of Bidder Representative

720 N. Eureka St.

(P.O. Box 77)

Street Address

Redlands, CA 92374

(Redlands, CA 92373)

City, State, and Zip

( 909 ) 793-0965

Phone Number

( 909 ) 793-4625

Fax Number

ron@fec-electric.com

E-Mail

By:



Signature of Bidder Representative

Date: March 15, 2016

**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.*

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-35 – Category 22 – Kitchen Equipment – Central Production Kitchen Remodel

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 Kitchen Equipment for Central Production Kitchen Remodel – Category 22.

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**DESCRIPTION OF AGENDA ITEM:**

Three (3) contractors picked up a bid package for Bid No. 2015/16-35 – Category 22 – Kitchen Equipment – Central Production Kitchen Remodel. On March 15, 2016, two (2) bids were received. It is recommended that the contract be awarded to Kamran and Company, Inc., the lowest responsive and responsible bidder, with the bid amount totaling \$1,543,000.00, included in the bid amount is a permissible allowance of \$40,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 22 – Kitchen Equipment. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$1,543,000.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-35 – Category 22 – Kitchen Equipment – Central Production Kitchen Remodel for a total amount of \$1,543,000.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-35 – Category 22 – Kitchen Equipment

Attached: Yes



BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: Kamran and Company, Inc.

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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

ADDENDUM NO. <u>1</u>	DATE RECEIVED <u>2/26/2016</u>
ADDENDUM NO. <u>2</u>	DATE RECEIVED <u>3/10/2016</u>
ADDENDUM NO. <u>3</u>	DATE RECEIVED <u>3/11/2016</u>
ADDENDUM NO. _____	DATE RECEIVED _____

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 22 Kitchen Equipment

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

One Million Five Hundred Forty Three Thousand 00/100 \_\_\_\_\_ DOLLARS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ 1,543,000.00 )

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

Central Production Kitchen Remodel

Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: Attached is bid security in the amount of not less than ten percent (10%) of the bid: \$ ten percent  
Bid bond (10% of the Bid), certified check, or cashier's check (circle one)
7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.
8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.
9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.
10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

Firouzeh Amiri

Kamran Amiri

(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 co-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.)

12. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: 687988

License Expiration Date: 4/30/2018

Name on License: Kamran and Company, Inc.

Class of License: B C38 D34

DIR Registration Number: 1000003444

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.
15. 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, 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

Kamran and Company, Inc.

Proper Name of Company

Kamran Amiri

Name of Bidder Representative

411 E Montecito St

Street Address

Santa Barbara, CA 93101

City, State, and Zip

( 805 ) 963-3016

Phone Number

( 805 ) 962-5915

Fax Number

kamran@kamranco.com / anja@kamranco.com

E-Mail

By: \_\_\_\_\_  
Signature of Bidder Representative

Date: 3/14/2016

**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.***

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-36 – Category 30 – Multiple Trades – Central Production Kitchen Remodel

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 Multiple Trades for Central Production Kitchen Remodel – Category 30.

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**DESCRIPTION OF AGENDA ITEM:**

Six (6) contractors picked up a bid package for Bid No. 2015/16-36 – Category 30 – Multiple Trades – Central Production Kitchen Remodel. On March 15, 2016, four (4) bids were received. It is recommended that the contract be awarded to Hamel Contracting, Inc., the lowest responsive and responsible bidder, with the bid amount totaling \$308,008.00, included in the bid amount is a permissible allowance of \$50,000.00, due to unforeseen circumstances for this category.

The work to be performed consists of Central Production Kitchen Remodel – Category 30 – Multiple Trades. Funding for this project is from Local District Fund.

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**FISCAL IMPACT:** Bid value of \$308,008.00 is included in the construction budget for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Bid No. 2015/16-36 – Category 30 – Multiple Trades – Central Production Kitchen Remodel for a total amount of \$308,008.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-36 – Category 30 – Multiple Trades

Attached: Yes

BID FORM

TO: RIVERSIDE UNIFIED SCHOOL DISTRICT, acting by and through its Governing Board, (herein called "DISTRICT").

FROM: Hamel Contracting, Inc.

- 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:

CENTRAL PRODUCTION KITCHEN REMODEL

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

- 2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDA:

Table with 2 columns: ADDENDUM NO. and DATE RECEIVED. Rows include addendums 1, 2, and 3 with their respective dates (3/1/16, 3/8/16, 3/10/16).

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. TOTAL CASH PURCHASE PRICE IN WORDS & NUMBERS:

BID PACKAGE NO. 30 - Multiple Trades

TOTAL CASH PURCHASE PRICE IN WORDS (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

Three hundred and eight thousand and eight DOLLARS

TOTAL (numerical) (including any applicable allowances as noted in Spec. Section 01 21 00 Allowances):

(\$ 308,008)

- 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 na Dollars (\$ na)
Alternate No. 2: ADD/DEDUCT na Dollars (\$ na)

Central Production Kitchen Remodel

Bid Form



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 CONTRACTOR shall complete the work in the time specified in the Agreement. By submitting this bid, CONTRACTOR has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, CONTRACTOR has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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 one hundred and twenty (120) days after the date set for the opening of bids.

6. BID SECURITY: Attached is bid security in the amount of not less than ten percent (10%) of the bid: \$ 10% of the Bid  
Bid bond (10% of the Bid), certified check, or cashier's check (circle one)

7. PROPOSED SUBCONTRACTORS: The required List of Designated Subcontractors is attached hereto.

8. NON-COLLUSION DECLARATION: The required Non-Collusion Declaration is attached hereto.

9. SUBSTITUTION REQUESTS: The Substitution Request Form, if applicable, is attached hereto.

10. PAYMENT AND PERFORMANCE BONDS: 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 ten (10) 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.



11. NAME(S) OF PRINCIPAL(S): The names of all persons interested in the foregoing proposal as principals are as follows:

Hamel Contracting, Inc.

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Grant J. Hamel - President

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Alison Hamel - Secretary

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(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 co-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.)

12. PROTEST PROCEDURES. If there is a bid protest, the grounds shall be submitted as set forth in the Instructions to Bidders.
13. The undersigned Bidder shall be licensed and shall provide the following California CONTRACTOR'S license information:

License Number: 919635

License Expiration Date: 12/31/16

Name on License: Hamel Contracting, Inc.

Class of License: A, B, C8

DIR Registration Number: 1000001863

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

14. FORFEITURE OF SECURITY: 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 ten (10) 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.
15. 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, 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.

16. 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 pursuant to Article 15 of the General Conditions 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)
17. 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.

Hamel Contracting, Inc.  
\_\_\_\_\_  
Proper Name of Company

Grant J. Hamel  
\_\_\_\_\_  
Name of Bidder Representative

26431 Jefferson Ave. Ste A  
\_\_\_\_\_  
Street Address

Murrieta, CA 92562  
\_\_\_\_\_  
City, State, and Zip

( 951 ) 600-2783  
\_\_\_\_\_  
Phone Number

( 951 ) 600-3951  
\_\_\_\_\_  
Fax Number

grant@hamelinc.com estimating@hamelinc.com  
\_\_\_\_\_  
E-Mail

By:  \_\_\_\_\_ Date: 02/29/16  
Signature of Bidder Representative  
Grant J. Hamel, President

**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.**

By:  \_\_\_\_\_ Date: 02/29/16  
Alison Hamel, Secretary/Treasurer

**Board Meeting Agenda  
April 11, 2016**

Topic: Award of Bid for Bid No. 2015/16-38 – Painting at Adams Elementary School, Highland Elementary School and Martin Luther King High School

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 Painting at Adams Elementary School, Highland Elementary School and Martin Luther King High School.

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**DESCRIPTION OF AGENDA ITEM:**

Thirty-five (35) vendors picked up a bid package for Bid No. 2015/16-38 – Painting at Adams Elementary School, Highland High School and Martin Luther King High School. On March 10, 2016, fourteen (14) bids were received. It is recommended that the contract be awarded to Astro Painting Company, Inc. the lowest responsive and responsible bidder, with the bid amount totaling \$208,400.00.

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**FISCAL IMPACT:** Proposal value of \$208,400.00 is included in the Measure B Deferred Maintenance for this project.

**RECOMMENDATION:** It is recommended that the Board of Education award Request for Proposal No. 2015/16-38 – Painting at Adams Elementary School, Highland Elementary School and Martin Luther King High School for a total amount of \$208,400.00.

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**ADDITIONAL MATERIAL:** Bid Form 2015/16-38

Attached: Yes

**BID FORM**

FOR

PAINTING AT

ADAMS ES 8362 COLORADO AVE., RIVERSIDE, CA 92504  
HIGHLAND ES 700 HIGHLANDER AVE., RIVERSIDE, CA 92507  
KING HS 9301 WOOD ROAD RIVERSIDE, CA 92508

Bid No. 2015/16-38

FOR

RIVERSIDE UNIFIED SCHOOL DISTRICT

CONTRACTOR  
NAME:

Astro Painting Company, Inc.

ADDRESS:

2988 S. Citrus St.

West Covina, CA 91791

TELEPHONE:

( 626 ) 966.3840

FAX:

( 626 ) 332.1423

EMAIL

astropnt@yahoo.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 SCHEDULE NO. 2015/16-38

PAINTING AT ADAMS ES, HIGHLAND ES & KING HS

in the District described above, all in strict conformance with the drawings and other Contract Documents on file at the Purchasing Office 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:

Two Hundred Eight Thousand Four Hundred DOLLARS  
(\$ 208,400.00 )

B. BREAKDOWN BY SITE:

Adam ES \$ 57,000.00  
Highland ES \$ ~~86,000.00~~ D.M. \$65,400.00  
King HS \$ 86,000.00

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 (\$ 10,000. )<sup>00</sup>  
Alternate No. 2: ADD/DEDUCT N/A Dollars (\$ 10,000. )<sup>00</sup>

Alternate No. 3: ADD/DEDUCT \_\_\_\_\_ N/A \_\_\_\_\_ Dollars (\$ 10,000.<sup>00</sup>)

4. 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 Contractor shall complete the work in the time specified in the Agreement. By submitting this bid, Contractor has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, Contractor has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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.

5. 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)

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

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

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

9. 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.

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

Milan Mesic

David Mesic

Painting at Adams, Highland & King Bid No. 2015/16-38  
Riverside Unified School District

Bid Form  
Page 20



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(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 co-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.)

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

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

License Number: 420496  
License Expiration Date: 3.31.16  
Name on License: Astro Painting Co., Inc.  
Class of License: C-33  
DIR Registration Number: 1000003851

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

13. 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.

14. 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, 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.

15. 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 pursuant to Article 15 of the General Conditions 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)

16. 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.

Astro Painting Company, Inc.  
 \_\_\_\_\_  
 Proper Name of Company

David Mesic  
 \_\_\_\_\_  
 Name of Bidder Representative

2988 S. Citrus St.  
 \_\_\_\_\_  
 Street Address

West Covina, CA 91791  
 \_\_\_\_\_  
 City, State, and Zip

( 626 ) 966.3840  
 \_\_\_\_\_  
 Phone Number

( 626 ) 332.1423  
 \_\_\_\_\_  
 Fax Number

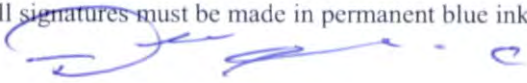
astropnt@yahoo.com  
 \_\_\_\_\_  
 E-Mail

By:  \_\_\_\_\_ Date: 3.8.16  
 Signature of Bidder Representative

**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.

A handwritten signature in blue ink, appearing to be "David Mesic", written in a cursive style.

David Mesic  
Vice President

**Board Meeting Agenda  
April 11, 2016**

Topic: Rejection of All Bids for Bid No. 2015/16-25 – Drive Gate at Martin Luther King High School

Presented by: Jane Jumnongsilp, Purchasing Manager

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

Type of Item: Consent

Short Description: Rejection of all bids for Drive Gate at Martin Luther King High School.

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**DESCRIPTION OF AGENDA ITEM:**

Thirty-two contractors picked up a bid package for Bid No. 2015/16-25 – Drive Gate at Martin Luther King High School. On February 24, 2016, four bids were received.

Due to an irregularity of the bid, District staff is recommending that all bids be rejected.

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**FISCAL IMPACT:** N/A

**RECOMMENDATION:** It is recommended that the Board of Education reject all bids for Bid No. 2015/16-25 – Drive Gate at Martin Luther King High School

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**ADDITIONAL MATERIAL:** None



## Riverside Unified School District

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

### Board Meeting Agenda April 11, 2016

Topic: Resolution No. 2015/16-39 – Resolution of the Board of Education of the Riverside Unified School District to Authorize Budget Adjustments to Appropriate Revenues, Expenditures, and Fund Balance and to Transfer Between Accounts and Funds for the Following Fiscal Year

Presented by: Sandra L. Meekins, Director, Business Services

Responsible

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

Type of Item: Consent

Short Description: Approval of this agenda item will allow the District's Business Office staff to process transfers for budget adjustments, to increase and decrease revenues and expenditures and to balance between accounts and major funds as needed for the 2016-17 fiscal year.

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

Subsequent to the adoption of the District's annual budget, the District may receive funds or receive notice of the appropriation of new or additional funds to the District from a variety of federal, state and local sources. California Education Code Section 42602 provides that the governing board of a school district may, by a majority vote of its members, budget and use any unbudgeted income provided during the fiscal year from any source.

Additional changes in revenue and expenses are anticipated to be received from a variety of federal, state and local sources. All revenues and expenditures must be accounted for and accounts balanced. Some accounts may have deficits or surpluses after activity is posted and may require transfers or other accounting solutions.

Given the need to make timely adjustments to keep the budget current with changes to actual revenues and expenses during the year, the attached resolution has been prepared to authorize the District's Business Office staff to make budget adjustments and to recognize any changes in revenue and associated expenditures related to previously unbudgeted funds. As a condition of the blanket authorization, the resolution requires that the details be presented to the Board of

Education as a part of the First and the Second Interim Financial Reports and that the Board of Education ratify the transfers and appropriations.

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**FISCAL IMPACT:** Unknown

**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2015/16-39 – Resolution of the Board of Education of the Riverside Unified School District to Authorize Budget Adjustments to Appropriate Revenues, Expenditures, and Fund Balance, and to Transfer between Accounts and Funds for the Following Fiscal Year.

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**ADDITIONAL MATERIAL:** Resolution No. 2015/16-39

Attached: Yes

**RESOLUTION NO. 2015/16-39**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE  
UNIFIED SCHOOL DISTRICT TO AUTHORIZE BUDGET  
ADJUSTMENTS TO APPROPRIATE REVENUES, EXPENDITURES,  
AND FUND BALANCE, AND TO TRANSFER BETWEEN ACCOUNTS  
AND FUNDS FOR THE FOLLOWING FISCAL YEAR**

WHEREAS, the Board of Education of the Riverside Unified School District has determined that revenues are anticipated to be received in the following fiscal year; and

WHEREAS, the Board of Education of the Riverside Unified School District has determined that expenditures are necessary in the following fiscal year; and

WHEREAS, such revenues, expenditures and/or fund balance are in excess of amounts previously budgeted;

WHEREAS, certain accounts may have surpluses or deficits;

NOW, THEREFORE, BE IT RESOLVED, that pursuant to California Education Code Section 42602, the Riverside Unified School District may appropriate any such excess funds, identify and make such transfers between the designated and/or unappropriated fund balances and any expenditure classification(s), or balance any expenditure classification(s) of the budget of the Riverside Unified School District as are necessary to permit the payment of obligations for the Riverside Unified School District incurred during the 2016-17 fiscal year.

BE IT FURTHER RESOLVED that the Governing Board of the Riverside Unified School District authorizes the following positions to approve budget revisions and appropriation transfers as necessary to keep accounts current and accurate:

Chief Business Officer Governmental Relations  
Director – Business Services  
Manager – Fiscal Services

AND BE IT FURTHER RESOLVED that all transfers and resolutions that have been made, the Riverside Unified School District shall submit such transfers to the Riverside Unified School District Board of Education for ratification. Said ratification shall be included as a part of the Riverside Unified School District's First and Second Interim Reports and shall be limited to major object classification(s) in accordance with the law.



PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on April 11, 2016 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
Patricia Lock-Dawson, Clerk  
Board of Education

Dated: \_\_\_\_\_

**Board Meeting Agenda  
April 11, 2016**

- Topic: Resolution No. 2015/16-40 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Encumbrances of Funds for the Following Fiscal Year, Authorizing Signatures for Purchase Orders and Other Contractual Commitments and Establishing Not to Exceed Amounts
- Presented by: Sandra L. Meekins, Director, Business Services
- Responsible  
Cabinet Member: Mays Kakish, Chief Business Officer/Governmental Relations
- Type of Item: Consent
- Short Description: Approval of this agenda item will allow the District to encumber funds for the 2016-17 fiscal year and will authorize designated staff to sign purchase orders and contractual commitments within certain dollar limitations.

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**DESCRIPTION OF AGENDA ITEM:**

It is necessary to begin the process of issuing purchase orders and other contractual commitments for the 2016-17 fiscal year prior to the adoption of a budget for 2016-17. Programs that operate on a year-round basis and certain other obligations need to be attended to prior to the start of the fiscal year on July 1<sup>st</sup>.

Normally the budget provides the underlying legislative document that contains the authority to encumber funds. Without an adopted budget, there is no legislative authority for encumbering funds for the following fiscal year. California Education Code Section 35161 provides in part that the governing board of a district may discharge any duty imposed by law upon it or upon the district and may delegate to an officer or employee any of those powers or duties.

The attached resolution has been prepared authorizing the encumbrance of funds for the 2016-17 fiscal year in order to have books, supplies and equipment on hand for schools and departments immediately after the beginning of the fiscal year. Furthermore the resolution delegates to the Chief Business Officer-Governmental Relations, the Director of Business Services, the Fiscal Services Manager-Procurement/Accounts Payable, and the Director and Assistant Director of

Nutrition Services the authority to enter into these obligations, and directs staff to use their best efforts to incorporate these encumbrances in the 2016-17 budget. In order to improve efficiency of processing, this resolution also delegates to purchasing staff positions the authority to sign purchase orders based on certain dollar limits. This resolution provides the official legislative action by which the Board of Education may authorize staff to encumber funds.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2015/16-40 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Encumbrances of Funds for the Following Fiscal Year, Authorizing Signatures for Purchase Orders and Other Contractual Commitments and Establishing Not to Exceed Amounts.

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**ADDITIONAL MATERIAL:** Resolution No. 2015/16-40

Attached: Yes



**RESOLUTION NO. 2015/16-40**

**RESOLUTION OF THE BOARD OF EDUCATION OF RIVERSIDE  
UNIFIED SCHOOL DISTRICT AUTHORIZING THE ENCUMBRANCES  
OF FUNDS FOR THE FOLLOWING FISCAL YEAR, AUTHORIZING  
SIGNATURES FOR PURCHASE ORDERS AND OTHER  
CONTRACTUAL COMMITMENTS AND ESTABLISHING NOT TO  
EXCEED AMOUNTS**

WHEREAS, the Riverside Unified School District has determined that it has a need to issue purchase orders for the following fiscal year prior to July 1 in order to have books, supplies, and equipment on hand for schools immediately after the beginning of the fiscal year;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Riverside Unified School District authorizes the following positions to sign and approve requests for purchase orders and other contractual commitments:

Chief Business Officer Governmental Relations  
Director - Business Services  
Fiscal Services Manager – Procurement/Accounts Payable  
Contract Analyst

BE IT FURTHER RESOLVED that the Board of Education of the Riverside Unified School District authorizes staff in the following position to sign and approve purchase orders on behalf of the Board of Education for Nutrition Services purchases up to the dollar limit indicated:

Director – Nutrition Services                      \$87,000  
Assistant Director-Nutrition Services \$70,000  
Buyer I    \$25,000 non-contract items, \$50,000 contract items;

AND BE IT FURTHER RESOLVED that the Board of Education of the Riverside Unified School District authorizes Purchasing Department staff in the following positions to sign and approve any purchase orders on behalf of the Board of Education up to the dollar limitations indicated:

Procurement Specialist                              \$30,000 non-contract items, \$60,000 contract items;

AND BE IT FURTHER RESOLVED that purchase orders supported by an agreement for services or by a competitively awarded bid where a contract has been signed by one of the District authorized signers are not subject to the dollar limitations noted above.

BE IT FURTHER RESOLVED that the Governing Board of the Riverside Unified School District directs staff to use their best efforts to incorporate the encumbrances authorized by this resolution in the 2016-17 District Budget.

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on April 11, 2016 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

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Patricia Lock-Dawson, Clerk  
Board of Education

Dated: \_\_\_\_\_

**Board Meeting Agenda  
April 11, 2016**

Topic: Resolution No. 2015/16-41 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Temporary Transfer of Funds from the District’s General Fund to the District’s Child Development Fund and From the District’s General Fund to the District’s Nutrition Services Fund for the following Fiscal Year to Mitigate Potential Impacts of Funding Delays and Federal Sequestration

Presented by: Sandra L. Meekins, Director, Business Services

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

Type of Item: Consent

Short Description: Approval of this agenda item will allow the District to provide temporary loans for the 2016-2017 fiscal year from the General Fund to the Child Development Fund and from the General Fund to the Nutrition Services Fund.

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**DESCRIPTION OF AGENDA ITEM:**

Education Code 42603 allows the Governing Board of a school district to temporarily transfer cash to another fund or account of the District for payment of obligations. Amounts transferred are generally repaid in the same fiscal year; however, transfers made within 120 days of the end of the fiscal year may be repaid in the following fiscal year. Any interest earned from excess funds shall be transferred back to the General Fund.

In order to meet the Child Development and the Nutrition Services Fund’s daily cash obligations for payroll and accounts payable, programs are at risk from funding delays and Federal sequestration; District staff is requesting authorization to process temporary transfers of cash from the District’s General Fund to the Child Development Fund or to the Nutrition Services Fund through June 30, 2017. The Education Code cited above limits the amount of funds that can be transferred from any one fund. Any funds borrowed will be repaid within the timelines specified by Education Code 42603.



Authorization is requested to transfer funds from the General Fund to the Child Development Fund and/or to the Nutrition Services Fund as needed for the 2016-2017 fiscal year.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2015/16-41 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Temporary Transfer of Funds from the District’s General Fund to the District’s Child Development Fund and From the District’s General Fund to the District’s Nutrition Services Fund for the 2016-2017 Fiscal Year to Mitigate Potential Impacts of Funding Delays and Federal Sequestration.

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**ADDITIONAL MATERIAL:** Resolution No. 2015/16-41

Attached: Yes

**RESOLUTION NO. 2015/16-41**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE  
UNIFIED SCHOOL DISTRICT AUTHORIZING THE TEMPORARY  
TRANSFER OF FUNDS FROM THE DISTRICT'S GENERAL FUND TO  
THE DISTRICT'S CHILD DEVELOPMENT FUND AND FROM THE  
DISTRICT'S GENERAL FUND TO THE DISTRICT'S NUTRITION  
SERVICES FUND FOR THE FOLLOWING FISCAL YEAR TO  
MITIGATE POTENTIAL IMPACTS OF FUNDING DELAYS AND  
FEDERAL SEQUESTRATION**

WHEREAS, the District's Child Development Fund and the District's Nutrition Services Fund must meet its payroll and accounts payable obligations; and

WHEREAS, the timing of the apportionments due the Child Development Fund and the Nutrition Services Fund are delayed and not received on a timely basis due to funding delays and Federal sequestration; and

WHEREAS, Education Code 42603 allows the Board of Education of any school district to direct monies held in any fund or account to be temporarily transferred to another fund or account of the District for payment of obligations; and,

WHEREAS, the transfer or transfers shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, and amounts transferred shall be repaid either in the same fiscal year or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Riverside Unified School District directs the County Treasurer to transfer funds from the District's General Fund to the District's Child Development Fund and to transfer funds from the District's General Fund to the District's Nutrition Services Fund for the 2016-2017 fiscal year to mitigate potential impacts of funding delays and Federal sequestration.

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on April 11, 2016 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

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Patricia Lock-Dawson, Clerk  
Board of Education

Dated: \_\_\_\_\_

**Board Meeting Agenda  
April 11, 2016**

Topic: Resolution No. 2015/16-42 – Resolution of the Board of Education of the Riverside Unified School District to Authorize Year-end Budget Adjustments to Appropriate Revenues, Expenditures and Fund Balance and to Transfer Between Accounts and Funds for the Current Fiscal Year

Presented by: Sandra L. Meekins, Director, Business Services

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

Type of Item: Consent

Short Description: Approval of this agenda item will allow the District’s Business Services staff to process year-end budget adjustments to appropriate revenues, expenditures and fund balance, and to transfer between accounts and funds as needed to close the financial records for the 2015-16 fiscal year.

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**DESCRIPTION OF AGENDA ITEM:**

Subsequent to the adoption of the District’s annual budget, the District may receive funds or receive notice of the appropriation of new or additional funds to the District from a variety of federal, state and local sources. California Education Code Section 42602 provides that the governing board of a school district may, by a majority vote of its members, budget and use any unbudgeted income provided during the fiscal year from any source.

During the year-end closing process, all revenues and expenditures must be accounted for and accounts balanced. Some accounts may have deficits or surpluses after all of the activity for the year is posted. Accounts with deficits may require transfers or other accounting solutions in order to properly close the accounting records.

Given the need to make timely adjustments during the year-end closing process, the attached resolution has been prepared to authorize the District to make year-end budget adjustments and to recognize any additional revenue and associated expenditures related to previously unbudgeted funds. As a condition of the blanket authorization, the resolution requires that the details be presented to the Board of Education when completed and that the Board of Education ratify the transfers and appropriations.



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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2015/16-42 – Resolution of the Board of Education of the Riverside Unified School District to Authorize Year-End Budget Adjustments to Appropriate Revenues, Expenditures and Fund Balance, and to Transfer Between Accounts and Funds for the Current Fiscal Year.

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**ADDITIONAL MATERIAL:** Resolution No. 2015/16-42

Attached: Yes

**Resolution No. 2015/16-42**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE  
UNIFIED SCHOOL DISTRICT TO AUTHORIZE YEAR-END BUDGET  
ADJUSTMENTS TO APPROPRIATE REVENUES, EXPENDITURES  
AND FUND BALANCE, AND TO TRANSFER BETWEEN ACCOUNTS  
AND FUNDS FOR THE CURRENT FISCAL YEAR**

WHEREAS, the Board of Education of the Riverside Unified School District has determined that revenues have been received in the current fiscal year; and

WHEREAS, the Board of Education of the Riverside Unified School District has determined that expenditures are necessary in the current fiscal year; and

WHEREAS, such revenues, expenditures and/or fund balance are in excess of amounts previously budgeted; and

WHEREAS, as part of the year-end accounting records closing process, certain accounts may have surpluses or deficits;

NOW, THEREFORE, BE IT RESOLVED that pursuant to California Education Code Section 42602, the Riverside Unified School District may appropriate any such excess funds, identify and make such transfers between the designated and/or unappropriated fund balances and any expenditure classification(s), or balance any expenditure classification(s) of the budget of the Riverside Unified School District for the 2015-16 fiscal year as are necessary to permit the payment of obligations of the Riverside Unified School District incurred during the 2015-16 fiscal year.

BE IT FURTHER RESOLVED that after all transfers have been made, the Riverside Unified School District shall submit such transfers to the Riverside Unified School District Board of Education for ratification. Said ratification shall be limited to major object classification(s) in accordance with the law.

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on April 11, 2016 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
Patricia Lock-Dawson, Clerk  
Board of Education

Dated: \_\_\_\_\_



## Riverside Unified School District

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

### Board Meeting Agenda April 11, 2016

Topic: Approval of Tentative Agreements and Memorandum of Understanding Between Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association

Presented by: Mays Kakish, Chief Business Officer/Governmental Relations

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

Type of Item: Consent

Short Description: It is recommended that the Board of Education approve the Tentative Agreements and Memorandum of Understanding for employees represented by the Riverside City Teachers Association.

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#### DESCRIPTION OF AGENDA ITEM:

The District has reached tentative agreements (TA) and a memorandum of understanding (MOU) with one of its collective bargaining units, the Riverside City Teachers Association (RCTA) representing certificated employees. The TAs and MOU incorporated the following provisions:

The Tentative Agreements incorporate the following provisions (highlights only):

- Article VIII, Wages - Effective July 1, 2016, the District shall increase the following salary schedules by 4.75%. A list of the job classification is included in the attached TA. This TA also affects ROTC instructions as delineated in the Wages article. Fiscal Impact: 2016-17: \$9,673,950
- Article X, Section 9 (added) General Education Combination Classes – Elementary Schools – dated December 2, 2015, the District shall provide up to three (3) days of release time for elementary general education combination class teachers. Elementary General Ed Combination Class teachers have been added to the Six Percent (6%) Extra Duty Annual Stipends – Salary Schedule. Fiscal Impact: 2015-16: \$115,611 and 2016-17: \$344,695



- Article X, Section 1D (amended) – dated December 2, 2015, language was modified as it pertains to IEP, SST and 504 meetings. Language was removed that special education employees and school nurses will be paid curriculum rate of pay if these meetings extend beyond one (1) hour after the employee’s regular work day; that the district and special education teachers shall make every effort to schedule and conclude these meetings during the work day. Fiscal Impact: None
- Article X, Section 1C - dated December 2, 2015, each site will select one of the recommended collaboration report forms at the beginning of each year and shall submit the form to the administrator after each collaboration period. Fiscal Impact: None

The Memorandum of Understanding incorporates the following provision (highlights only):

- Article XXI, Section 1 - The District and the Riverside City Teachers Association mutually agree to extend the timeline of March 15, 2016 to May 31, 2016, of notifying the respective parties of intent to modify, amend or terminate the Agreement. Fiscal Impact: None
- Modification of the 2016-17 teacher work year to include two (2) professional development days prior to the instructional year for TK-12 teachers, Preschool teachers, Nurses, Speech Language Pathologist and Staff Development Specialists. The 2016-17 work year for the listed employees will be 187 days with the adjusted compensation.
- Provide two (2) days of release time, one per trimester, to elementary general education combination class teachers for the 2015-16 school year to be taken in the 2<sup>nd</sup> and 3<sup>rd</sup> trimester. In addition, for the 2015-16 school year, elementary general education combination class teachers will receive half of the annual 6% stipend at the end of the year.

The negotiation process will continue.

This agenda item is intended to meet the public disclosure requirements of Assembly Bill 1200 (1991/1213) and Assembly Bill 2756 (2004/52). More specifically, AB 2756 amended Government Code Section 3547.5 to provide in part that, “before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.”

A ratification vote by RCTA took place March 14 – 18, 2016.

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**FISCAL IMPACT:** | 2015-16: \$115,611 | 2016-17: \$11,721,508 | (\$1,801,643)

**RECOMMENDATION:** It is recommended that the Board of Education approve the Tentative Agreements and Memorandum of Understanding for employees represented by the Riverside City Teachers Association.

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**ADDITIONAL MATERIAL:** Disclosure of Collective Bargaining Agreement, Tentative Agreements dated December 2, 2015 and March 2, 2016, Memorandum of Understanding dated December 2, 2015, January 29, 2016 and March 2, 2016

Attached: Yes

# DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In accordance with California Government Code Section 3547.5, Education Code Section 42142, and the criteria and standards adopted by the State Board of Education.

Riverside Unified School District (School District Name)  Certified  
 Classified  
Riverside City Teachers Association (Bargaining Unit Name)  
 The proposed agreement covers the period from: 7/1/15 6/30/17  New  
 Reopened

The governing board is to act on this agreement at its meeting on: April 11, 2016 (Date)

Agreement/MOU attached

**Note: This disclosure, along with a copy of the proposed agreement, is due to the Riverside County Office of Education at least ten (10) working days prior to the date the governing board is to take action.**

**Additionally, please contact DFS retirement prior to any retroactive pay.**

## (A) Proposed Change in Compensation

COMPENSATION (ALL FUNDS COMBINED)	COST PRIOR TO PROPOSED AGREEMENT (Current Budget)	FISCAL IMPACT OF PROPOSED AGREEMENT		
		Current Year Increase/ (Decrease)	Year 2 Increase/ (Decrease)	Year 3 Increase/ (Decrease)
1. <b>Salary Schedule</b> - Increase (Decrease) <i>(Includes Step and Column reported on Line 8)</i>	\$ 178,705,513 % Salary Schedule	\$ - 0.00%	\$ 9,886,428 5.52%	\$ (1,414,290) -0.75%
2. <b>Statutory Benefits</b> <i>(STRS, PERS, FICA, Medicare, etc)</i>	\$ 25,301,292 % Statutory Benefits	\$ - 0.00%	\$ 1,589,165 6.27%	\$ (387,353) -1.44%
3. <b>Base Costs</b> <i>(Total of Lines 1 &amp; 2)</i>	\$ 204,006,805 % Base Costs	\$ - 0.00%	\$ 11,475,593 5.61%	\$ (1,801,643) -0.83%
4. <b>a. Other Compensation</b> - Increase (Decrease) <i>(Describe in Section 12, Page 2)</i>	<b>N/A</b> % Salary Schedule	\$ 101,235 0.06%	\$ 212,087 0.12%	\$ - 0.00%
<b>b. Changes to Step and Column With Agreement</b> <i>(Describe in Section 13, Page 2)</i>	<b>N/A</b> % Salary Schedule	\$ - 0.00%	\$ - 0.00%	\$ - 0.00%
<b>c. Applicable Statutory Benefits</b>	<b>N/A</b> % Salary Schedule	\$ 14,376 0.01%	\$ 33,828 0.02%	\$ - 0.00%
5. <b>Health/Welfare Benefits</b> - Increase (Decrease) Current Cap: \$11,310 Proposed Cap: \$ _____	% Salary Schedule	0.00%	0.00%	0.00%
6. <b>Proposed Negotiated Change in Compensation</b> <i>(Excludes Statutory Benefits) (Lines 1, 4a, 4b, &amp; 5)</i>	% Salary Schedule	\$ 101,235 0.06%	\$ 10,098,515 5.64%	\$ (1,414,290) -0.75%
7. <b>Total Cost of Agreement</b> <i>(Includes Statutory Benefits) (Lines 3, 4, &amp; 5)</i>	\$ 204,006,805 % Base Costs	\$ 115,611 0.06%	\$ 11,721,508 5.74%	\$ (1,801,643) -0.83%
8. <b>Step and Column Due to Movement</b> <i>(Included in Salary Schedule reported on Line 1)</i> % Salary Schedule	0.00%	<b>N/A</b> <b>N/A</b>	\$ 344,695 0.19%	\$ 49,756 0.03%
9. <b>Total Number of Represented Employees</b>	2,031	2,031	2,031	2,031
10. <b>Cost of Agreement per Average Employee</b>	100,446	57	\$ 5,771	\$ (887)

Revised 3/28/2016  
**125**

	% from Prior Year	0.06%	5.74%	-0.83%
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11. What is the negotiated percentage increase or decrease in compensation? If the increase in "Year 1" is for less than a full year, indicate the annualized percentage of that increase for "Year 1".

4.75% increase across all certificated salary schedules effective July 1, 2016.

12. Are there any other compensation items included in the agreement? Please explain any changes indicated on page 1, Section A, 4a.

Elementary general education teachers with a combination class will receive a 6% stipend and three (3) release days to be taken one (1) per trimester. For the 2015-16 school year, affected teachers will receive half of the annual stipend and two (2) release days. One-time modification of the 2016-17 school year to included two (2) professional development days prior to the instructional year for TK-12 teachers, PReschool teachers, Nurses, Speech Language Pathologists and Staff Development Specialists; adjusted work year will be 187 days with adjusted compensation. The 2017-18 work-year will revert to 185 days with adjusted compensation.

13. Is the district adding any steps, columns, or ranges due to the agreement? Please explain any changes indicated on page 1, Section A, 4b.

14. Does this unit have a negotiated cap for health and welfare benefits?  yes  no  
 Please describe the district's annual health and welfare cost per employee for this bargaining unit, and indicate the current and proposed cap on page 1, Section A, 5.

**(B) Proposed Negotiated Changes in Non-Compensation Items**

Please discuss proposed changes in non-compensation items such as class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.



Language was added to the Wages Article to clarify the compensation for ROTC instructors.<sup>11</sup> Any negotiated salary increases for the bargaining unit will be reflected in the District contribution to the ROTC compensation. Each site will choose a standard Collaboration Report Form to reflect the work done during staff collaboration time. Language was modified as it pertains to IEPs, SSTs and 504s. Language was removed that special education employees and school nurses will be paid curriculum rate of pay if these meetings extend beyond one (1) hour after the employees' regular work day. Language was clarified that the district and special education teachers shall make every effort to schedule and conclude these meetings during the work day.

**(C) Specific Impact on Instructional and Support Programs to Accommodate Agreement**

Please discuss the impact of proposed changes on instructional and support programs (e.g. length of school year, staff reductions or increases, elimination or expansion of programs or services such as counseling, librarians, custodial services, etc.)

[Empty response box for section C]

**(D) Proposed Contingency Language**

Please detail proposed contingency language relating to funding restoration, reopening, applicable fiscal years, or other significant provisions. Please indicate when restoration will occur, if applicable.

[Empty response box for section D]

**(E) Impact on Deficit Spending**

Will this agreement increase deficit spending in the current or subsequent years? Deficit spending exists when a fund's total expenditures and other financing uses exceeds the total revenues and other financing sources in a given fiscal year.

Deficit spending will increase as resources from restricted and unrestricted revenues including the Local Control Funding Formula are not sufficient in the 2016-17 and 2017-18 to support this agreement. There will be shortfalls of approximately \$17,454,642 and \$7,531,823 respectively.

**(F) Funding Source(s) for Proposed Agreement**

1. Please discuss the proposed funding source for the current year.

Not applicable.

2. If a single year agreement, please explain how any resulting ongoing costs will be funded in subsequent fiscal years (i.e. explain the assumptions showing the district can afford the contract in future years). If a multi-year agreement, please discuss the funding sources for each year, including assumptions used, to fund this obligation in future years. Consider any compounding effects when evaluating subsequent year impacts.

On-going costs will be funded from reserves or mitigated through program reductions.

**(G) Impact of Proposed Agreement on Current Year General Fund Operating Budget**

In accordance with California Government Code Section 3547.5, Education Code Section 42142, and the criteria and standards adopted by the State Board of Education.

**UNRESTRICTED GENERAL FUND**

<b>CURRENT YEAR OPERATING BUDGET</b>	(Col. 1) Board-Approved Budget Prior to Settlement	(Col. 2)* Adjustments Resulting from Settlement	(Col. 3)* Other Revisions Board Approved Date_____	(Col. 4) Total Revised Budget (Col. 1+2+3)
<b>REVENUES</b>				
LCFF Sources 8010-8099	\$ 341,135,940			\$ 341,135,940
Federal Revenue 8100-8299	2,510,615			2,510,615
Other State Revenue 8300-8599	30,789,664			30,789,664
Other Local Revenue 8600-8799	2,767,464			2,767,464
<b>TOTAL REVENUES</b>	<b>\$ 377,203,683</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 377,203,683</b>
<b>EXPENDITURES</b>				
Certificated Salaries 1000-1999	\$ 164,926,826			\$ 164,926,826
Classified Salaries 2000-2999	39,688,161			39,688,161
Employee Benefits 3000-3999	57,237,006			57,237,006
Books and Supplies 4000-4999	20,904,185			20,904,185
Services & Operating Expenditures 5000-5999	38,338,162			38,338,162
Capital Outlay 6000-6999	4,562,340			4,562,340
Other Outgo 7100-7299 7400-7499	141,300			141,300
Indirect/Direct Support Costs 7300-7399	(4,011,944)			(4,011,944)
<b>TOTAL EXPENDITURES</b>	<b>\$ 321,786,036</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 321,786,036</b>
<b>OTHER FINANCING SOURCES/USES</b>				
Contributions 8980-8999	\$ (49,226,587)			\$ (49,226,587)
Transfers In and Other Sources 8910-8979				\$ -
Transfers Out and Other Uses 7610-7699	\$ 5,673,691			\$ 5,673,691
<b>TOTAL EXPENDITURES AND USES</b>	<b>\$ 327,459,727</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 327,459,727</b>
<b>INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ 517,369</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 517,369</b>
BEGINNING BALANCE 9791,9793,9795	\$ 67,463,539			\$ 67,463,539
ENDING BALANCE	\$ 67,980,908	\$ -	\$ -	\$ 67,980,908
<b>COMPONENTS OF ENDING BALANCE</b>				
Nonspendable 9711-9719	\$ 268,313			\$ 268,313
Restricted 9740				\$ -
Committed 9750-9760	57,502,089			57,502,089
Assigned 9780	1,027,082			1,027,082
Reserve for Economic Uncertainties 9789	9,183,424			9,183,424
Unassigned/Unappropriated 9790	\$ -	\$ -	\$ -	\$ -

\*If the total adjustments in Col. 2 do not agree with the Total Cost of Agreement on page 1, Section A, Line 7, please explain the variance below (e.g. partially budgeted, salaries and benefits are budgeted in other funds), and/or explain any revisions included in Col. 3.

2015-16 has sufficient budget for the \$115,611 cost of half of the annual stipend..

**(G) Impact of Proposed Agreement on Current Year General Fund Operating Budget**

In accordance with Government Code Section 3547.5, Education Code Section 42142, and the criteria and standards adopted by the State Board of Education.

**RESTRICTED GENERAL FUND**

<b>CURRENT YEAR OPERATING BUDGET</b>	(Col. 1) Board-Approved Budget Prior to Settlement	(Col. 2)* Adjustments Resulting from Settlement	(Col. 3)* Other Revisions Board Approved Date_____	(Col. 4) Total Revised Budget (Col. 1+2+3)
<b>REVENUES</b>				
LCFF Sources 8010-8099				\$ -
Federal Revenue 8100-8299	31,264,080			31,264,080
Other State Revenue 8300-8599	33,187,862			33,187,862
Other Local Revenue 8600-8799	6,786,259			6,786,259
<b>TOTAL REVENUES</b>	<b>\$ 71,238,201</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 71,238,201</b>
<b>EXPENDITURES</b>				
Certificated Salaries 1000-1999	\$ 43,227,488			\$ 43,227,488
Classified Salaries 2000-2999	19,719,462			19,719,462
Employee Benefits 3000-3999	19,475,802			19,475,802
Books and Supplies 4000-4999	27,221,227			27,221,227
Services & Operating Expenditures 5000-5999	17,705,407			17,705,407
Capital Outlay 6000-6999	1,433,906			1,433,906
Other Outgo 7100-7299 7400-7499				-
Indirect/Direct Support Costs 7300-7399	2,928,145			2,928,145
<b>TOTAL EXPENDITURES</b>	<b>\$ 131,711,437</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 131,711,437</b>
<b>OTHER FINANCING SOURCES/USES</b>				
Contributions 8980-8999	\$ 49,226,587			\$ 49,226,587
Transfers In and Other Sources 8910-8979				\$ -
Transfers Out and Other Uses 7610-7699				\$ -
<b>TOTAL EXPENDITURES AND USES</b>	<b>\$ 131,711,437</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 131,711,437</b>
<b>INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (11,246,649)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (11,246,649)</b>
BEGINNING BALANCE 9791,9793,9795	\$ 22,535,397			\$ 22,535,397
ENDING BALANCE	\$ 11,288,748	\$ -	\$ -	\$ 11,288,748
<b>COMPONENTS OF ENDING BALANCE</b>				
Nonspendable 9711-9719				\$ -
Restricted 9740	\$ 11,288,748			11,288,748
Committed 9750-9760				-
Assigned 9780				-
Reserve for Economic Uncertainties 9789				-
Unassigned/Unappropriated 9790	\$ -	\$ -	\$ -	\$ -

\*If the total adjustments in Col. 2 do not agree with the Total Cost of Agreement on page 1, Section A, Line 7, please explain the variance below (e.g. partially budgeted, salaries and benefits are budgeted in other funds), and/or explain any revisions included in Col. 3.

--



**(G) Impact of Proposed Agreement on Current Year General Fund Operating Budget**

In accordance with Government Code Section 3547.5, Education Code Section 42142, and the criteria and standards adopted by the State Board of Education.

**COMBINED GENERAL FUND**

<b>CURRENT YEAR OPERATING BUDGET</b>	(Col. 1) Board-Approved Budget Prior to Settlement	(Col. 2)* Adjustments Resulting from Settlement	(Col. 3)* Other Revisions Board Approved Date_____	(Col. 4) Total Revised Budget (Col. 1+2+3)
<b>REVENUES</b>				
LCFF Sources 8010-8099	\$ 341,135,940	\$ -	\$ -	\$ 341,135,940
Federal Revenue 8100-8299	\$ 33,774,695	\$ -	\$ -	33,774,695
Other State Revenue 8300-8599	\$ 63,977,526	\$ -	\$ -	63,977,526
Other Local Revenue 8600-8799	\$ 9,553,723	\$ -	\$ -	9,553,723
<b>TOTAL REVENUES</b>	<b>\$ 448,441,884</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 448,441,884</b>
<b>EXPENDITURES</b>				
Certificated Salaries 1000-1999	\$ 208,154,314	\$ -	\$ -	\$ 208,154,314
Classified Salaries 2000-2999	\$ 59,407,623	\$ -	\$ -	59,407,623
Employee Benefits 3000-3999	\$ 76,712,808	\$ -	\$ -	76,712,808
Books and Supplies 4000-4999	\$ 48,125,412	\$ -	\$ -	48,125,412
Services & Operating Expenditures 5000-5999	\$ 56,043,569	\$ -	\$ -	56,043,569
Capital Outlay 6000-6999	\$ 5,996,246	\$ -	\$ -	5,996,246
Other Outgo 7100-7299 7400-7499	\$ 141,300	\$ -	\$ -	141,300
Indirect/Direct Support Costs 7300-7399	\$ (1,083,799)	\$ -	\$ -	(1,083,799)
<b>TOTAL EXPENDITURES</b>	<b>\$ 453,497,473</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 453,497,473</b>
<b>OTHER FINANCING SOURCES/USES</b>				
Contributions 8980-8999	\$ -	\$ -	\$ -	\$ -
Transfers In and Other Sources 8910-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7610-7699	\$ 5,673,691	\$ -	\$ -	\$ 5,673,691
<b>TOTAL EXPENDITURES AND USES</b>	<b>\$ 459,171,164</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 459,171,164</b>
<b>INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (10,729,280)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (10,729,280)</b>
BEGINNING BALANCE 9791,9793,9795	\$ 89,998,936			\$ 89,998,936
ENDING BALANCE	\$ 79,269,656	\$ -	\$ -	\$ 79,269,656
<b>COMPONENTS OF ENDING BALANCE</b>				
Nonspendable 9711-9719	\$ 268,313	\$ -	\$ -	\$ 268,313
Restricted 9740	\$ 11,288,748	\$ -	\$ -	11,288,748
Committed 9750-9760	\$ 57,502,089	\$ -	\$ -	57,502,089
Assigned 9780	\$ 1,027,082	\$ -	\$ -	1,027,082
Reserve for Economic Uncertainties 9789	\$ 9,183,424	\$ -	\$ -	9,183,424
Unassigned/Unappropriated 9790	\$ -	\$ -	\$ -	\$ -

\*If the total adjustments in Col. 2 do not agree with the Total Cost of Agreement on page 1, Section A, Line 7, please explain the variance below (e.g. partially budgeted, salaries and benefits are budgeted in other funds), and/or explain any revisions included in Col. 3.

2015-16 has sufficient budget for the \$115,611 cost of half of the annual stipend..

Multi-Year Financial Projections 2015-16 to 2017-18

	Prior Year Actuals 2013-14	Prior Year Actuals 2014-15	Percent of Change over PY	Adopted Budget 2015-16	Percent of Change over PY	Revised Budget 2015-16	Percent of Change over PY	Projected Budget 2016-17	Percent of Change over PY	Projected Budget 2017-18	Percent of Change over PY
COLA Actual/Projection %	1.57%	0.85%	-45.86%	1.02%	20.00%	1.02%	20.00%	0.47%	-53.92%	2.13%	353.19%
P-2 ADA Actual/Projection	40,398.67	39,975.79	-1.05%	39,836.88	-0.35%	39,732.94	-0.61%	39,700	-0.08%	39,644	-0.14%
Funded ADA Actual/Projection (excluding County and Charter)	40,398.67	40,324.84	-0.18%	39,990.56	-0.83%	39,975.79	-0.87%	39,733	-0.61%	39,700	-0.08%
<b>REVENUES</b>											
LCFF Sources	\$ 264,097,185	\$ 301,239,484	14.06%	\$ 342,084,556	13.56%	\$ 341,135,940	13.24%	\$ 358,979,410	5.23%	\$ 371,670,592	3.54%
Federal	\$ 23,656,181	\$ 23,569,814	-0.37%	\$ 23,259,128	-1.32%	\$ 33,774,695	43.30%	\$ 26,280,252	-22.19%	\$ 26,280,252	0.00%
State	\$ 45,608,117	\$ 41,104,084	-9.88%	\$ 61,712,846	50.14%	\$ 63,977,526	55.65%	\$ 45,543,433	-28.81%	\$ 37,050,026	-18.65%
Local	\$ 8,064,252	\$ 8,459,965	4.91%	\$ 5,273,873	-37.66%	\$ 9,553,723	12.93%	\$ 4,070,658	-57.39%	\$ 4,070,658	0.00%
Total Revenues	\$ 341,425,735	\$ 374,373,347	9.65%	\$ 432,330,403	15.48%	\$ 448,441,884	19.78%	\$ 434,873,753	-3.03%	\$ 439,071,528	0.97%
<b>EXPENDITURES</b>											
Certificated Salaries	\$ 166,584,422	\$ 184,941,699	11.02%	\$ 203,809,741	10.20%	\$ 208,154,314	12.55%	\$ 212,984,082	2.32%	\$ 211,566,366	-0.67%
Classified Salaries	\$ 47,962,492	\$ 52,212,032	8.86%	\$ 59,353,040	13.68%	\$ 59,407,623	13.78%	\$ 63,369,613	6.67%	\$ 63,636,859	0.42%
Benefits	\$ 58,268,478	\$ 64,402,778	10.53%	\$ 76,213,939	18.34%	\$ 76,712,808	19.11%	\$ 83,773,546	9.20%	\$ 89,304,312	6.60%
Books & Supplies	\$ 17,367,210	\$ 19,507,028	12.32%	\$ 24,733,683	26.79%	\$ 48,125,412	146.71%	\$ 33,957,056	-29.44%	\$ 30,360,356	-10.59%
Contracts & Services	\$ 36,515,307	\$ 39,031,371	6.89%	\$ 46,500,721	19.14%	\$ 56,043,569	43.59%	\$ 52,044,096	-7.14%	\$ 53,198,596	2.22%
Capital Outlay	\$ 6,422,201	\$ 7,222,880	12.47%	\$ 17,917,540	148.07%	\$ 5,996,246	-16.98%	\$ 2,517,691	-58.01%	\$ 2,517,691	0.00%
Other Outgo	\$ 471,987	\$ 164,573	-65.13%	\$ 141,300	-14.14%	\$ 141,300	-14.14%	\$ 141,300	0.00%	\$ 141,300	0.00%
Support Costs	\$ (831,436)	\$ (841,539)	1.22%	\$ (1,086,962)	29.16%	\$ (1,083,799)	28.79%	\$ (1,083,799)	0.00%	\$ (1,083,799)	0.00%
Total Expenditures	\$ 332,760,662	\$ 366,640,822	10.18%	\$ 427,583,002	16.62%	\$ 453,497,473	23.69%	\$ 447,703,585	-1.28%	\$ 449,641,681	0.43%
<b>OTHER SOURCES &amp; USES</b>											
Transfers In & Other Sources	\$ 8,413,075	\$ 18,817	-99.78%	\$ -	-100.00%	\$ -	-100.00%	\$ -	#DIV/0!	\$ -	#DIV/0!
Transfers Out & Other Uses	\$ 13,801,554	\$ 3,091,000	-77.60%	\$ 3,697,200	19.61%	\$ 5,673,691	83.56%	\$ 4,110,200	-27.56%	\$ 4,110,200	0.00%
Total Expenditures & Uses	\$ 346,562,215	\$ 369,731,822	6.69%	\$ 431,280,202	16.65%	\$ 459,171,164	24.19%	\$ 451,813,785	-1.60%	\$ 453,751,881	0.43%
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 3,276,594	\$ 4,660,342	42.23%	\$ 1,050,201	-77.47%	\$ (10,729,280)	-330.23%	\$ (16,940,032)	57.89%	\$ (14,680,353)	-13.34%
<b>FUND BALANCE, RESERVES</b>											
Beginning Balance	\$ 78,699,870	\$ 85,368,594	8.47%	\$ 89,998,936	5.42%	\$ 89,998,936	5.42%	\$ 79,269,656	-11.92%	\$ 62,329,624	-21.37%
Ending Balance	\$ 81,976,464	\$ 90,028,936	9.82%	\$ 91,049,137	1.13%	\$ 79,269,656	-11.95%	\$ 62,329,624	-21.37%	\$ 47,649,271	-23.55%
<b>Components of Ending Fund Balance:</b>											
Nonspendable	\$323,551	\$474,225		\$650,000		\$ 268,313		\$650,000		\$650,000	
Restricted	\$23,173,455	\$22,535,397		\$19,035,397		\$ 11,288,748		\$9,986,103		\$8,683,459	
Committed	\$26,709,934	\$38,040,658		\$32,588,807		\$ 57,502,089		\$41,457,245		\$27,840,774	
Assigned	\$4,419,800	\$13,084,830		\$12,579,026		\$ 1,027,082		\$1,200,000		\$1,400,000	
Reserve for Economic Uncertainties	\$6,931,245	\$7,394,637		\$8,625,605		\$ 9,183,424		\$9,036,276		\$9,075,038	
Unassigned/Unappropriated	\$20,388,478	\$8,469,189		\$17,570,302		\$ -		\$0		\$0	
Total Ending Balance	\$81,946,464	\$89,998,936		\$91,049,137		\$79,269,656		\$62,329,624		\$47,649,271	
% Reserve (9789 and 9790)	7.88%	4.29%		6.07%		2.00%		2.00%		2.00%	

(H1) Multi-Year Financial Projection Assumptions

Riverside Unified School District  
Combined General Fund

	1XXX	2XXX	3XXX	4XXX	5XXX	6XXX	7100-7299			Total	LCFF	Federal	State	Local	Other	Total
							7400-7499	7300-7399	7610-7629	Exp Change	80XX	81XX-82XX	83XX-85XX	86XX-87XX	89XX	Rev Change
<b>2015-16 TOTALS</b>	<b>208,154,314</b>	<b>59,407,623</b>	<b>76,712,808</b>	<b>48,125,412</b>	<b>56,043,569</b>	<b>5,996,246</b>	<b>141,300</b>	<b>(1,083,799)</b>	<b>5,673,691</b>	<b>459,171,164</b>	<b>341,135,940</b>	<b>33,774,695</b>	<b>63,977,526</b>	<b>9,553,723</b>	<b>-</b>	<b>448,441,884</b>
<b>2016-17 Adjustments</b>										-						-
LCFF Entitlement Factors LCAP Impact	377,178	586,948	264,059	3,700,705	525,000					5,453,890	17,843,470					17,843,470
Growth (Decline)	200,744		28,920							229,664						-
Step/Column	2,722,989	265,646	417,096							3,405,731						-
Benefit Changes			838,559							838,559						-
CSEA Stability Pay		1,962,101	451,283							2,413,384						-
Salary Increase-All Units	8,644,056	2,047,295	1,494,449							12,185,800						-
Adjust for One-Time Augmentations/Solutions	324,080		101,621	422,714	882,740					1,731,155						-
Reduce for Carryover/ Unearned Revenue	(3,600,000)	(900,000)	(708,480)	(18,291,775)	(6,000,000)	(3,478,555)				(32,978,810)	(7,494,443)	(111,391)	(73,869)			(7,679,703)
Adjust for Grants Ending	(5,109,000)		(729,435)							(5,838,435)		(2,943,524)	(2,909,196)			(5,852,720)
Debt Service-New COP									365,000	365,000						-
Grades 1-3 staffing to 24:1 Over-Allocations	1,269,721		365,113							1,634,834						-
Mandate-One Time										-		(15,379,178)				(15,379,178)
STRS and PERS Impact			4,537,553							4,537,553						-
Redevelopment										-				(2,500,000)		(2,500,000)
ROP Program RCOE					592,787					592,787						-
Adult Ed									(1,928,491)	(1,928,491)						-
<b>2016-17 TOTALS</b>	<b>212,984,082</b>	<b>63,369,613</b>	<b>83,773,546</b>	<b>33,957,056</b>	<b>52,044,096</b>	<b>2,517,691</b>	<b>141,300</b>	<b>(1,083,799)</b>	<b>4,110,200</b>	<b>451,813,785</b>	<b>358,979,410</b>	<b>26,280,252</b>	<b>45,543,433</b>	<b>4,070,658</b>	<b>-</b>	<b>434,873,753</b>
<b>2017-18 Adjustments</b>										-						-
LCFF Entitlement Factors LCAP Impact	(3,619,791)		(861,536)	(3,660,000)						(8,141,327)	12,691,182					12,691,182
Growth (Decline)	(167,286)		(24,100)							(191,386)						-
Step/Column	2,764,332	267,246	421,266							3,452,844						-
Benefit Changes										-						-
CSEA Stability Pay										-						-
Salary Increase-All Units										-						-
Adjust for One-Time Augmentations/Solutions	249,080		76,620	63,300	1,154,500					1,543,500						-
Reduce for Carryover/ Unearned Revenue										-						-
Adjust for Grants Ending										-						-
Grades 1-3 staffing to 24:1 Over-Allocations	(644,051)		(75,937)							(719,988)						-
Mandate-One Time										-		(8,493,407)				(8,493,407)
STRS and PERS Impact			5,994,453							5,994,453						-
										-						-
										-						-
<b>2017-18 TOTALS</b>	<b>211,566,366</b>	<b>63,636,859</b>	<b>89,304,312</b>	<b>30,360,356</b>	<b>53,198,596</b>	<b>2,517,691</b>	<b>141,300</b>	<b>(1,083,799)</b>	<b>4,110,200</b>	<b>453,751,881</b>	<b>371,670,592</b>	<b>26,280,252</b>	<b>37,050,026</b>	<b>4,070,658</b>	<b>-</b>	<b>439,071,528</b>

**(I) Impact of Proposed Agreement on Unrestricted Reserves**

**1. State Reserve Standard Calculation**

		Current Year	Year 2	Year 3
1a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) for both Unrestricted and Restricted General Fund	\$ 459,171,164	\$ 451,813,785	\$ 453,751,881
1b.	Enter State Standard Minimum Reserve Percentage	2%	2%	2%
1c.	State Standard Minimum Unrestricted Fund Reserve (Line 1a times Line 1b. For a district with less than 1,001 ADA, the greater of Line 1a times 1b or \$60,000)	\$ 9,183,423	\$ 9,036,276	\$ 9,075,038

**2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)**

2a.	General Fund Reserve for Economic Uncertainties (Object 9789)	\$ 9,183,424	\$ 9,036,276	\$ 9,075,038
2b.	General Fund Budgeted as Unassigned/ Unappropriated Amount (Object 9790)	\$ -	\$ 0	\$ 0
2c.	Special Reserve Fund for Other Than Capital Outlay Projects Budgeted for Economic Uncertainties (Fund 17, Object 9789)	\$ -	\$ -	\$ -
2d.	Total District Budgeted Unrestricted Reserves	\$ 9,183,424	\$ 9,036,276	\$ 9,075,038
2e.	Reserve for Economic Uncertainties Percentage (Line 2d divided by Line 1a)	2.00%	2.00%	2.00%

**3. Does the district's budgeted unrestricted reserves meet the state standard minimum reserve amount?**  
 (Line 1c is less than or equal to Line 2d?)

Current Year:	2015 - 2016	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
Year 2:	2016 - 2017	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
Year 3:	2017 - 2018	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no

**4. If no, how does the district plan to restore reserves?**





**(K) Impact of Proposed Agreement on Subsequent Fiscal Year Budgets**

Itemized Budget Revisions Included in the Multi-Year Financial Projections to Meet Agreement's Cost

**Year 2: 2016-2017**

Description of the Revision	Major Object Code Series	Amount	County Use Only: Date Action Taken
Article VIII-Wages-4.75% increase effective July 1, 2016	1xxx	\$ 8,472,138	
Article VIII-Wages-4.75% increase effective July 1, 2016	3xxx	\$ 1,201,812	
Article VIII-Wages-Language to clarify any negotiated salary increases for the bargaining unit will be reflected in the District contribution to the ROTC compensation	Included in above	\$ -	
One-Time modification to 2016-17 teacher work year to include two (2) professional development day increasing work year to 187 days with the adjusted compensation. The 2017-18 work year will revert to 185 days with adjusted compensation.	1xxx	\$ 1,414,290	
One-Time modification to 2016-17 teacher work year to include two (2) professional development day increasing work year to 187 days with the adjusted compensation. The 2017-18 work year will revert to 185 days with adjusted compensation.	3xxx	\$ 387,353	
Article X-Section 1C-each site will choose a standard Collaboration Report Form.	No Fiscal Impact	\$ -	
Article X-Section 1D- pertaining to IEPs, SSTs and 504's; removing language that special education employees and school nurses will be paid curriculum rate of pay if meetings extend beyond one (1) hour after the employees' work day.	No Fiscal Impact	\$ -	
Article X-Section 9-elementary general education teachers with a combination class will receive a 6% stipend and three (3) release days to be taken one (1) per trimester.	1xxx	\$ 212,087	
Article X-Section 9-elementary general education teachers with a combination class will receive a 6% stipend and three (3) release days to be taken one (1) per trimester.	3xxx	\$ 33,828	

Article XXI-Section 1-it was mutually agreed to extend the timeline fo March 15, 2016 to May 31, 2016.	No Fiscal Impact	\$ -	
		\$ -	
<b>TOTAL YEAR 2</b>		<b>\$ 11,721,508</b>	

**Year 3: 2017-2018**

Description of the Revision	Major Object Code Series	Amount	County Use Only: Date Action Taken
Article VIII-Wages-step for 2016-17 increase	No Fiscal Impact on GF as dollars were decreased for LCAP related changes		
One-Time modification to 2016-17 teacher work year to include two (2) professional development day increasing work year to 187 days with the adjusted compensation. The 2017-18 work year will revert to 185 days with adjusted compensation.	1xxx	\$ (1,414,290)	
One-Time modification to 2016-17 teacher work year to include two (2) professional development day increasing work year to 187 days with the adjusted compensation. The 2017-18 work year will revert to 185 days with adjusted compensation.	3xxx	\$ (387,353)	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
		\$ -	
<b>TOTAL YEAR 3</b>		<b>\$ (1,801,643)</b>	

Please provide an explanation if no budget revisions are necessary.

**(L) Certification No. 1**

**Riverside Unified School District**

**RCTA**

The District Superintendent and Chief Business Official should sign this certification at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the undersigned hereby certify that the costs incurred under the provisions of the agreement can be met by the district during the term of the agreement, and that the itemized budget revisions necessary to meet such costs, as indicated in sections J and K, are included in the district's budget and multi-year financial projections.

\_\_\_\_\_  
Signature - District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature - Chief Business Official

\_\_\_\_\_  
Date

District Contact Person: Sandra L. Meekins

Phone: 352-6729 x82002



**(M) Certification No. 2**

**Riverside Unified School District**

**RCTA**

The District Superintendent and Governing Board Clerk or President should sign this certification at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for certification and public disclosure of the major provisions of the agreement, in accordance with Government Code Section 3547.5.

After public disclosure of the major provisions contained in this Collective Bargaining Disclosure, the District's Governing Board, at its meeting on: April 11, 2016, took action to approve the proposed agreement with the following bargaining unit: Riverside City Teachers Association

_____	_____
Signature - District Superintendent	Date
_____	_____
Signature - Governing Board Clerk/President	Date

District Contact Person: Sandra L. Meekins

Phone: 352-6729 x82002

RIVERSIDE UNIFIED SCHOOL DISTRICT

AND

RIVERSIDE CITY TEACHERS ASSOCIATION

NEGOTIATIVE AGREEMENT

November 2, 2015

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and of the Riverside City Teachers Association ("RCTA"),

Article X, Section 1 C is amended to read:

Staff Collaboration Time shall be scheduled during the regular instructional day. Staff Collaboration Time shall be designed by teachers. The agendas will be teacher-driven and include one or more of these elements as outlined in the California Standards for the Teaching Profession (CSTP): Engaging and supporting all students in learning; Creating and maintaining effective environments for student learning; Planning instruction and designing learning experiences for all students; Assessing student learning and progress; and Developing as a professional educator. This time shall not be used for staff meetings, individual teacher planning time or for the early release of teachers. *The Leadership team at each site shall select one of the recommended collaboration options from the beginning of each year. The term shall be submitted to the administrator after each collaboration period.*

**AGREED:**

For the District:

 1-28-16

Susan Mills  
Assistant Superintendent,  
Department of Personnel –  
Leadership & Development

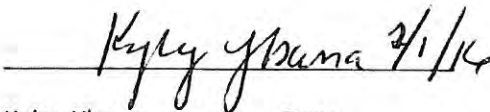
Date

For the Association:

 1/29/2016

Mariana Robles  
Teacher, Hawthorne ES  
Co-chair, RCTA negotiation Team

Date

 2/1/16

Kyle Ybarra  
Director of Certificated Personnel,  
Department of Personnel -  
Leadership & Development

Date

 1-29-16

Sheri Obr  
Teacher, Liberty ES  
Co-Chair, RCTA Negotiation Team

Date

RIVERSIDE UNIFIED SCHOOL DISTRICT

AND

RIVERSIDE CITY TEACHERS ASSOCIATION

TERMINATIVE AGREEMENT

DECEMBER 7, 2015

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and of the Riverside City Teachers Association ("RCTA"),

Article X, Section I D is amended to read:

D. It is recognized by the District and the Association that all employees work additional hours in excess of those required at the work site that may vary according to the responsibility of the individual employee. Employees may be expected to spend additional time on the work site for purposes of staff meetings; team or department meetings; conferences involving students, parents or District personnel; SST and IEP meetings. The District shall make every effort to schedule SST and IEP meetings during the work day. ~~Special Education employees and School Nurses attending IEP meetings shall be paid the curriculum rate of pay for the time that extends beyond one (1) hour after the employees' regular work day, to be paid in increments of one half (1/2) hour.~~

School staff meetings that require attendance outside the work day shall be limited to no more than fifteen (15) meetings per year, per employee. These meetings shall not exceed seventy-five (75) minutes after the latest regularly scheduled dismissal time of students.

No elementary employee will be required to attend more than fifteen (15) team meetings per year. No team meeting shall extend beyond forty-five (45) minutes after student dismissal time.

No middle school employee will be required to attend more than fifteen (15) department or team meetings per year. No team meeting shall extend forty (40) minutes after student dismissal time.

No high school employee will be required to attend more than fifteen (15) department or team meetings per year. No team meeting shall extend beyond fifty (50) minutes after student dismissal time.

Except under unusual circumstances, team or staff meetings will not be scheduled on the afternoon before the start of a weekend or vacation.

Whenever possible, meetings necessary for conducting WASC, CCR, and PQR shall be scheduled during school release/in-service days or during the regular work day.

Prior to the end of each school year, the site administrator shall meet with his/her staff, or with elected representatives of his/her staff, for the purpose of mutually agreeing on the number and type of committees

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RIVERSIDE UNIFIED SCHOOL DISTRICT  
AND  
RIVERSIDE CITY TEACHERS ASSOCIATION

NEGOTIATIVE AGREEMENT

December 2, 2015

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and of the Riverside City Teachers Association ("RCTA"),

ARTICLE X, Section 9 – 13 is amended to read:

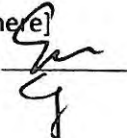
**(added:) Section 9 – General Education Combination Classes - Elementary Schools**

*"In order to fulfill their professional duties, the District shall provide up to three (3) days of release time, one (1) per trimester, to general education combination class teachers. Substitutes will be provided. This release time shall be taken in half or whole day increments. This release time cannot be scheduled to conflict with staff or team or department meetings. The teacher will plan on-site release time to address combination class responsibilities. The release time will be scheduled with reasonable notice to and mutual agreement of the site administrator."*

**Section 9 ~~10~~ – Parent Conference – Secondary Schools**

A. Secondary sites that conduct parent conferences may use their banked day or any minutes in excess of the required annual instructional minutes to create a non-student attendance day for meeting with parents. Starting and ending times on a Secondary Parent Conference Day may be modified, with consensus of a majority of the teachers, to provide both day and evening time for parent meetings. The teachers' total work day shall not exceed seven and three-quarters (7  $\frac{3}{4}$ ) hours in 2014-15 work year and eight (8) consecutive hours in 2015-16 work year. Such duty shall not substitute for nor be in lieu of one of the supervision duties permitted in Article X, Section 7B.

B. Secondary sites may choose to conduct parent conferences in conjunction with a modified or minimum student attendance day. The teachers' total work day shall not exceed seven and three-quarters (7  $\frac{3}{4}$ ) hours in 2014-15 work year and eight (8) hours in 2015-16 work year, including reporting fifteen (15) minutes before the beginning time of the first class and remaining until ten (10) minutes after the dismissal of the last class. If the Parent Conference portion extends beyond the teachers' regular work day

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ending time, such duty shall substitute for and be in lieu of one of the supervision duties permitted in Article X, Section 7B.

~~Section 40~~ - Counselors

Part-time counselors shall work three (3) extra days per year for each period of counseling; however, a full-time counselor shall work fifteen (15) extra days during the summer except by mutual agreement between the District and the employee. By mutual agreement, counselors may work flexible hours to provide counselor availability before school and in the evening.

~~Section 41~~ - Special Education Teachers

In order to fulfill their professional duties with their special education case load, the District shall provide up to five (5) days of release time to elementary RSP teachers. No substitute is required. The District shall provide up to three (3) days of release time to middle school and up to one (1) day to high school special education teachers. Substitutes will be provided. This release time shall be taken in half or whole day increments. This release time cannot be scheduled to conflict with staff, team or department meetings. The teacher will plan on-site release time to address special education case load. The release time will be scheduled with reasonable notice to and mutual agreement of the site administrator.

~~Section 42~~ - School Librarian/Media Specialists

A. The school librarian/media specialists may adjust their work hours during the first three (3) days of the first semester and the first two (2) days of the second semester to allow time to train students who are assigned to library science classes.

B. The school librarian/media specialist assigned to a school shall work up to a maximum of five (5) days before the beginning of the regular work year and up to a maximum of five (5) days after the end of the regular work year with compensation paid at the employee's daily rate of pay.

C. In the event that a high school librarian/media specialist should be assigned responsibility for custody, check out/in, loss/damage charges, and/or inventory of textbooks, the District shall provide sufficient classified staff to assist such employee with these tasks.

~~Section 43~~ - Secondary Preparation Period

The District will not assign a secondary teacher more than three (3) different preparation periods per day. In case of a compelling academic need, one (1) additional preparation may be assigned. Any additional preparations cannot be made without the consent of the teacher. This section does not apply to Alternative Educational Programs under Section 2, Continuation High School, full-time K-12 Independent study and non-departmentalized Special Education Programs.

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RIVERSIDE UNIFIED SCHOOL DISTRICT  
and  
RIVERSIDE CITY TEACHERS ASSOCIATION

**Tentative Agreement**

**March 2, 2016**

**ARTICLE VIII - WAGES**

- **Effective July 1, 2016, the District shall increase the following salary schedules by 4.75%:**

- Teacher Salary Schedule
- Teacher Salary Schedule (reflected as per diem rates)
- Extended Day Salary Schedule
- Psychologist Salary Schedule
- Psychologist 208 Days Salary Schedule
- Speech Language Pathologist Salary Schedule
- Nurse Salary Schedule
- Nurse 190 Days Salary Schedule
- Nurse 200 Days Salary Schedule
- Counselor Salary Schedule
- Staff Development Specialist Salary Schedule
- Miscellaneous Salary Provisions Schedule
- Coaching Stipends Schedule
- Extra Duty Annual Stipends Schedule
- Summer School Salary Schedule – Five (5) Days
- Adult & Alternative Educational Services Salary Schedule  
(Probationary and Permanent Teachers)
- Adult & Alternative & Educational Services Salary Schedule  
(Substitutes and Temporary Teachers)
- Preschool Instructor Salary Schedule

*And all other applicable salary schedules, which are not listed in the Collective Bargaining Agreement. This T.A. also affects ROTC instructors as delineated in the Wages article.*

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Appendix 11 "Extra Duty Annual Stipends – Salary Schedule" is amended to read:

**RIVERSIDE UNIFIED SCHOOL DISTRICT    Appendix 11**  
**EXTRA DUTY ANNUAL STIPENDS - SALARY SCHEDULE**

Effective ~~January 1, 2014~~ *July 1, 2015*

STEP	COLUMN A x %	1.7%	3%	4%	6%	8%
1	\$49,695	845	1,491	1,988	2,982	3,976
2	\$50,448	858	1,513	2,018	3,027	4,036
3	\$51,331	873	1,540	2,053	3,080	4,106
4	\$53,053	902	1,592	2,122	3,183	4,244
5	\$55,043	936	1,651	2,202	3,303	4,403
6	\$57,103	971	1,713	2,284	3,426	4,568
7	\$59,249	1,007	1,777	2,370	3,555	4,740
8	\$61,468	1,045	1,844	2,459	3,688	4,917
9	\$63,775	1,084	1,913	2,551	3,827	5,102
10	\$66,165	1,125	1,985	2,647	3,970	5,293

**One. Seven Percent 1.7%**  
 Elementary School Team Leader

**Three Percent (3%)**  
 SST Chair  
 Future Business Leaders of America  
 Model U.N. \*\*  
 Bilingual Teachers in bilingual classroom settings/dual program, BCC/BCLAD certification

**Six Percent (6%)**  
 High School Yearbook  
 High School Orchestra  
 High School Newspaper  
 Middle School Band Director immersion  
 Junior or Senior Class Advisor  
*Elementary General Ed Combination Class teachers*

**Four Percent (4%)**  
 Academic Competition Advisor \*\*  
 Flag Advisor  
 Freshman or Sophomore Class Advisor  
 Winter Guard  
 High School Drama, Assistant Teacher  
 High School Magazine  
 High School Concert Band  
 High School Marching Band, Assistant Director  
 Middle School Intramurals  
 Middle School Yearbook Sponsor Middle School Choir Director Middle School Orchestra  
 Middle School Dance  
 Middle School Drill Team (1/2 stipend if team has class-time practice)  
 Middle School Student Council Advisor (1/2 stipend if assigned as a regular class)

**Eight Percent (8%)**  
 High School Marching Band\*  
 High School Drama  
 High School Pep Squad\*  
 High School Drill Team\*  
 High School Dance  
 High School Choir  
 High School Speech & Forensics  
 High School Director of Activities  
 (with no released time)

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The steps indicate years of verified paid experience in this activity in RUSD or other school districts.

\* Directors shall receive a weekly prorate of their stipend for each week of CIF playoff competition, if their unit performs.

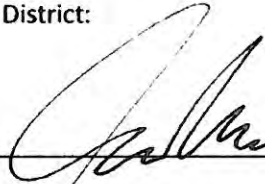
\*\* Academic Competition advisors shall receive an additional 25% of their stipend if team advances to state level, and an additional 25% if team advances to national competition. Academic competitions are based upon regular practice; coaching; teaching or training students; team activity; a defined season; and multiple competitions.

TEACHER GROUP LEADERS

Secondary Schools: \$52 per class section in department (without release time)  
(Minimum = \$780, Maximum = \$2604)

**AGREED:**


For the District:

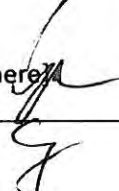
  
\_\_\_\_\_  
Date 1-28-16  
Susan Mills  
Assistant Superintendent,  
Department of Personnel -  
Leadership & Development

  
\_\_\_\_\_  
Date 2/1/16  
Kyley Ybarra  
Director of Certificated Personnel,  
Department of Personnel -  
Leadership & Development

For the Association:

  
\_\_\_\_\_  
Date 1/29/2016  
Mariana Robles  
Teacher, Hawthorne ES  
Co-chair, RCTA negotiation Team

  
\_\_\_\_\_  
Date 3-2-16  
Sheri Obr  
Teacher, Liberty ES  
Co-Chair, RCTA Negotiation Team

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**RIVERSIDE UNIFIED SCHOOL DISTRICT  
and  
RIVERSIDE CITY TEACHERS ASSOCIATION**

**MEMORANDUM OF UNDERSTANDING**

**January 29, 2016**


Riverside City Teachers Association and the Riverside Unified School District mutually agree to the modification of the 2016-17 teacher work year to include two (2) professional development days prior to the instructional year for TK – 12 teachers, Preschool teachers, Nurses, Speech Language Pathologists and Staff Development Specialists.

The first day, August 24, will be professional development with a menu of options from which to choose. The second day, August 25, will be a full day of Staff Collaboration Time, at school sites, as defined in the Collective Bargaining Agreement. The 2016-17 work year (for the above employees) will be 187 days with the adjusted compensation.

All teachers will be on duty Tuesday, August 23, 2016. New teachers will be on duty Monday, August 22, 2016.

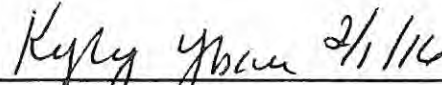
**AGREE:**

**For the District:**

  
\_\_\_\_\_  
Date 1/29/2016  
Susan Mills  
Assistant Superintendent,  
Department of Personnel -  
Leadership & Development

**For the Association:**

  
\_\_\_\_\_  
Date 1/29/2016  
Mariana Robles  
Teacher, Hawthorne ES  
Co-chair, RCTA Negotiation Team

  
\_\_\_\_\_  
Date 2/1/16  
Kyle Ybarra  
Director of Certificated Personnel,  
Department of Personnel -  
Leadership & Development

  
\_\_\_\_\_  
Date 1-29-16  
Sheri Obr  
Teacher, Liberty ES  
Co-Chair, RCTA Negotiation Team





**Board Meeting Agenda  
April 11, 2016**

Topic: Approval to Utilize the Santa Clarita Valley School Food Services RFP #11-12-31012012 Distribution of Foods

Presented by: Gavin Brody, Director Nutrition Services

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

Type of Item: Consent

Short Description: Purchasing agreement for the distribution of processed USDA food products and commercial equivalents for Super Co-op member districts.

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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 – Nutrition Services is a Super Co-op Member who desires to utilize an existing bid for the distribution of processed USDA Foods Products and Commercial Equivalent. On March 27, 2012, the Santa Clarita Valley School District Food Service Agency Board of Directors awarded RFP #11-12-31012012 the contract for Distribution of Foods to Gold Star Foods. This contract is valid from July 1, 2012 through June 30, 2013, with an option to extend for five (5) one year periods.

This request is to approve the use of extension of agreement effective April 12, 2016 through June 30, 2017.

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**FISCAL IMPACT:** The approval of this agenda item to allow the use of the distribution of foods referenced without limit as to dollar amount of the contract. The total dollar amount anticipated to be expended by the Nutrition Services Department is \$250,000.00 per year.

**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 distribution of processed USDA food products and commercial equivalent in quantities at unit process quoted, sufficient to meet the needs of 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:** Extension of Agreement Letter

Attached: Yes

# SANTA CLARITA VALLEY SCHOOL FOOD SERVICES AGENCY

25210 Anza Drive, Santa Clarita, California 91355 Ph (661)295-1574 Fax (661)295-0981

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March 16, 2016

Tiffany Riad, MM  
Director of Contracts and Commodities  
Gold Star Foods  
P. O. Box 4328  
3781 E. Airport Drive  
Ontario, CA 91761-1558

Re: Distribution of Foods – RFP No. 11-12-31012012-1

Dear Tiffany,

We are pleased to report that on March 15, 2016, our Board of Directors approved your February 23, 2016, offer to extend our service contract for distribution of frozen foods under the same terms and conditions as the original agreement through June 30, 2017. A signed copy of the acceptance letter is enclosed. We look forward to this continuation of services and products.

We appreciate the working relationship we have with your company, and your willingness to work with us to provide good nutrition through child nutrition programs.

Sincerely,



Dr. Lynnelle Grumbles, RDN, SNS  
Chief Administrative Officer  
Santa Clarita Valley School Food Services Agency





# GOLD STAR FOODS

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February 23, 2016

Dr. Lynnelle Grumbles  
Chief Executive Officer  
Santa Clarita Valley School Food Services Agency  
25210 Anza Drive  
Santa Clarita, CA 91355

Re: Distribution of Foods RFP #11-12-31012012

Mrs. Grumbles,

On March 27, 2012 the Santa Clarita School Food Services Agency's Board of Directors approved our proposal to RFP #11-12-31012012, Distribution of Foods. This agreement is renewable for a total of five [5] years. Gold Star Foods would like to offer renewal of this contract for year five [5] of this agreement. We propose no increases in the percentage markup or changes to the conditions outlined in the agreement.

It is a privilege to serve as your School Nutrition Partner!

Yours sincerely,

Tiffany Riad, MM  
Director of Contracts and Commodities

**Acceptance:**

\_\_\_\_\_  
Signature

3/16/2016  
\_\_\_\_\_  
Date

Lynnelle Grumbles, Chief Executive Officer  
\_\_\_\_\_  
Print Name, Title

**Board Meeting Agenda  
April 11, 2016**

Topic: Ratification of Approval to Purchase School Furnishings, Office Furnishings and Accessories – Cooperative Purchasing Agreement, Glendale Unified School District – Bid No. P16 14/15

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 School Furnishings, Office Furnishings and Accessories.

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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 competitively awarded contract to purchase school furnishings, office furnishings and accessories. Glendale Unified School District awarded a contract to Concepts School and Office Furnishings, allows for cooperative purchasing agreements between public agencies. The contract is valid through February 17, 2016 and may be extended for an additional four (4) years (total 5 years from the award date, through February 20, 2020).

This request is to approve the use of extension of agreement effective February 18, 2016 through June 30, 2016.

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to purchase of school furnishings, office furnishings and accessories 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 without limit as to dollar amount or items.

**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 purchase of school furnishings, office furnishings and accessories 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:** Extension of Agreement Letter

Attached: Yes

Excerpt from the Minutes of the Glendale Board of Education meeting held on February 16, 2016. It was moved by Mrs. Freeman and seconded by Ms. Nahabedian that Action Report No. 5 be accepted. Yes: Mrs. Freeman, Ms. Nahabedian, Mrs. Walters; No: Mr. Krikorian; Abstain: Dr. Gharpetian

GLENDALE UNIFIED SCHOOL DISTRICT

February 16, 2016

~~CONSENT CALENDAR NO. 7~~ – CHANGED TO ACTION REPORT #5

TO: Board of Education

FROM: Dr. Joel Shawn, Co-Interim Superintendent  
Dr. Marc Winger, Co-Interim Superintendent

SUBMITTED BY: Robert McEntire, Chief Business and Financial Officer

PREPARED BY: Gioconda Padilla, Director, Procurement & Contract Services

SUBJECT: **Extension of Bid Number P-16 14/15 for School Furnishings, Office Furnishings, and Accessories**

The Co-Interim Superintendents recommend that the Board of Education extend Bid Number P-16 14/15 for school furnishings, office furnishings, and accessories.

The Board of Education, at its meeting on February 17, 2015, awarded Bid Number P-16 14/15 to several responding vendors and products as outlined on Attachment A.

This bid will be used by other school districts throughout California by virtue of its "piggyback" clause (Public Contract Code 20118, 20652).

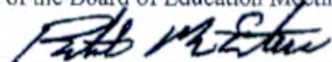
New construction and modernization projects, as well as day-to-day operational requirements, result in the continuing need for the purchase of new classroom and office furniture. The equipment items with the vendor list and a sample agreement is attached to this report.

It is the goal of the Procurement Department to improve pricing and selection of classroom furniture related to collaborative learning, also known as 21<sup>st</sup> Century Classrooms. Most of the successful vendors of Bid No. P-16 14/15 have requested a one-year extension of the bid; however, staff believes it is the best interest of the District to extend the bid through June 30, 2016. The extension will allow time to develop an improved bid that meets Procurement goals.

Funding for school classroom and office furniture may be provided from several sources including the General Fund, Capital Project Fund, various Categorical Programs, and Measure S.

**STRATEGIC GUIDANCE:** "Students will learn in safe, well-maintained facilities."

I hereby certify that this is a true and exact copy of an excerpt from the Minutes of the Board of Education Meeting held on February 16, 2016.

  
Robert McEntire  
Chief Business and Financial Officer



<b>VENDOR</b>	<b>PRODUCT LINE</b>
Academia Furniture	All Academia Furniture manufactured products, on behalf of its authorized dealer network
A.J. Paull Office LLC	All A.J. Paull Office LLC manufactured products, on behalf of its authorized dealer network
Alumni Classroom Furniture	All Alumni Classroom Furniture manufactured products, on behalf of its authorized dealer network
AmTab Manufacturing Corp.	All AmTab Manufacturing Corp. manufactured products, on behalf of its authorized dealer network
Artcobell	All Artcobell manufactured products, on behalf of its authorized dealer network
Claridge	Bid Direct
Concepts School And Office Furnishings	C&H Equipment, ECR4Kids, Faustinos (partial), Leisure Craft Inc., Office Master, United Desk,
Culver-Newlin	Amneon, Artopex, Cherryman, Diversified Wood Products / Shain, Faustinos (partial), FCI, LA Steelcraft (partial), Tenjam,
Dave Bang Associates, Inc.	Wabash Valley
Defoe Furniture 4 Kids, Inc.	Bid Direct
D3 Inc, DBA 9 to 5 Seating	Bid Direct
ECA – Electri-Cable Assemblies	Bid Direct
Education Products & Services	Education Products & Services, USACapitol
ERG International	Bid Direct
ESI Ergonomic Solutions	Bid Direct
Fleetwood Group	All Fleetwood manufactured products, on behalf of its authorized dealer network
Great Openings	All Great Openings manufactured products, on behalf of its authorized dealer network
Groupe Lacasse	All Groupe Lacasse manufactured products, on behalf of its authorized dealer network
Hann Manufacturing	All Hann manufactured products, on behalf of its authorized dealer network
Haskell Office LLC	Bid Direct
Hertz Furniture	Aurora, Correll, Diversified Wood Products / Shain, Eurotech,, Hertz Furniture, Jonticraft, KFI Seating, Nova, Wood Designs (partial)
Highmark Smart, Reliable Seating, Inc.	Bid Direct
HON	All HON manufactured products, on behalf of its authorized dealer network
Interior Concepts	All Interior Concepts manufactured products, on behalf of its authorized dealer network
Interior Systems, Inc.	All Interior Systems manufactured products, on behalf of its authorized dealer network
Ironwood Manufacturing	All Ironwood manufactured products, on behalf of its authorized dealer network
Jasper Group	All Jasper Group and J.S.I. manufactured products, on behalf of its authorized dealer network
Jones Campbell Co. Inc. DBA Campbell Keller	Action Laminates, AllSeating, AllSteel, Arcadia, Clarus, Creative Wood, Enwork, Gunlocke, Humanscale, Lencore, Liat, Light Corp, Lyon, Mitchell Furniture Systems, Inc., National Office, Nxtwall, Palmieri Furniture, Paoli, Phoenix Fire Files, Sauder, Seating Concepts, Special T, Wilsonstak, Workrite
KI Inc.	Bid Direct
Kimball Office	All Kimball Office manufactured products, on behalf of its authorized dealer network
Marvel Group	All Marvel Group manufactured products, on behalf of its authorized dealer network
Mayline	All Mayline manufactured products, on behalf of its authorized dealer network
McDowell-Craig Office Furniture	All McDowell-Craig Office Furniture manufactured products, on behalf of its authorized dealer network

VENDOR	PRODUCT LINE
National Public Seating	All National Public Seating manufactured products, on behalf of its authorized dealer network
Oklahoma Sound	All Oklahoma Sound manufactured products, on behalf of its authorized dealer network
Palmer Hamilton	All Palmer-Hamilton manufactured products, on behalf of its authorized dealer network
Paragon Furniture LLC	All Paragon Furniture manufactured products, on behalf of its authorized dealer network
PS Furniture	All PS Furniture manufactured products, on behalf of its authorized dealer network
Russell Carroll Manufacturing	Russwood Library Furniture
Scholar Craft Products Inc.	Bid Direct
School Outfitters	Wood Designs, Norwood Commercial Furniture, Sprogs Early Childhood Products
School Specialty	Balt / Best-Rite, Bretford, Childcraft, Clarin by Hussey Seating, Classroom Select, Community, Fireking, Frey Scientific, Global Total Office, Jasper Chair, KFI Seating, LA Steelcraft (partial), Royal Seating, Ultra Play Systems, Webcoat, Inc., RFM-Seating
Screenflex	Bid Direct
Sico America	All Sico America manufactured products, on behalf of its authorized dealer network
Sierra School Equipment	Alumni, Biofit, Irwin Seating Co., Leonard Peterson, VIA Seating, Assigned Seating and Manufacturing Group (ASMG)
SitOnIt	All SitOnIt manufactured products, on behalf of its authorized dealer network
Smith System	All Smith System manufactured products, on behalf of its authorized dealer network
Vanerum Stelter	All Vanerum Stelter manufactured products, on behalf of its authorized dealer network
Virco	Republic Storage, Virco, Russwood Library Furniture
VS America	Bid Direct
Whitney Bros.	Bid Direct
Woodstock Marketing LLC	Bid Direct



**Board Meeting Agenda  
April 11, 2016**

Topic: Request for Renewal for RFP No. 5(15-16)NS “Fresh Produce”

Presented by: Gavin Brody, Director Nutrition Services

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

Type of Item: Consent

Short Description: Nutrition Services is requesting to renew the current agreement to procure fresh produce for the 2016/17 school year.

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**DESCRIPTION OF AGENDA ITEM:**

Nutrition Services conducted the bid process for the Fresh Produce products for the 2015-16 school year. The Board of Education approved that the contract be awarded to Sunrise Produce the most responsible bidder for RFP #5(15-16)NS Fresh Produce from July 1, 2015 until June 30, 2016 on June 1, 2015. Contract Terms shall be for one (1) year with the option to renew for up to two (2) additional years.

Nutrition Services received a letter from Sunrise Produce offering a renewal of the current agreement and extension of pricing from July 1, 2016 through June 30, 2017 in accordance with the same terms and conditions.

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**FISCAL IMPACT:** The total dollar amount anticipated to be expended by the Nutrition Services Department is anticipated at \$1,150,000.00.

**RECOMMENDATION:** It is recommended that the Board of Education approve the renewal of RFP #5(15-16)NS Fresh Produce to Sunrise Produce for the 2016-17 school year all terms and conditions will remain the same.

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**ADDITIONAL MATERIAL:** Letter from Sunrise Produce

Attached: Yes



March 16, 2016

Riverside USD  
Nutrition Services  
6050 Industrial Ave.  
Riverside, CA 92504

Re: Riverside USD – Fresh Produce Proposal #5(15-16) NS

Sunrise Produce Company is pleased to provide you with an offer to roll over your existing produce agreement with us for the 2016-2017 school year in accordance with the same terms and conditions.

Best regards,

*Lisa Andrea Marquez*

Lisa Andrea Marquez  
Vice President of Sales  
500 Burning Tree Road  
Fullerton, Ca 92833



**Board Meeting Agenda  
April 11, 2016**

Topic: Notice of Completion – Purchase Order C6004056 – Bid No. 2015/16-04  
UCCAP – Portable Restroom Ancillaries – Family Resource Center Portable

Presented by: Kevin Hauser, Assistant Director, Facilities Projects

Responsible

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

Type of Item: Consent

Short Description: A Notice of Completion is recommended for Portable Restroom Ancillaries –  
Family Resource Center Portable.

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**DESCRIPTION OF AGENDA ITEM:**

On October 23, 2015, the Board of Education awarded Bid No. 2015/16-04 UCCAP – Portable Restroom Ancillaries at the Family Resource Center to Roadway Engineering & Contracting, Inc. and Purchase Order C6004056 was issued in the amount of \$54,560.00. One subsequent Change Order was approved for \$462.00, bringing the total amount of the Purchase Order to \$55,022.00.

The scope of work for this project was to perform and complete all work required in connection with the portable restroom ancillaries at the Family Resource Center portable restroom ancillaries.

District staff and inspector have reviewed the project, deemed the work complete, and a Notice of Completion is now being requested.

Funding for this project is 100% from the Special Reserve Fund for Capital Outlay.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education approve that a Notice of Completion be filed for Roadway Engineering & Contracting, Inc. – Purchase Order C6004056, for a total of \$55,022.00

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**ADDITIONAL MATERIAL:** Final invoice at 100% completion.

Attached: Yes



**Board Meeting Agenda  
April 11, 2016**

Topic: Notice of Completion – Purchase Order P1033300 – Fire Alarm Installation at Riverside STEM Academy Portable

Presented by: Kevin Hauser, Assistant Director, Facilities Projects

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

Type of Item: Consent

Short Description: A Notice of Completion is recommended for Fire Alarm Installation at Riverside Stem Academy Portable.

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**DESCRIPTION OF AGENDA ITEM:**

On November 30, 2015, Quote FP1116 was awarded for Fire Alarm Installation at Riverside STEM Academy Portable to Apple Valley Communications, Inc. and Purchase Order P1033300 was issued in the amount of \$24,995.00. Two subsequent Change Orders were approved for \$11,284.41, bringing the total amount of the Purchase Order to \$36,279.41.

The scope of work for this project was to perform and complete all work required in connection with the installation of a fire alarm at the Riverside STEM Academy portable.

District staff and inspector have reviewed the project, deemed the work complete, and a Notice of Completion is now being requested.

Funding for this project is 100% from the Community Facilities District.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education approve that a Notice of Completion be filed for Apple Valley Communication, Inc. – Purchase Order P1033300, for a total of \$36,279.41.

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**ADDITIONAL MATERIAL:** Final invoice at 100% completion.

Attached: Yes

A	B	C	D	E	F	G		H	I
Item	Description of Work	Scheduled Value	Completed In Prev Apps	Completed This Period	Materials Stored	Total Compl And Stored	%	Balance To Finish	Retainage
1	PO#P-1033300/RIVERSIDE STEM ACADEMY	0.00	0.00	0.00	0.00	0.00	0	0.00	0.00
2	FIRE ALARM @ STEM PORTABLE	24,995.00	0.00	24,995.00	0.00	24,995.00	100	0.00	0.00
	Original Contract Totals:	24,995.00	0.00	24,995.00	0.00	24,995.00		0.00	0.00
3	INCREASE TO PO #P1033300	0.00	0.00	0.00	0.00	0.00	0	0.00	0.00
4	CO #1-PROVIDE 6 STRAND FIBER CABLE,	0.00	0.00	0.00	0.00	0.00	0	0.00	0.00
5	NETWORK MODULES & MISC MATERIALS	9,998.70	0.00	9,998.70	0.00	9,998.70	100	0.00	0.00
6	INCREASE TO PO P-1033300	0.00	0.00	0.00	0.00	0.00	0	0.00	0.00
7	CO #2-PROVIDE FA RACEWAY FROM	0.00	0.00	0.00	0.00	0.00	0	0.00	0.00
8	LOCKER ROOM TO NEW RESTROOM	0.00	0.00	0.00	0.00	0.00	0	0.00	0.00
9	AND PROVIDE & INSTALL A CAMERA	1,285.71	0.00	1,285.71	0.00	1,285.71	100	0.00	0.00
	Change Order Totals:	11,284.41	0.00	11,284.41	0.00	11,284.41		0.00	0.00
	Progress Billing Totals:	36,279.41	0.00	36,279.41	0.00	36,279.41	100	0.00	0.00



**Board Meeting Agenda  
April 11, 2016**

Topic: Approval of Head Start Progress Report for February 2016

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 February 2016.

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**ADDITIONAL MATERIALS:** Head Start Progress Report – February 2016

Attached: Yes

**Head Start Progress Report - FEBRUARY 2016**  
**Policy Committee and Board of Education**  
**Riverside Unified School District**

**Head Start Enrollment**

<b>Funded</b>	<b>192</b>	<b>Actual</b>	<b>191</b>	<b>99%</b>
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**Head Start Program Information Report (PIR) Summaries**

RUSD Enrollment Totals	%	HS Performance Indicators	RUSD	HS
Foster Children	6%	Disabilities	19%	10%
Over Income	9%	Immunizations	100%	95%
Below 100% Pov Line	66%	Health Screenings	91%	95%
Public Assistance	19%	Daily Attendance	87%	85%

**Head Start Site Parent Committee Meetings**

Site	Topic	Attendance
Fremont	Community Involvement	7
Jackson	Positive Discipline	16
Jefferson	Emergency Preparedness	14
Highgrove	Understanding Depression	9
Longfellow	Emergency Preparedness	12
Madison	School Readiness	11

**Program Activity Summaries**

Children with IEPs	Referrals Pending	Parent Conferences	Wellness Referrals	Home Visits
36	1	170	25	191

**February 2016 Absences**

Site	AM	PM
Fremont	18	35
Highgrove	42	38
Jefferson	30	28
Longfellow	42	22
Madison	14	24
Jackson	22	31

**Staff Development**

Date	Training Content
2/22/16	Making Meaningful DRDP Observations

**Head Start USDA Meals (February 2016)**

Type	Ordered/Served	USDA Reimbursement	Program Charges
Breakfast	1,440/1,094	\$1,816	
Lunch	2,880/2,534	\$7,779	
<b>Total</b>		<b>\$9,595</b>	<b>\$346</b>

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

**Head Start In-Kind Report**

Non Federal	February 2016	YTD	Balance
\$298,683	\$51,113	\$241,314	\$57,369

**February 2016 Budget Update**

Category	Approved Budget	Monthly Expenses	YTD Expenses	Balance
Personnel	\$754,815	\$71,254	\$421,926	\$332,889
Benefits	\$305,013	\$24,788	\$147,738	\$157,275
Supplies	\$42,299	\$11,104	\$32,682	\$3,344
Contracts	\$4,320	\$0.00	\$1,133	\$3,187
Other	\$33,560	\$1,702	\$6,124	\$34,971
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>\$108,849</b>	<b>\$615,004</b>	<b>\$579,723</b>

11% Administrative Cost

**Board Meeting Agenda**

April 11, 2016

Topic: Secondary Courses Proposed for Adoption (15)

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: Request for approval of fifteen (15) high school courses.

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**DESCRIPTION OF AGENDA ITEM:**

The following High School courses have been reviewed by the Extended Cabinet along with the RUSD credentials analyst and are submitted for approval:

**9<sup>th</sup> Grade Principals of Biomedical Science**

Students investigate concepts of biology and medicine through exploration of health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.

**12<sup>th</sup> Grade STEM Capstone Research**

This course is an independent study course. Students will work with an assigned faculty advisor to meet regular deadlines for the completion of the *STEM Research Capstone Project*. This course will prepare students for STEM research by allowing them to further develop the skills and methods required to properly design an experiment, implement procedures to collect and analyze relevant data, report on experimental results, and present conclusions in a sophisticated and structured argument both written and oral. Students will participate in a culminating set of activities including a written review of significant project literature, design and conductance of controlled experimentation, statistical analysis of gathered data and an oral defense of project conclusions.

**11<sup>th</sup> Grade Medical Interventions**

This course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail.

### **10<sup>th</sup> Grade Human Body Systems**

Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration.

### **12<sup>th</sup> Grade Biomedical Innovation**

Students will design innovative solutions for the health challenges of the 21<sup>st</sup> century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They will have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry.

### **Grades 9-12 STEMWorks**

This course is a personalized learning, independent study, flexible period course. These activities fall into three categories. Category 1: Academic Interventions, Category 2: Academic Enriching and Category 3: Co-curricular Activities. Allowing student choice and voice in their academic setting is the guiding principal for establishing this flexible period in the academic day.

### **Grades 9-12 American Sign Language 1**

American Sign Language I is an introductory course for students who wish to learn a language other than English. This course introduces the fundamentals of American Sign Language (ASL) used by the Deaf community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. ASL I focuses on communicative competence in both expressive and receptive signing.

### **Grades 9-12 American Sign Language II**

American Sign Language II (ASL 2), creates opportunities for student to continue to learn a language that exposes them to new cultures and prepare them for a life lived within increasingly globalized communities. ASL is a manual language that included signing, facial expressions, sentence structure, and context clues to facilitate communication within the Deaf community. Class instruction includes lecture on Deaf Culture and History.

### **11<sup>th</sup> Gr Music Performance IB SL and 12<sup>th</sup> Grade IB Music HL2**

Music Performance IB SL is a first year 11<sup>th</sup> grade course and IB Music HL2 is a second year twelfth grade course. Both courses allow students to receive weighted credit, satisfy UC subject requirements, and satisfy the sixth content area of the IB Diploma hexagon in the Arts. Music Performance IB SL addresses group performance and music theory. IB HL2 builds on the content of the standard level course and extends music studies into ensemble and solo performances and music composition.

### **11<sup>th</sup> & 12<sup>th</sup> Grade International Business I**

This course is designed to help students develop the appreciation, knowledge, skills and abilities to live and work in a global marketplace. It takes an international view on business, investigating why and how companies go international and more interconnected. The course further provides students with a conceptual tool by which to understand how economic, social, cultural, political, and legal factors influence both domestic and cross-border business.



### **10<sup>th</sup>-12<sup>th</sup> Grade Broadcast Journalism**

This course emphasizes improving students' visual arts and communication skills through media broadcasting. Students will participate in and produce television broadcasts. Activities include live broadcast, commercials, interviews, documentaries, and public service announcements (PSAs). Activities will also include: scripting, storyboarding, editing, time and resource management and use of video/audio equipment and software. Students will also explore ethics of broadcasting, create a video reflection of the school year and prepare a comprehensive portfolio of work.

### **9<sup>th</sup>-12<sup>th</sup> Grade CISCO IT Essentials (Computer Trouble and Repair)**

The CISCO IT Essentials (ITE) course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional. It is designed for students who want to pursue careers in Information and Communications Technologies (ICT) and students who want to gain practical knowledge of how a computer works. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software.

### **9<sup>th</sup>-12<sup>th</sup> Grade Music Technology II**

Study and training in the Music Technology II course will prepare students for careers in music engineering and production, post-production for film and television, and live sound-mixing for theater and concerts. Students will develop an extensive Digital Audio Portfolio (a collection of sound designs, podcasts and produced songs). This course is modeled after Woodside High's Audio Production I course with added elements from Riverside Community College's Music Technology I course and Poly High School's Music Technology and Composition I course.

### **9<sup>th</sup> – 12<sup>th</sup> Grade Music Technology III**

This course focuses on an advanced curriculum based on the aesthetic qualities of sound production and analyzes the impact of digital audio technology as an inherent form of communication in today's society. Students will write, record, mix and master original instrumental and vocal compositions in a variety of formats. This course is the capstone in the pathway and is intended to be repeatable.

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**FISCAL IMPACT:** \$7,022.67 plus \$2,000 annual license fee for Project Lead the Way

**RECOMMENDATION:** It is recommended that the Board of Education approve new courses: Principals of Biomedical Science, STEM Capstone Research, Medical Interventions, Human Body Systems, Biomedical Innovation, STEMWorks, American Sign Language I and II, Music Performance IBSL, IB Music HL2, International Business I, Broadcast Journalism, CISCO IT Essentials (Computer Trouble and Repair) and Music Technology II and III.

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**ADDITIONAL MATERIAL:** Course Proposals

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>		
Site Department Chairperson	<u>James VanMeter</u> Signature	Date <u>2-3-16</u>
Principal	<u>Elizabeth A. Schmechel</u> Signature	Date <u>2-3-16</u>
Secondary Education Manager	<u>[Signature]</u> Signature	Date <u>2/5/16</u>
Director, Secondary Education	<u>[Signature]</u> Signature	Date <u>3/23/16</u>
Assistant Superintendent, Secondary Education	<u>[Signature]</u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course	<u>Principles of Biomedical Science</u>	Course Number _____

Date 2/2/16

Name of person submitting request Reid Harrison

Position Teacher School: Arlington High School

CTE: Health Sci / Med Tech  
[Signature]

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

**COURSE TITLE: Principles of Biomedical Science**

**DEPARTMENT: Biomedical Sciences**

**HIGH SCHOOL SUBMITTING REQUEST:**

**Arlington High School**

**DATE OF SUBMISSION: 2/2/16**

**COURSE NUMBER:**

**LENGTH OF COURSE: 1 year, 2 semesters**

**NUMBER OF CREDITS: 10**

**HIGH SCHOOL GRADUATION CREDIT: Yes**

**TARGETED GRADE LEVELS: 9**

**TARGETED STUDENT POPULATIONS: General  
Education**

**RECOMMENDED PREREQUISITE: co-requisite;  
Biology**

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes   X    
No

## High School Course Proposal

- I. **Course Purpose:** Principles of Biomedical Science provides an introduction to biomedical science through hands-on projects and problem-based learning. This course is designed to be the starting point for a four-year long course sequence in which students explore various fields in the biomedical sciences. This course requires students to become familiar with biomedical laboratory techniques and procedures, learn basic biomedical record-keeping techniques and procedures, and design experiments based on biomedical science principles.
  - II. **Course Description:** Students investigate concepts of biology and medicine through exploration of health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases.
  - III. **Course Goals and/or Major Student Outcomes:** \*
  - IV. **Course Objectives:** \*
  - V. **Course Outline:** \*
  - VI. **Texts and Supplemental Materials:**
    - Biggs, Alton, and Whitney Crispen. Hagins. *Glencoe Science Biology: California Edition*. Glencoe/McGraw-Hill School Pub, 2007. Print.
    - Marieb, Elaine Nicpon, and Katja Hoehn. *Human Anatomy & Physiology*. 10<sup>th</sup> Edition. Print.
    - Wilbraham, Antony C. *Prentice Hall Chemistry*. Boston, MA: Pearson Prentice Hall, 2008. Print.
    - Supplemental materials available through the PLTW organization
  - VII. **Key Assignments:** \*
- \*See attached detailed PLTW Principles of Biomedical Science Course Description*
- VIII. **Instructional Methods and/or Strategies:**

Instructional strategies include:

    - Lecture – Direct Instruction
    - Group Work and Class Discussion – Students will work together on assignments and in-depth problems related to lesson topics
    - Research – Students will research and investigate concepts and topics using the internet and the textbook in order to build on the basic concepts taught in the class to complete their Projects.



- Project-Based Learning – Students will expand understanding of and apply course topics to their Projects at least once per quarter

**IX. Assessment Methods and/or Tools:**

- Students will be assessed formatively through performance-based tasks
- Students will be assessed through a summative, End of Course PLTW Principles of Biomedical Science exam

**X. Pacing Guide:**

Quarter 1 – The Mystery

- Investigation
- DNA analysis
- Results/Interpretation

Quarter 2 – Diabetes & Sickle Cell Disease

- Overview of Diabetes
- Science of food
- Living with Diabetes
- Overview of Sickle Cell Disease
- Genetics of Sickle Cell Disease
- Chromosome study
- Inheritance study

Quarter 3 – Heart Disease

- Heart structure
- Heart physiology
- Heart dysfunction
- Heart intervention

Quarter 4 – Infectious Disease & Post-mortem

- Science of infection
- Analyzing a corpse

**PLTW** | **Biomedical Science**  
**Principles of Biomedical Science**  
Course Outline





## PLTW Biomedical Science

### Principles of Biomedical Science

*It was a hot summer morning. A man contacted the police to report that he was worried about his next-door neighbor, a woman named Anna. He tried to call Anna on the telephone, but no one answered. Both the police and an EMT arrived at the scene. The EMT soon determined that Anna was dead. The police immediately notified your team of crime scene investigators as well as the medical examiner, both of which were dispatched to the house. Your job is to determine what happened to Anna.*

From the moment students walk into the Principles of Biomedical Science (PBS) classroom, they are immersed in the mysterious death of Anna. They are asked to investigate, document, and analyze evidence to solve the case.

The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems.

The activities and projects in PBS introduce students to human physiology, basic biology, medicine, and research processes and allow students to design experiments to solve problems. Key biological concepts, including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. This course is designed to provide an overview of all the courses in the biomedical science program and lay the scientific foundation for subsequent courses.

Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.



The following is a summary of the units of study that are included in the course for the 2014-2015 academic year. Alignment with NGSS, Common Core, and other standards are available through the PLTW Alignment web-based tool. Activities, projects, and problems are provided to the teacher in the form of student-ready handouts, teacher notes, and supplementary materials, including resource documents, student response sheets, and presentations.

### **PBS Unit Summary**

Unit 1.....	The Mystery (20%)
Unit 2.....	Diabetes (25%)
Unit 3.....	Sickle Cell Disease (15%)
Unit 4.....	Heart Disease (25%)
Unit 5.....	Infectious Disease (10%)
Unit 6.....	Post Mortem (5%)

## **Unit I: The Mystery**

The goal of Unit I is to provide the foundation and develop the theme for the course. Students are engaged by reading about a woman, Anna Garcia, who is found dead in her home. Students investigate the scene, gather evidence, and then move to the lab to analyze their findings. Through their examination of key evidence, students learn notebook organization, observation and documentation skills, and the fundamentals of experimental design. Students are introduced to the structure of DNA and investigate how basic molecular biology techniques can be used to connect suspects with a crime scene. Students also discuss the bioethics of scientific research and explore the bounds of HIPAA legislation. In each unit of the course, students obtain additional medical history information for Anna as well as details from her autopsy report as they explore the various illnesses she encountered throughout her life. Students will maintain a medical file for Anna Garcia, compile their ideas and findings over the duration of the course, and ultimately determine her cause of death in the final unit.



**The Mystery Lesson Summary**

Lesson 1.1.....Investigating the Scene

Lesson 1.2.....DNA Analysis

Lesson 1.3.....The Findings

**Lesson 1.1 Investigating the Scene**

The goal of this lesson is to lay the foundation for the course and introduce students to the use of laboratory and career journals and Inspiration® software. Students also learn how to set up an experiment and how to properly document sources. The lesson opens with the mysterious death of Anna Garcia. Students play the role of crime scene investigators to examine key information gathered from interviews of friends, family members, and people of interest. In addition students examine the scene for clues. Next they play the role of forensic scientists to analyze each piece of evidence collected from the crime scene, including hair, fingerprints, blood, and shoeprints in order to determine what happened at Anna's house and to identify potential suspects. Students will learn how to design an experiment while determining how ambient temperature affects the cooling rate of a dead body. Finally, they will design and perform an experiment to investigate how height affects bloodstain patterns. Students will use the results to identify the height that caused the bloodstain patterns found at Anna's house in order to determine whether she might have been struck standing up or as she was falling.

**Lesson 1.2 DNA Analysis**

In the last lesson, students processed and analyzed evidence found at Anna Garcia's house at the time of her death, including blood samples found near her body. In this lesson students will explore DNA in order to determine whose blood was found at the scene. Students will begin to explore the relationship between DNA, genes, and chromosomes. They will extract DNA from both plant and animal cells, investigate the structural composition of DNA by building a three-dimensional model of the molecule, explore the methods used to analyze DNA, and then work as a forensic DNA



analyst to compare the DNA found at the crime scene with the DNA obtained from each of the suspects.

### **Lesson 1.3 The Findings**

In the previous lessons, students were introduced to the case of the mysterious death of Anna Garcia. They investigated the crime scene, analyzed the evidence, and performed DNA profiling. In this lesson students will investigate autopsy procedures and will be given the first piece of Anna's autopsy report. They will put together all of the evidence collected and analyzed regarding Anna's mysterious death throughout the unit in order to draw conclusions and create a report detailing the suspected manner of death (natural, accidental, or homicide). They will learn how to properly cite sources and investigate the role that different biomedical professionals played in Anna's mysterious death investigation. Finally students will discuss the bioethics of scientific research and explore the bounds of HIPAA legislation.

## **Unit 2: Diabetes**

The goal of Unit 2 is for students to walk through Anna Garcia's diagnosis of diabetes by completing simulated laboratory tests. Given results of the tests, students can deduce the basic biology of both Type 1 and Type 2 diabetes. Students investigate the connection between insulin and glucose and discuss how feedback systems in the body regulate the function of key hormones. Students investigate the biochemical makeup of food and complete experiments to demonstrate the relationship between energy and food. As students explore diabetes, they are introduced to basic chemistry, the structure and function of macromolecules, and the relationship of these molecules to metabolic function. The causes, symptoms, treatments, and side effects of diabetes are studied as well as the lifestyle implications associated with this disease. Students examine complications related to diabetes and finally brainstorm and develop an innovation to help with the management or treatment of the disease.

**Diabetes Lesson Summary**

Lesson 2.1.....What is Diabetes?

Lesson 2.2.....The Science of Food

Lesson 2.3.....Life with Diabetes

**Lesson 2.1 What Is Diabetes?**

In this lesson the goal is for students to investigate what it means to have diabetes. Students will explore how doctors make an initial diagnosis of diabetes and characterize the disease. They will complete simulated glucose tolerance testing as well as insulin analysis on three patients, including Anna, and draw conclusions about their disease status based on your findings. By analyzing test results, they will deduce what is happening inside the body when a person has Type 1 or Type 2 diabetes. Students will further investigate the relationship between insulin and glucose and learn how to find credible sources. Students will use the design process to create a 3-D working model demonstrating how insulin works to move glucose into cells. Students will use the model to explain this process to a target audience of newly diagnosed diabetics. Students will then investigate feedback and feedback loops. Using knowledge of the insulin/glucose connection, students will diagram the specific steps in the body that function to keep blood sugar in balance.

**Lesson 2.2 The Science of Food**

The goal of this lesson is for students to investigate the science of food and look in detail at the biochemistry of macromolecules. Students will use chemical indicators to test for the presence of sugar, starch, protein, and lipids in three common food items as well as in the stomach contents of the ill-fated Anna Garcia. Students will define various terms commonly used on food labels and then analyze food labels to determine the nutritional content of the respective food items. Students will analyze Anna's diet and assess how well she was meeting her nutritional requirements. Students will then complete a series of molecular puzzles to build macromolecules and explore the biochemistry of food. They will begin to see how the body works to harness the power of what we eat through the



assembly and disassembly of macromolecules. Students further explore the energy content of various foods by completing calorimetry experiments using Vernier software and a temperature probe. Students will continue to explore how food choices are vital to the health of a diabetic in the next lesson.

### **Lesson 2.3 Life with Diabetes**

The goal of this lesson is for students to explore the personal side of life with diabetes. The lesson begins with students designing a “What to Expect” guide for patients confronted with a new diagnosis. The guide should offer insight into a typical day in the life of a diabetic and should highlight daily routines, restrictions, lifestyle choices and modifications, as well as tips for coping and acceptance. Students will further examine what happens inside the body of a diabetic as they simulate how the body reacts to varying blood glucose concentrations. Students design an experiment to simulate osmosis in body cells and attempt to match details about diabetic emergencies in Anna Garcia’s life with simulated blood serum from the time of these incidents. Students relate the movement of water in model cells to the symptoms that Anna experienced in each emergency situation. Students begin to understand how rapid shifts in blood sugar can have severe consequences. While most of these complications are short term if addressed quickly, there are many long term consequences of diabetes, especially if the disease is not well-controlled. Students will explore the impact that Type 1 and Type 2 diabetes can have on human body systems and visualize this impact on a graphic organizer. They will read additional information from Anna’s autopsy report and analyze findings to brainstorm possible causes of death. Students will then design an innovation that helps diabetics treat, manage, or even cure their disease and present their idea to a panel offering a research grant.





## **Unit 3: Sickle Cell Disease**

The goal of Unit 3 is for students to learn basic concepts of genetics and inheritance as they explore Anna Garcia's struggle with sickle cell disease. Students examine sickled red blood cells under a microscope and learn what life is like with the disease by reading and writing patient diary entries. They simulate the process of protein synthesis, examine the assembly of the protein hemoglobin, and demonstrate how sickle cell disease results from a mutation that alters a protein product. Students examine the structure of chromosomes and show how traits are passed through generations on the chromosomes in our cells.

### **Sickle Cell Disease Lesson Summary**

- Lesson 3.1.....The Disease
- Lesson 3.2.....It's in the Genes
- Lesson 3.3.....Chromosomes
- Lesson 3.4.....Inheritance

### **Lesson 3.1 The Disease**

The goal of this lesson is to introduce the students to what it means to have sickle cell disease. Students will learn about the components and function of blood in order to better understand how sickle cell disease affects the body. They will examine Anna Garcia's blood with a microscope and complete a simulated hematocrit in order to determine whether Anna's sickle cell disease was causing her other related health problems. They will learn about what it is like for a person dealing with this serious disease by reading her diary entries. Finally, they will write diary entries for a fictitious sickle cell patient. The entries will detail how the patient is feeling, describe the treatment being given, and include a narrative of all of the biomedical professionals the patient encounters during their treatment journey.

### **Lesson 3.2 It's in the Genes**

The goal of this lesson is for students to investigate how DNA codes for proteins and how mutations can lead to diseases such as sickle cell anemia. Students will explore how the body uses DNA to



produce proteins. They will apply their knowledge of protein synthesis to decode a secret message, investigate the effects that various mutations have on protein production, and look specifically at the genetic mutation that causes sickle cell disease. Students will use computer simulations to visualize the interactions between amino acids and how these relate to protein structure. They will recognize how changes in the b-globin protein are due to the mutation associated with sickle cell disease.

### **Lesson 3.3 Chromosomes**

The goal of this lesson is for students to further explore the relationship between DNA, genes, and chromosomes. Students will investigate the role that chromosomes play in transferring genetic material from cell to cell as well as from generation to generation. Students will also explore how the genes encoding dominant and recessive traits are passed through the generations via our chromosomes.

### **Lesson 3.4 Inheritance**

The goal of this lesson is for students to further study how inherited diseases are passed from parent to child, with a focus on sickle cell disease. They will analyze the gel electrophoresis results obtained from the Restriction Fragment Length Polymorphisms (RFLPs) of Anna Garcia's family members to create a family pedigree. Next they will calculate the theoretical probability of a child inheriting sickle cell disease using Punnett squares and compare the results to experimental results. Finally, they will put it all together to analyze pedigrees. As an optional extension activity, students will simulate the effects of a high frequency of malaria on the allele frequencies of a population.



## **Unit 4: Heart Disease**

The goal of Unit 4 is for students to examine the normal function of the human heart and investigate malfunctions in the cardiovascular system that can lead to heart disease. Students complete a dissection to tour heart anatomy and study heart function using probes and data acquisition software. They collect and analyze heart data, including heart rate, blood pressure, and EKG readings and analyze cardiac test results of Anna Garcia. Students explore the role cholesterol plays in the body. Students further their knowledge of molecular biology as they run gel electrophoresis and complete RFLP analysis to diagnose familial hypercholesterolemia. Students design models to simulate the function of a pump and design visuals to show interventions for blocked coronary vessels.

### **Heart Disease Lesson Summary**

Lesson 4.1.....Heart Structure

Lesson 4.2.....The Heart at Work

Lesson 4.3.....Heart Dysfunction

Lesson 4.4.....Heart Intervention

### **Lesson 4.1 Heart Structure**

The goal of this lesson is for students to explore the structure and organization of the heart. In the first activity of the lesson, students will investigate the basic structure of the heart and identify the major blood vessels that bring blood in and out of the heart's main chambers. They will create a graphic organizer to help them remember the basic blood flow pattern to and from the heart and lungs. The diagrams they draw in this activity will help them identify the actual structures of the heart when they dissect a four-chambered sheep's heart in the next activity. Students will observe key structures and discuss how structure relates to function. They will also use a microscope to observe the structure of arteries and veins. At the conclusion of the lesson, students will review Anna's autopsy report and begin to postulate how problems in the cardiovascular system may have contributed to her death.



### **Lesson 4.2 The Heart at Work**

The goal of this lesson is for students to learn how the heart works in order to understand how and why heart disease occurs. Students learn that because of a few episodes of chest pain, Anna Garcia was sent for a full cardiac workup. Students will learn about the tests used to monitor heart function and use data acquisition software and probes to study heart rate, blood pressure, and electrical activity of the heart. Students will design and conduct experiments on variables affecting heart rate and blood pressure and document their work in a formal laboratory report. At the conclusion of the lesson, students will analyze Anna's cardiac workup and investigate how the function (or dysfunction) of her heart may have played a role in her death.

### **Lesson 4.3 Heart Dysfunction**

The goal of this lesson is for students to explore what happens inside the body when the heart is unable to function properly. Students will investigate the function of cholesterol in the body and research how this lipid can impact health. They will present the information they learn about cholesterol, LDL, and HDL. They will analyze Anna Garcia's cholesterol test results and make recommendations about her cardiac care. Students will then use DNA electrophoresis to separate and analyze DNA fragments to determine if Anna and members of her family have familial hypercholesterolemia. In the final problem of the lesson, students will explore the human heart as a pump and investigate what happens to overall health when factors such as cholesterol plaque impede flow. Students will design and build a simple pump to simulate the heart on the most basic level. Finally, students will design an experiment to simulate the effects of decreased vessel diameter on blood flow rate.

### **Lesson 4.4 Heart Intervention**

The goal of this lesson is for students to explore what happens to the body when blood vessels fail to deliver oxygen to the tissues. Students will investigate medical procedures used to treat blocked blood vessels and prevent events such as heart attack and stroke and build a model to demonstrate one of these techniques. Students will return to both Anna's medical history documents as well as her autopsy report and brainstorm how issues of the heart may have played a role in Anna's final demise. In the final project of the lesson,





students will assess risk of heart disease. They will use an online risk calculator to explore factors that increase or decrease the risk of heart attack or associated coronary disease. They will calculate risk for both Anna Garcia and a patient they have been assigned. As they design a heart disease intervention plan for their assigned patient, students will think about all they have learned in this unit and how lifestyle and the choices we make impact overall health.

## **Unit 5: Infectious Disease**

The goal of Unit 5 is to introduce students to microbiology and infection. Students follow the spread of a simulated epidemic in order to conduct a thorough examination of the agents of disease. Students use clues from their investigation of Anna Garcia’s medical history to deduce that she was suffering from a bacterial infection. Through a series of laboratory investigations, students learn the fundamentals of aseptic technique, complete visual identification of bacterial morphology, use the Gram stain to examine bacterial cell structure, and analyze the results of metabolic tests to pinpoint the particular bacterium at the heart of the illness. Students explain the functioning of the human immune system in a visual project and explore how this system is designed to protect against invaders.

### **Infectious Disease Lesson Summary**

Lesson 5.1.....Infection

### **Lesson 5.1 Infection**

The goal of this lesson is for students to play the role of medical detectives in order to investigate Anna’s mystery infection. Ultimately, they will need to identify the exact pathogen responsible for Anna’s illness. Students will demonstrate the transmission of an unknown infectious agent from person to person and use deductive reasoning to determine “patient zero.” They will investigate a variety of diseases caused by infectious agents and use this information to determine the tests needed to fill in missing pieces from Anna’s medical history. They will use aseptic technique to isolate bacterial colonies from four samples and then complete a gross examination of



the colonies from Anna’s sample. They will create bacterial smears on microscope slides and perform a Gram stain on three types of bacteria, including the bacteria isolated from Anna’s sample. They will look at the stained samples under the microscope, identify the morphology of the bacteria, and determine whether the bacteria are Gram positive or Gram negative. They will use biochemical test results and bacteria identification flowcharts to identify the unknown bacterial species infecting Anna. Finally, students will design a board game or a children’s book that showcases how the immune system works to fight infection.

## **Unit 6: Post Mortem**

The goal of Unit 6 is for students to put together all they have learned throughout the course to determine Anna Garcia’s cause of death. Students will investigate the structure and function of key human body systems and relate the illnesses in the course to a breakdown in these systems. Students will begin to recognize the coordination and interconnections of the body systems required to maintain homeostasis, a precursor to the theme of the Human Body Systems (HBS) course.

### **Post Mortem Lesson Summary**

Lesson 6.1 .....Analyzing Anna

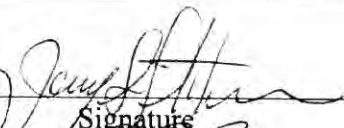
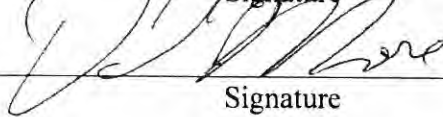


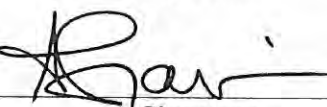
### **Lesson 6.1 Analyzing Anna**

This lesson is the culminating unit of the course. Students will put together all they have learned throughout the course to determine Anna Garcia’s cause of death. Throughout the course they have been compiling an Anna Garcia file with any information they have learned about her and her case. In this final lesson, students will investigate the structure and function of key human body systems and relate all of the ways Anna’s various illnesses affected each body system, potentially resulting in her premature death. In the final activity of the course, students will receive one final autopsy report and put together all they know to determine Anna’s cause of death. They will think about the interventions or innovations that may have saved Anna that day and reflect on the power of prevention in keeping the body well and safe from harm.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

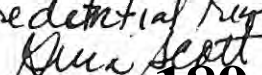
<b>Approved by:</b>	
Site Department Chairperson <u></u> Signature	Date <u>3-3-16</u>
Principal <u></u> Signature	Date <u>3-3-16</u>
Secondary Education Manager <u></u> Signature	Date <u>3-3-16</u>
Director, Secondary Education <u></u> Signature	Date <u>3/11/16</u>
Assistant Superintendent, Secondary Education <u></u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>STEM Capstone Research</u>	Course Number _____

Date December 8, 2015

Name of person submitting request Jeremy Standerfer

Position Program Coordinator/TOSA School: Riverside STEM Academy-High School

CBEDS 6012

No designated  
Credit/initial required.  
  
**189**

RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education

**High School Course Proposal**

**COURSE TITLE:** STEM Capstone Research

**DEPARTMENT:** Science

**HIGH SCHOOL SUBMITTING REQUEST:** Riverside STEM Academy-High School

**DATE OF SUBMISSION:** December, 2015

**COURSE NUMBER:**

**LENGTH OF COURSE:** 1 Year (2 Semesters)

**NUMBER OF CREDITS:** 10 Credits (5 credits for each semester)

**HIGH SCHOOL GRADUATION CREDIT:** Elective UC/CSU “g” credit

**TARGETED GRADE LEVELS:** Grade12

**TARGETED STUDENT POPULATIONS:** Students that are in a STEM program and desire to produce a high-level science or engineering research project

**RECOMMENDED PREREQUISITE:**

Completed Algebra I, or equivalent, with a grade “C” or better: Geometry or equivalent is recommended, Completion of the STEM Research Methodologies Course.

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes   X    
No



**Riverside Unified School District  
Instructional Services  
Secondary Education Department**

## **High School Course Proposal**

**I. Course Purpose:**

The purpose of this course is to provide students with the guidance and support needed to complete a multi-year STEM research project. This course culminates in the formation, production and presentation of an individual *STEM Research Capstone Project*. *Students put to use the* research methods required by all science and engineering professionals in support of their success in STEM fields. Under the direction of a faculty advisor, students will continue to develop the necessary skills in research methodology that will enhance their educational experience in high school and prepare them for collegiate level scientific and engineering research. This course will support the mentoring of students by a local researcher or expert in the completion of student projects. The course complements and completes project components that were first developed in the proceeding course, STEM Research Methodologies.

**II. Course Description:**

This course is an independent study course. Students will work with an assigned faculty advisor to meet regular deadlines for the completion of the *STEM Research Capstone Project*. This course will prepare students for STEM research by allowing them to further develop the skills and methods required to properly design an experiment, implement procedures to collect and analyze relevant data, report on experimental results, and present conclusions in a sophisticated and structured argument both written and oral. Skills including implementation of scientific method, graphing, statistics, computer science and engineering will be integrated into student projects. Students will participate in a culminating set of activities including a written review of significant project literature, design and conductance of controlled experimentation, statistical analysis of gathered data and an oral defense of project conclusions.

**III. Course Goals and/or Major Student Outcomes:**

- Critical thinking by identifying issues, accessing and evaluating information, drawing conclusions and solving problems
- Effective communication speaking and writing clearly and convincingly
- The application of the scientific method in the design of their STEM Capstone Research Project
- The application of graphing software to organize experimental data and communicate their findings
- The application of statistical analysis and tests to their research project
- Presentation and defense of the STEM Capstone Research Project

IV. **Course Objectives:**

Objectives	Standards (optional)
<ol style="list-style-type: none"> <li>1. Students will prepare a written report showing the ability to apply the scientific method to their identified Capstone Research Project problem</li> <li>2. Students will demonstrate an understanding of experimental error in controlled experimentation</li> <li>3. Students will produce a scientific, engineering or computer based project which demonstrates effective inquiry-based problem-solving</li> <li>4. Students will apply statistical analysis which may include, but not be limited to: Standard Deviation, Interquartile Range, Chi Squared test, ANOVA test, and T-test</li> <li>5. Students will prepare graphs to organize research data which may include, but not be limited to: histograms, box and whisker plots, scatter plots, and the use of IT-Nspire Software and TI-84</li> <li>6. Students will organize research notes applicable to the Capstone Project which may include, but not be limited to: outlining tools such as EasyBib, NoteStar, and SpringNote</li> <li>7. Students will demonstrate research documentation in the development of a literature review utilizing APA formatting.</li> <li>9. Students will conduct safe experiments and document safety considerations as part of the development of their experimental procedures.</li> <li>11. Students will work with a STEM mentor from higher education institutions and/or local entities to work on their STEM Capstone Research Project</li> </ol>	<p>Investigation &amp; Experimentation California Science Standards (1997)</p> <p>Next Generation Science Standards</p> <ul style="list-style-type: none"> <li>• Science and Engineering Practices</li> <li>• Cross Cutting Concepts</li> </ul> <p>as evidenced by the production of a STEM Capstone Research Project.</p>


V. **Course Outline:**

STEM Capstone Research Project Required Components:

- A. Project Purpose – Items for consideration:
  - (1) Defining and Redefining
  - (2) Context in the world
  - (3) Community, World, Scientific Problems and Questions
  - (4) What will be researched-what are the implications for society?
- B. The Review of Literature - Research
  - (1) Introduction – defining the problem – providing context
  - (2) Topic Identification – Connection questions to drive research
  - (3) Independent Variable – Defined and described
  - (4) Dependent Variable – Defined and Described
  - (5) Conclusion – Proposed experimentation
  - (6) Definition of Key Terms
  - (7) Annotated Bibliography
- C. Methodology – Procedures, Safety, Materials
  - (1) Testable Question Identified
  - (2) Proposal, costs, funding
  - (3) Mentorship and Advisor Assignment
  - (4) Procedure – Step-by-step outline
    - (a) Methodology linked to research
    - (b) Advisor and mentor involvement
  - (5) Safety Considerations
- D. Findings - Data analysis
  - (1) Patterns
  - (2) Statistical analysis
  - (3) Use of graphing software
  - (4) Errors and uncertainty
  - (5) Variable analysis
  - (6) Discussion of data in light of reviewed literature
- E. Conclusions - Claims – Evidence – Reasoning
 

Consideration of:

  - (1) Predictions and findings
  - (2) Alternative explanations considered
  - (3) Limits to the research and experimentation
  - (4) Improvements in methodology considered
  - (5) Recommendations for future study
  - (6) Application of results in light of the project’s purpose
  - (7) Construction of Abstract
- F. Oral Defense
  - (1) Single slide visual aid
  - (2) Expert Panel of Questioners
  - (3) Recommendation for Scholars Diploma – if qualified

VI. **Texts and Supplemental Materials:**

- A. Supplemental Material:

Title: STEM Student Research Handbook  
 Authors: Darci Harland  
 Publisher: NSTA Press  
 Copyright: 2011  
 ISBN 978-1-936137-24-4

B. Supplemental Material:  
 Title: Riverside STEM Academy Capstone Project Handbook  
 Updated: 2015

VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments
<p>A. Project Purpose</p> <p>B. The Review of Literature</p> <p>C. Methodology</p> <p>D. Findings</p>	<p>Submit and approve Purpose Defined/Redefined as necessary</p> <p>Complete Annotated Bibliography (updated and expanded)</p> <p>Completion of the Rough Draft Lit. Review (Substantial expansion)  <u>Sections:</u></p> <ul style="list-style-type: none"> <li>• Intro</li> <li>• Topic - Connection Questions (min 10)</li> <li>• Independent Variable</li> <li>• Dependent Variable</li> <li>• Conclusion (Proposed Experiment)</li> <li>• Definition of Terms</li> <li>• Annotated Bibliography</li> </ul> <p>Generating a Testable Question - New or modified Experiment</p> <p>Completion of the Final Draft Lit. Review</p> <p>Tasks to be completed:</p> <ul style="list-style-type: none"> <li>• Procedures Outlined</li> <li>• Safety, Materials listed, All required forms</li> <li>• Experiment Materials Gathered</li> <li>• Experiment Initiated (for every experiment modification as well)</li> <li>• Experiment Completed</li> </ul> <ul style="list-style-type: none"> <li>• Complete statistical analysis of data</li> </ul>



E. Conclusions	<ul style="list-style-type: none"> <li>• Generate claims based upon cited evidence</li> </ul>
F. Oral Defense	<ul style="list-style-type: none"> <li>• Presentation Slide Prepared</li> <li>• Juried panel of questioners arranged</li> </ul>
G. Final Document Submittal	<p>Complete the final document preparation with the sections for:</p> <ul style="list-style-type: none"> <li>• Abstract</li> <li>• Procedures</li> <li>• Data/Results</li> <li>• Conclusion</li> </ul> <p>Complete the Lab Report edits/Revisions and print final copy for publishing using proper format</p>

VIII. **Instructional Methods and/or Strategies:**

Students working with an assigned project advisor and instructor will demonstrate course content mastery through completion of the required Capstone Project components described in the course outline.

IX. **Assessment Methods and/or Tools:**

Working with assigned Capstone Project Advisor/Instructor, students will use the Capstone Project Manual as a guide for successful completion of each component of the project. Assessment tools to determine project completion will include:

- Caspstone Project Checklist
- Literature Review Checklist
- Assessment forms: Mentorship, Safety and procedure, Reflection
- Completed Capstone Project Paper – Grading Rubric
- Literature Review – Grading Rubric
- Oral Presentation and defense – Grading Rubric

X. **Pacing Guide:**

Required Component	Target Completion Date
Purpose Defined/Redefined as necessary	October 1
Annotated Bibliography (updated and expanded)	November 30
Rough Draft Lit. Review (Substantial expansion) <u>Sections:</u> <ul style="list-style-type: none"> <li>• Intro</li> <li>• Topic - Connection Questions (min 10)</li> </ul>	February 1

<ul style="list-style-type: none"> <li>• Independent Variable</li> <li>• Dependent Variable</li> <li>• Conclusion (Proposed Experiment)</li> <li>• Definition of Terms</li> <li>• Annotated Bibliography</li> </ul>	
Testable Question - New or modified Experiment	February 1
Final Draft Lit. Review	March 1
Procedures Outlined <ul style="list-style-type: none"> <li>• Safety, Materials listed, All required forms</li> </ul>	March 1
Experiment Materials Gathered	March 1
Experiment Started - Procedure must be approved first! (for every experiment modification as well)	March 1
Experiment Finished	April 1
Data Analyzed	May 1
Abstract Written	May 1
Procedures Written	May 1
Data/Results Written	May 1
Conclusion Written	May 1
Lab Report Edited/Revised/Printed	May 1
Presentation Slide Prepared	June 1

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson <u>James Van Meter</u> Signature	Date <u>2-3-16</u>
Principal <u>Elizabeth A Schmechel</u> Signature	Date <u>2-3-16</u>
Secondary Education Manager <u>[Signature]</u> Signature	Date <u>2/5/16</u>
Director, Secondary Education <u>[Signature]</u> Signature	Date <u>3/11/16</u>
Assistant Superintendent, Secondary Education <u>[Signature]</u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Medical Interventions</u>	Course Number _____

Date 2/2/16

Name of person submitting request Reid Harrison

Position Teacher School: Arlington High School

RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education

**High School Course Proposal**

**COURSE TITLE: Medical Interventions**

**DEPARTMENT: Biomedical Sciences**

**HIGH SCHOOL SUBMITTING REQUEST:**

**Arlington High School**

**DATE OF SUBMISSION: 2/2/16**

**COURSE NUMBER:**

**LENGTH OF COURSE: 1 year, 2 semesters**

**NUMBER OF CREDITS: 10**

**HIGH SCHOOL GRADUATION CREDIT: Yes**

**TARGETED GRADE LEVELS: 11**

**TARGETED STUDENT POPULATIONS: General  
Education**

**RECOMMENDED PREREQUISITE: co-requisite  
option: Physics, Anatomy, Marine Biology, AP  
Physics, AP Chemistry, or AP Environmental Science**

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes   X    
No



## High School Course Proposal

- I. **Course Purpose:** To investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease. The course serves as a “how-to” manual of sorts in regards to maintaining health and homeostasis. Students will use many research laboratory techniques and become familiar with a wider range of skills associated with various fields in the biomedical sciences. Many of the assignments and problems students are faced with are open-ended, requiring students to apply techniques and skills in unique and critical ways.
- II. **Course Description:** The course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail.
- III. **Course Goals and/or Major Student Outcomes:** \*
- IV. **Course Objectives:** \*
- V. **Course Outline:** \*
- VI. **Texts and Supplemental Materials:**
  - Biggs, Alton, and Whitney Crispen. Hugins. *Glencoe Science Biology: California Edition*. Glencoe/McGraw-Hill School Pub, 2007. Print.
  - Marieb, Elaine Nicpon, and Katja Hoehn. *Human Anatomy & Physiology*. 10<sup>th</sup> Edition. Print.
  - Wilbraham, Antony C. *Prentice Hall Chemistry*. Boston, MA: Pearson Prentice Hall, 2008. Print.
  - Supplemental materials available through the PLTW organization
- VII. **Key Assignments:** \*

*\*See attached detailed PLTW Principles of Biomedical Science Course Description*

VIII. **Instructional Methods and/or Strategies:**

Instructional strategies include:

- Lecture – Direct Instruction
- Group Work and Class Discussion – Students will work together on assignments and in-depth problems related to lesson topics
- Research – Students will research and investigate concepts and topics using the internet and the textbook in order to build on the basic concepts taught in the class to complete their Projects.

- Project-Based Learning – Students will expand understanding of and apply course topics to their Projects at least once per quarter

**IX. Assessment Methods and/or Tools:**

- Students will be assessed formatively through performance-based tasks
- Students will be assessed through a summative, End of Course PLTW Medical Interventions exam

**X. Pacing Guide:**

**Quarter 1 – Unit 1: How to Fight Infection**

- Mystery infection
- Antibiotic treatment
- Hearing loss
- Vaccination

**Quarter 2 – Unit 2: How to Screen What is in Your Genes**

- Genetic testing and screening
- Our genetic future

**Quarter 3 – Unit 3: How to Conquer Cancer**

- Detecting cancer
- Reducing cancer risk
- Treating cancer
- Building a better cancer treatment

**Quarter 4 – Unit 4: How to Prevail When Organs Fail**

- Manufacturing human proteins
- Organ failure
- Transplant
- Building a better body

**PLTW** | Biomedical Science  
**Medical Interventions**  
Course Outline





## PLTW Biomedical Science

### Medical Interventions

*Follow the fictitious Smith family as you learn about the prevention, diagnosis, and treatment of disease.*

*Play the role of biomedical professionals to analyze case information and diagnose and treat your patients. Investigate the medical interventions of the past and present, and begin to brainstorm the innovations of the future.*

Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.





The following is a summary of the units of study that are included in the course for the 2014-2015 academic year. Alignment with NGSS, Common Core, and other standards are available through the PLTW Alignment web-based tool. Activities, projects, and problems are provided to the teacher in the form of student-ready handouts, teacher notes, and supplementary materials, including resource documents, student response sheets, and presentations.

**MI Unit Summary**

- Unit 1.....How to Fight Infection (25%)
- Unit 2.....How to Screen What is in Your Genes (15%)
- Unit 3.....How to Conquer Cancer (30%)
- Unit 4.....How to Prevail When Organs Fail (30%)

**Unit 1: How to Fight Infection**

In this unit students are introduced to Sue Smith, the eighteen-year-old daughter of Mr. and Mrs. Smith. Sue is a college freshman who is presenting symptoms of an unknown infectious disease which students eventually identify as bacterial meningitis. Sue survives the infection but is left with hearing impairment. Through this case students will explore the diagnostic process used to identify an unknown infection, the use of antibiotics as a treatment, how bacteria develop antibiotic resistance, how hearing impairment is assessed and treated, and how vaccinations are developed and used to prevent infection.

**How to Fight Infection Lesson Summary**

- Lesson 1.1.....The Mystery Infection
- Lesson 1.2.....Antibiotic Treatment
- Lesson 1.3.....The Aftermath – Hearing Loss
- Lesson 1.4.....Vaccination



### **Lesson 1.1 The Mystery Infection**

The goal of this lesson is to expose students to interventions involved in detecting, fighting, and preventing an infectious disease as they investigate a potential outbreak at a fictitious college. Sue Smith, a freshman, thinks she just has a cold, but further investigation will reveal something far more serious. Students will use various techniques and technologies to diagnose Sue and determine the source of the disease on campus. They will analyze clues found in the history and physical of each possible patient, identify pathogens present in body fluids through DNA sequence analysis, and test for the infectious agent using the antibody-based Enzyme-linked Immunosorbant Assay (ELISA). Students will be introduced to the field of bioinformatics as they explore genetic databases to identify known gene sequences. At the conclusion of the investigation, students will outline a plan to stop a potential outbreak on campus and discuss interventions such as antibiotic therapy and vaccination, two topics to be explored in greater detail in the subsequent lessons.

### **Lesson 1.2 Antibiotic Treatment**

In this lesson students will review bacterial structure and investigate the mechanisms by which DNA from one bacterial cell is transferred to another. Students then explore various types of antibiotics and their mode of action against the bacteria they target. They suggest an antibiotic treatment for Sue Smith, as she was diagnosed with a bacterial infection in the previous lesson. Finally, students look at the propagation of antibiotic resistant bacteria and how the misuse of antibiotics plays a role in the development of antibiotic resistant bacteria.

### **Lesson 1.3 The Aftermath – Hearing Loss**

The goal of this lesson is to introduce students to the auditory system. Students will investigate the physics of sound, learn how hearing works, and conduct a variety of hearing assessments. Students will be assigned a patient with a specific type of hearing loss. Using the assigned patient case study, students will explore how damage to the outer, middle, and/or inner ear results in hearing loss. Students will learn how to interpret audiograms and match up their



patient case study with the corresponding audiogram. Students will then use what they have learned to make a recommendation as to what intervention is the most appropriate for the patient case study. Finally, students will investigate the science behind cochlear implants and debate the use of this medical intervention.

**Lesson 1.4 Vaccination**

The goal of this lesson is for students to explore infectious disease prevention and the development of vaccinations. Students will discuss the impact vaccination has had on public health over the years and interpret how vaccines have altered disease trends. Students will review how vaccines work in the body and relate this mechanism to the workings of the human immune system. Students will explore the techniques scientists use to produce vaccines. They will delve deeper into the science of recombinant DNA technology and learn how genetic engineering can be used to manufacture viable vaccines. Students will engineer a paper plasmid to produce a viral protein that can be used as a vaccine. Finally, students will explore the career field of epidemiology. Working as epidemiologists, they will brainstorm steps and questions needed to deal with a potential outbreak, analyze data to gather evidence, design epidemiologic studies, and design and implement prevention and treatment strategies.

**Unit 2: How to Screen What is in Your Genes**

In this unit students are introduced to Mr. and Mrs. Smith, Sue’s parents. Mr. and Mrs. Smith are very excited to find out they are expecting a new baby. Because the couple is in their early 40s, the doctor has suggested genetic screening and testing. Through this case students will explore how to screen and evaluate the code in our DNA, the value of good prenatal care, and the future of genetic technology.

<b>How to Screen What is in Your Genes Lesson Summary</b>	
Lesson 2.1.....	Genetic Testing and Screening
Lesson 2.2.....	Our Genetic Future



### **Lesson 2.1 Genetic Testing and Screening**

The goal of this lesson is for students to examine the available types of genetic testing and screening and discuss ethical implications of these tests. Assuming the role of genetic counselors, students will analyze a patient case concerning issues of genetic testing and provide appropriate recommendations. Next, students will explore molecular techniques necessary to complete a genetic test. They will use the tools of molecular biology to extract their own DNA, amplify a part of the gene for bitter-tasting ability, identify their own gene sequence by restriction digest, and view their resultant genotype using gel electrophoresis. Students then have a chance to test their own phenotype and see how well this genotype predicts their own ability. Finally, students will investigate the interventions that exist to help protect and monitor a growing fetus.

### **Lesson 2.2 Our Genetic Future**

The goal for this lesson is for students to examine how the study of genetics will alter the way doctors and scientists treat disease and the way humans reproduce. Students will learn about gene therapy, debate its safety, and write a policy statement highlighting guidelines and restrictions on gene therapy testing and research. Students will examine available reproductive technology and debate and discuss medical interventions of the future.

## **Unit 3: How to Conquer Cancer**

In this unit students are introduced to Mike Smith, the sixteen-year-old son of Mr. and Mrs. Smith. Mike is diagnosed with osteosarcoma, a type of bone cancer that often affects teenagers. Mike's treatments put him into remission; however, in order to remove all of the cancerous tissue, he had to have most of his arm amputated. Mike now needs a prosthesis. Through this case students will explore the diagnostic process used to determine the presence of cancerous cells, the risk factors and prevention of cancer, rehabilitation after disease or injury, and the design process for new medications, prosthetics, and nanotechnology.



**How to Conquer Cancer Lesson Summary**

Lesson 3.1.....Detecting Cancer

Lesson 3.2.....Reducing Cancer Risk

Lesson 3.3.....Treating Cancer

Lesson 3.4.....Building a Better Cancer Treatment

**Lesson 3.1 Detecting Cancer**

In this lesson students will be introduced to Mike Smith, the sixteen year old son in the Smith family. For the last couple of months, Mike has been experiencing pain in his upper arm that may be indicative of cancer. Through the exploration of Mike's case, students will explore techniques used to diagnose Mike's particular cancer, including diagnostic imaging and examination of cancerous tissue. Students will look at the physiology of cancer and investigate the genes involved with cancer. Students will examine the technology that is being used to give researchers a better understanding of the differences in gene expression in both cancer cells and normal cells. Students learn ways that this technology is being used to potentially develop personalized medicine for treating cancer.

**Lesson 3.2 Reducing Cancer Risk**

The goal of this lesson is for students to look at some of the risk factors associated with cancer by exploring the various situations which cause changes to our DNA. In particular, students will investigate mutations caused by UV light, mutations that are inherited, as well as mutations caused by viruses. Students will design and perform an experiment to test the effectiveness of various sunscreens or types of cloth against UV light as they attempt to protect UV-sensitive yeast cells. They will analyze marker analysis results in order to diagnose a BRCA2 gene mutation associated with breast cancer, play the role of a virologist working with viruses associated with cancer, and create a timeline of routine cancer screenings we must complete in our lifetime. Throughout the lesson students will look at lifestyle choices that can reduce the chances that a person will develop particular types of cancer.



### Lesson 3.3 Treating Cancer

The goal of this lesson is for students to follow Mike Smith as he progresses through treatment for his osteosarcoma. Students will learn about the treatments available for cancer patients, as well as the therapies available to help patients cope with the pain associated with treatment. This lesson begins with an introduction to chemotherapy and radiation therapy. Next students investigate biofeedback therapy. They will use data acquisition software to monitor their body's reaction to stress and test methods to reduce their response level. Students learn that Mike will have to have his arm amputated to prevent further tumor growth. Through this scenario students will study prosthetic limb technologies, design and build a model prosthetic arm, and explore the role physical and occupational therapists play in a patient's rehabilitation following amputation surgery.

### Lesson 3.4 Building a Better Cancer Treatment

The goal of this lesson is for students to explore the future of cancer treatment. Students will begin this lesson with an investigation into how one drug can cause varied effects in similar patients and learn about personalized medicine, also known as pharmacogenetics. Students will then investigate the set-up of clinical trials and consider the ethics governing clinical trials. Students will study the nanoscale and the possible application of nanotechnology in medicine. Finally, students will research the variety of nanotechnologies currently being developed for the diagnosis and treatment of cancer. They will use everything they have learned in this unit to design their own nanotechnology-based cancer treatment and design a clinical trial to test the safety and efficacy of their designed treatment.



## **Unit 4: How to Prevail When Organs Fail**

In this unit students are introduced to Mrs. Jones, the forty-four-year-old sister of Mrs. Smith. Mrs. Jones has been struggling with Type 1 Diabetes for twenty years. Over the years, Mrs. Jones did not take good care of herself or properly control her diabetes. She eventually began using an insulin pump and changed her lifestyle to regulate her blood sugar levels, but the damage had already been done. Mrs. Jones is now dealing with end stage renal failure and needs a kidney transplant. Through this case students will explore protein production, blood sugar regulation, dialysis, organ donation and transplantation, and non-invasive surgery techniques. In addition students will create a bionic human.

### **How to Prevail When Organs Fail Lesson Summary**

Lesson 4.1.....Manufacturing Human Proteins

Lesson 4.2..... Organ Failure

Lesson 4.3.....Transplant

Lesson 4.4.....Building a Better Body

### **Lesson 4.1 Manufacturing Human Proteins**

The goal of this lesson is for students to investigate the biomanufacturing of human proteins used for medical interventions. They will first use the process of bacterial transformation to insert a plasmid containing the gene for green fluorescent protein (GFP) into *E. coli* cells. Students will then use chromatography to separate the GFP protein from the other proteins in the bacterial cells. They will collect proteins in differential fractions and analyze the contents of these fractions using gel electrophoresis. Students will relate their molecular work to the case of Diana Jones, who is a Type 1 diabetic on insulin therapy. Without insulin produced by the biomanufacturing process explored in this lesson, she would have died long ago. As the unit progresses, students will research and design other medical interventions that will help Diana in her battle with diabetes and renal failure.



### **Lesson 4.2 Organ Failure**

The goal of this lesson is for students to use problem solving and critical thinking skills to solve Diana Jones' medical mystery. Students will investigate Diana's symptoms, suggest further diagnostic tests, and use information they find to piece together the clues provided to make a diagnosis and suggest the best treatment option.

### **Lesson 4.3 Transplant**

In Lesson 4.2 students diagnosed Diana Jones with End Stage Renal Disease. In this lesson students will follow Diana as she goes through the transplant process. Students will learn about organ allocation policies by deciding which of two matching patients should receive a donated kidney. Students then learn that members of Diana's family have offered to be potential living donors and must determine who should donate their kidney to Diana based on blood type and tissue type. Students will then practice laparoscopic and general surgery techniques and investigate the members of the transplant team involved along the transplant path. Students conclude the lesson by investigating the similarities and differences between kidney transplants and heart transplants.

### **Lesson 4.4 Building a Better Body**

The goal of this lesson is for students to investigate some of the technologies researchers are exploring as they strive to replace damaged organs, including xenotransplantation and tissue engineering. Students will investigate how these technologies work and then construct an argument from the perspective of different stakeholders arguing over whether or not further research for these interventions should be banned. In the final activities, students will have the chance to reflect on everything they have explored in this course. They will think about how science is changing the ability of humans to survive in the face of illness and injury and use what they learned during the course to design their own version of a super human. As they review the Smith family tree, students will reflect on the role medical interventions play in preventing, diagnosing, and treating disease. Finally, students will consider their own career aspirations.



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST  
Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson <u>James Vanknuter</u> Signature	Date <u>2-3-16</u>
Principal <u>Elizabeth A Schmedel</u> Signature	Date <u>2-3-16</u>
Secondary Education Manager <u>[Signature]</u> Signature	Date <u>2/5/16</u>
Director, Secondary Education <u>[Signature]</u> Signature	Date <u>3/11/16</u>
Assistant Superintendent, Secondary Education <u>[Signature]</u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Human Body Systems</u>	Course Number _____

Date 2/2/16

Name of person submitting request Reid Harrison

Position Teacher School: Arlington High School

*OJE: Health Sci / Med. Tech  
Dana Scott*

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

**COURSE TITLE: Human Body Systems**

**DEPARTMENT: Biomedical Sciences**

**HIGH SCHOOL SUBMITTING REQUEST:**

**Arlington High School**

**DATE OF SUBMISSION: 2/2/16**

**COURSE NUMBER:**

**LENGTH OF COURSE: 1 year, 2 semesters**

**NUMBER OF CREDITS: 10**

**HIGH SCHOOL GRADUATION CREDIT: Yes**

**TARGETED GRADE LEVELS: 10**

**TARGETED STUDENT POPULATIONS: General  
Education**

**RECOMMENDED PREREQUISITE: co-requisite;  
Chemistry**

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes   X    
No

## High School Course Proposal

- I. **Course Purpose:** Human Body Systems provides a thorough overview of how humans are structured and how they function. Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. This course builds upon basic principles of biomedical science and applies laboratory techniques as well as research record-keeping skills. Throughout the course, students will build a model of a human, adding to it as they progressively about the different systems in the human body.
  - II. **Course Description:** Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration.
  - III. **Course Goals and/or Major Student Outcomes:** \*
  - IV. **Course Objectives:** \*
  - V. **Course Outline:** \*
  - VI. **Texts and Supplemental Materials:**
    - Biggs, Alton, and Whitney Crispen. Hagins. *Glencoe Science Biology: California Edition*. Glencoe/McGraw-Hill School Pub, 2007. Print.
    - Marieb, Elaine Nicpon, and Katja Hoehn. *Human Anatomy & Physiology*. 10<sup>th</sup> Edition. Print.
    - Wilbraham, Antony C. *Prentice Hall Chemistry*. Boston, MA: Pearson Prentice Hall, 2008. Print.
    - Supplemental materials available through the PLTW organization
  - VII. **Key Assignments:** \*
- \*See attached detailed PLTW Principles of Biomedical Science Course Description*
- VIII. **Instructional Methods and/or Strategies:**

Instructional strategies include:

    - Lecture – Direct Instruction
    - Group Work and Class Discussion – Students will work together on assignments and in-depth problems related to lesson topics
    - Research – Students will research and investigate concepts and topics using the internet and the textbook in order to build on the basic concepts taught in the class to complete their Projects.

- Project-Based Learning – Students will expand understanding of and apply course topics to their Projects at least once per quarter

**IX. Assessment Methods and/or Tools:**

- Students will be assessed formatively through performance-based tasks
- Students will be assessed through a summative, End of Course PLTW Human Body Systems exam

**X. Pacing Guide:**

Quarter 1 – Identity & Communication

- Human anatomy
- Histology
- Molecular movement through cells
- Neuroscience
- Electrical communication
- Chemical communication
- Communication with the outside world

Quarter 2 – Power

- Introduction to energy
- Food
- Oxygen
- Water

Quarter 3 – Movement

- Joint movement
- Muscle movement
- Circulatory system
- Exercise physiology

Quarter 4 – Protection & Homeostasis

- Integumentary System
- Skeletal system as protection
- Lymphatic system and blood cells
- Health and wellness



**PLTW** | Biomedical Science  
**Human Body Systems**  
Course Outline





## PLTW Biomedical Science

### Human Body Systems

*Step inside the human body and explore the systems that help us move, protect us from disease or injury, and facilitate communication within the body and with the outside world.*

*Solve a medical mystery. Analyze a medical case file and diagnose disease. Design experiments to explore structure and function of the human body.*

*How do the systems of the body work together to keep us well?*

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.

Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

The following is a summary of the units of study that are included in the course for the 2014-2015 academic year. Alignment with NGSS, Common Core, and other standards are available through the PLTW Alignment web-based tool. Activities, projects, and problems are provided to the teacher in the form of student-ready handouts, teacher notes, and supplementary materials, including resource documents, student response sheets, and presentations.

**HBS Unit Summary**

- Unit 1.....Identity (15%)
- Unit 2.....Communication (20%)
- Unit 3.....Power (20%)
- Unit 4.....Movement (25%)
- Unit 5.....Protection (10%)
- Unit 6.....Homeostasis (10%)

**Unit 1: Identity**

The goal of Unit 1 is to engage students in a discussion of what it means to be human. Students investigate the body systems and functions that all humans have in common and then look at differences in tissues, such as bone and muscle, and in molecules, such as DNA, to pinpoint unique identity. Students play the role of forensic anthropologists as they unlock the clues of identity found in bone and use restriction analysis and gel electrophoresis to analyze differences in DNA. Students begin to study histology and build upon their knowledge of human tissue.

In the HBS course, students will be working with an Anatomy in Clay™ two foot skeletal model. Students will work in pairs on an assigned Maniken® model and will use clay to build various organs, tissues, and vessels on the skeletal frame. Over the year each Maniken model will take on a unique identity. Even though students are technically building the same structures on their model, students will notice that the Manikens do not all look the same. Faces will look different. Muscles may be more defined. Blood vessel placement may vary slightly. The Maniken may manifest a disease or illness. The core remains the same, but the specific details will lead to the individual.

**Identity Lesson Summary**

- Lesson 1.1.....Identity – Human
- Lesson 1.2.....Identity – Tissues
- Lesson 1.3.....Identity – Molecules and Cells



### Lesson 1.1 Identity – Human

The goal of this lesson is to set the stage for the Human Body Systems course. It is designed to review important concepts about systems that were presented in Principles of Biomedical Science (PBS). The basic processes of the body unite us as humans, but tiny differences in our appearance, our tissues, and our cells make us truly unique. These differences influence our physical appearance, our personality, our ability to deal with external stressors, and our overall health and susceptibility to disease. Students will begin to explore the way in which human body systems interact to maintain homeostasis as they examine amazing facts about the body. In this lesson students will be introduced to the Anatomy in Clay™ Maniken® model and use his/her body to demonstrate the meaning of various directional and regional terms. As in PBS, students will be given opportunities to explore various careers in the biomedical sciences, play the role of specific biomedical professionals, and document their experience in a career journal.

### Lesson 1.2 Identity – Tissues

The goal of this lesson is to introduce students to the main classification of human tissue. Students will research basic information about all four tissue types and use this information to create a graphic organizer. They will use a microscope to view some of the tissue types that contribute to identity, and they will begin to compare the structure and function of these tissues. Students will view more slides and investigate the other tissue types further in later lessons. Students will then play the role of forensic anthropologists to examine skeletal remains and analyze bones to determine as much as possible about the person's gender, race, age, and height. They will use what they have learned about human skeletal structure to take measurements and analyze their findings to provide a preliminary identification of the deceased. Finally, students will use theoretical equations to predict their own height from the length of their bones. Students will then explore how scientists design these equations by using class data to generate an equation for a line.





### **Lesson 1.3 Identity – Molecules**

The goal of this lesson is for students to examine the role that cells and molecules such as DNA and proteins play in human identity. Students will return to their study of the skeletal remains presented in Lesson 1.2. Using simulated DNA samples collected from the bones of the skeleton, students will now use molecular techniques to determine identity. Students will run restriction analysis on simulated DNA samples from the skeleton and from missing persons who match the physical description provided by the bone analysis. Students will run gel electrophoresis to compare the resulting restriction fragment length polymorphisms (RFLPs) and identify the missing person. To wrap up the unit, students will explore how biometrics can be used to secure and verify identity. Students will apply their knowledge to design a biometrics plan for a particular client.

## **Unit 2: Communication**

The goal of Unit 2 is for students to investigate modes of communication within the human body as well as the ways the human body communicates with the outside world. Students map the function of key regions of the brain and explore how the body detects, processes, and responds to internal and external stimuli. Students investigate the roles of electrical and chemical signals in communication and response in the human body. They explore the ways in which hormones and the endocrine system control body function in order to solve a medical mystery. Students compare response time to reflex and voluntary actions using data acquisition software, and they design experiments to test factors that can impact this response. By investigating the anatomy and physiology of the human eye, students learn how the body receives and interprets stimuli from the outside world.

### **Communication Lesson Summary**

**Lesson 2.1.....The Brain**

**Lesson 2.2.....Electrical Communication**

**Lesson 2.3.....Chemical Communication**

**Lesson 2.4.....Communication with the Outside World**



### **Lesson 2.1 The Brain**

The goal of this lesson is for students to investigate how the brain coordinates communication around the body and integrates the function of many systems to assure the body's continued homeostasis. Students will build the central nervous system on their skeletal model. They will explore the specific functions of each region of the brain by creating a detailed map of both structure and function and by completing an optional sheep brain dissection. Students investigate the particular experiments that were used to map the motor cortex and the language center in the brain. Students will explore how the brain sends and receives electrical signals and how electricity is generated and propagated through human systems.

### **Lesson 2.2 Electrical Communication**

The goal of this lesson is for students to investigate how, through electrical and chemical signals, neurons are able to send messages and control body functions. Students will create models of neurons and use interactive websites to visualize how an electrical impulse can be generated from the movement of ions in a membrane. Students will also be introduced to the role that chemicals, specifically neurotransmitters, play in the movement of electrical signals. Response time for both reflex and voluntary actions will be assessed using data acquisition software. Finally, students will investigate what happens when electrical communication breaks down. Playing the role of neurologists, students will analyze case information, provide a diagnosis, demonstrate the breakdown in communication, and present their findings to their peers.

### **Lesson 2.3 Chemical Communication**

The goal of this lesson is for students to examine how hormones carry signals from one cell to another and regulate many of the body's functions, including growth and development, metabolism and reproduction. Students will investigate the structures of the endocrine system, the mechanisms of hormone action, and the regulatory power of feedback. Students will explore the many glands and hormones of the endocrine system as they investigate a medical mystery. They will work as a team and gather evidence to help diagnose an ailing patient. Along the way students will be asked to



compare chemical communication with the system of electrical communication they studied in the last lesson. Students will continue to look at specific hormone pathways throughout the rest of the course and consider how they relate to topics such as water balance and the effect of calcium balance on the regulation of blood pressure. Students will continually show more glands, hormones, and targets on an endocrine system graphic organizer.

### **Lesson 2.4 Communication with the Outside World**

The goal of the lesson is for students to investigate how the body processes signals from the outside world, particularly visual stimuli. Students will examine the structure of an eye by completing an eye dissection. They will investigate the many aspects of visual perception by completing and interpreting results for tests in visual acuity, depth perception, peripheral vision, color vision, accommodation, optical illusions, and afterimages. Students will use an eye model to investigate the function of the lens in the eye. They will use this model to test the power of corrective lenses. Students will describe the tests and procedures that go into a routine eye exam and compare three different career paths in the field of vision.

## **Unit 3: Power**

The goal of Unit 3 is for students to investigate the human body systems that work to obtain, distribute, or process the body's primary resources for energy and power—food, oxygen, and water. Students make a model of the digestive system and design experiments to test the optimal conditions for enzymatic digestion. They explore lung function by diagnosing and treating a patient with breathing problems and use probes and data acquisition software to monitor their own lung function. Students investigate the anatomy and physiology of the urinary system and run simulated urinalysis to identify health conditions and diagnose disease.

### **Power Lesson Summary**

Lesson 3.1 ..... Introduction to Power (Optional)

Lesson 3.2 ..... Food

Lesson 3.3 ..... Oxygen

Lesson 3.4 ..... Water



### **Lesson 3.1 Introduction to Power (Optional)**

The goal of this lesson is to introduce students to the concept of power in the human body through examination of the body's ability to survive in extreme environments. They will explore the resources that fuel life as well as debate how long the body can last when these resources become scarce. Students will discuss how environmental conditions and personal factors impact the body's ability to deal with a fuel shortage. As the unit progresses, students will study the body systems that help create, process, or distribute each of the body's three main resources – food, oxygen, and water.

### **Lesson 3.2 Food**

The goal of this lesson is for students to relate the macromolecules that are processed from food to energy potential. Student teams will design and build models of the human digestive system and model chemical digestion of a specific bite of food as it moves through this model. Students will investigate enzyme-substrate interactions and design experiments to test the optimal conditions for the action of the catalase enzyme. Acting as nutritionists or dieticians, students will analyze diet and explore the concept of metabolism. They will assess a fictional client, analyze diet, and write a client report that compares energy inputs and outputs and analyzes overall health and fitness. Finally, students will directly relate food, particularly glucose, to the production of adenosine triphosphate (ATP). They will explore the structure of ATP and examine how this energy source is used to fuel all of the cellular processes in the body.

### **Lesson 3.3 Oxygen**

The goal of this lesson is for students to investigate respiratory system anatomy and analyze how disease impacts function in this system as well as in other systems of the body. In the first activity, students are introduced to a young woman who is experiencing shortness of breath and wheezing during her normal activities. As they progress through her case and make a diagnosis, students explore the structure of the respiratory system and its connection to the cardiovascular system. Students explore the changes in the respiratory system that lead to a condition such as asthma. The second activity introduces students to the mechanics of breathing





and to the use of a spirometer to measure lung capacity. Students will then analyze prescription medications and begin to think about how drugs work in the human body. Students will analyze how each medication prescribed to their patient relates to anatomy and physiology. Students will then play the role of a respiratory therapist to design a plan to help their patient manage her illness.

### **Lesson 3.4 Water**

The goal of this lesson is for students to review the many functions of water in the human body and explore the main human body system that not only conserves water and important ions, but also rids the body of harmful wastes – the urinary system. Students will explore the structure of the kidney by completing a dissection and mapping out the general path of urine formation and excretion. Students will then zoom in on the kidney and explore exactly what takes place in the nephron, the functional unit of the organ. By creating a drawing of nephron action, students will explore the connection between blood and urine and then visualize which substances are reabsorbed by the body and which substances are filtered out of the blood and excreted as urine. Students will then investigate how the body uses hormones to regulate and control the amount of water in the body. Finally, students will unlock the medical clues hidden in urine as they complete urinalysis testing for fictional patients. They will see that changes in urine often signal illness or dysfunction that originates in body systems other than the urinary system.

## **Unit 4: Movement**

In Unit 4 students investigate movement of the human body as well as the movement of substances within the body. By building muscle groups on a skeletal model, students learn how a muscle's structure is directly related to its function and to the actions it can produce. Students design experiments to test the requirements for muscle contraction and create models to show relaxation and contraction of the sarcomere. A study of blood flow illustrates the roles that smooth and cardiac muscles play in the transport of substances around the body. At the end of the unit, students combine information about power and movement to describe how the body fuels and responds to exercise. Playing the role of biomedical



professionals in a combined medical practice that caters to athletes, students design a comprehensive training plan for an athlete. The plan includes all aspects of training, from diet and exercise to hydration and injury prevention.

**Movement Lesson Summary**

Lesson 4.1.....Joints

Lesson 4.2.....Muscles

Lesson 4.3.....Blood Flow

Lesson 4.4.....Energy and Motion – Exercise Physiology

**Lesson 4.1 Joints**

The goal of this lesson is for students to understand that although our skeleton is rigid and offers great protection and support, joints allow for flexibility and range of motion. Students will research the types of synovial joints and will then observe the structure and function of a joint by dissecting and manipulating a cow elbow. Students will use a device called a goniometer to measure the range of motion of their own joints. They will interpret schematic diagrams and design a method to measure the angle of specific movements.

**Lesson 4.2 Muscles**

The goal of this lesson is for students to investigate how muscles work with bones to move the human body. Students will examine the three types of muscle tissue under a microscope and describe key differences in structure and function. Students will follow instructions to build the muscles of the chest on their Maniken® model and then independently build another muscle group on their model. They will begin to relate muscle structure to the exercises we choose to tone and strengthen particular muscle groups. Students will then explore the actual process of muscle contraction as they observe contraction of frog muscle. Students will begin to see the requirements for contraction and will further explore this idea as they create a working model of sarcomere shortening. Students will also use this model to explain the phenomenon of rigor mortis. Finally, students will build nerves on their Maniken® model and see



the connection between the nervous system and the muscles they have built.

### **Lesson 4.3 Blood Flow**

The goal of this lesson is for students to explore the movement of substances, particularly blood, to our organs and tissues. Students will review the anatomy and physiology of the heart and explore the structural differences in arteries and veins as they investigate the formation of varicose veins. Students will then add clay arteries and veins to their Maniken<sup>®</sup> model and observe the interaction of blood vessels with muscles. In the final two activities, students will study pressure in the vessels and in the heart by calculating cardiac output and by relating blood pressure to potential health conditions. In a four-part case study, students will investigate the mysterious leg pain of their patient. Students will have a chance to measure and calculate the Ankle Brachial Index (ABI), interpret results of this test, and model disease and potential medical interventions on their Maniken<sup>®</sup> model.

### **Lesson 4.4 Energy and Motion – Exercise Physiology**

The goal of the lesson is for students to combine information about power and movement to describe how the body fuels and responds to exercise. Students will examine the energy systems the body uses during stages of intense exercise. By completing a lab activity using data acquisition software and probes, students will investigate the phenomenon of muscle fatigue. They will then design experiments to test how the mind may be able to overcome this fatigue. Finally, students will put together everything they have learned thus far in Human Body Systems to design a training plan for an athlete. Playing the role of a biomedical professional in a combined medical practice that caters to athletes, students will design a plan that considers all aspects of training, from diet and exercise to hydration and injury prevention.



## **Unit 5: Protection**

In this unit students explore ways in which the human body protects itself from injury and disease. Before students investigate specific defense mechanisms and the immune system, they explore the protective functions of skin, bone, and the feeling of pain. Antigen-antibody interactions are introduced as well as the structure of the lymphatic and immune system. Students analyze data from a fictional illness and relate antibody response to the action of specific white blood cells.

### **Protection Lesson Summary**

**Lesson 5.1.....The Skin**

**Lesson 5.2.....Bones**

**Lesson 5.3.....Lymph and Blood Cells**

### **Lesson 5.1 The Skin**

The goal of this lesson is for students to explore ways in which the human body protects itself from injury and disease. Students will build a 3-D model of skin and label key layers of tissue and accessory organs. Students will use their models as well as prepared microscope slides to view the epithelial and connective tissue at the core of human skin. Students will then explore what happens to skin when it is damaged by burns. Given what they know about the composition and function of each layer of the skin, students will be able to discuss how damage to the skin can affect its function as well as the function of other body systems. Through writing fictional diary entries about time in a burn unit, students will investigate career areas related to care and rehabilitation after a burn. Finally, students will debate pain as a protective mechanism.





## **Unit 6: Homeostasis**

This final unit focuses on the connection between all of the human body systems and examines how these systems work together to maintain health and homeostasis. Students explore how the body deals with extreme external environments as well as how the body reacts to and defends against injury and illness. Students begin to discuss and design medical interventions for a fictional case study. The activities in this lesson are an engagement for the subsequent course, entitled Medical Interventions (MI).

### **Homeostasis Lesson Summary**

**Lesson 6.1.....Health and Wellness**

#### **Lesson 6.1 Health and Wellness**

The goal of this lesson is for students to examine how the systems of the body work together to maintain health and homeostasis. Students will reflect on the way in which the body systems work together to provide identity, facilitate communication inside and outside of the body, power movement of substance around the body and of the body as a whole, and protect the body from harm. They will compile information from the graphic organizers they have created all year into organizers that are broken down by function. In this lesson students will have the chance to explore a disease and design a case study for a fictional patient. By building the case from start to finish, they will learn how a disease presents in the body, how it is diagnosed, and how the illness or injury is treated. Students are responsible for showcasing input from various biomedical professionals as well as for showing the physical manifestation of the disease and demonstrating an effective medical intervention on their Maniken<sup>®</sup> model.



## Lesson 5.2 Bones

The goal of this lesson is for students to investigate the structure of bone and relate this structure to the role that calcified tissue plays in protection of the internal organs and of the body as a whole. Students will observe and dissect a section of a cow long bone and create a detailed drawing of external and internal bone structure. Students will view prepared slides of both compact and spongy bone and compare the structure of each bone type.

Students will further examine the strength of bone by analyzing bone breaks. They will research the many types of bone fractures and work to match X-rays of broken bones to descriptions of each injury. Students will explore the bone's remarkable ability to heal itself as well as the ongoing process of bone remodeling. Students will investigate the relationship between the maintenance of healthy bone, the amount of available calcium in the blood, and the hormones that control this balance.

## Lesson 5.3 Lymph and Blood Cells

The goal of this lesson is for students to take a deeper look at the body system that functions to drain and distribute fluid in the body, and to protect the human body against *specific* invaders – the *lymphatic and immune system*. Students will investigate how immune cells protect the body while it is under attack and explore how these cells initiate a highly specific response against particular microbes, such as viruses or bacteria, or abnormal cells, such as cancer cells. Students will then be introduced to the idea of antigens and antibodies by completing a simulated blood typing exercise. Working as lab technicians, students will use their knowledge of antigen and antibody interactions to determine the blood type of members of a family. They will use this data to determine potential blood donors for a transfusion. Finally, students investigate the response of white blood cells to invasion by a pathogen. Students will graph data of antibody concentrations at various stages of illness and relate these numbers to a flow chart of what is happening in the immune system.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson <u>James Vanhuden</u> Signature	Date <u>2-3-16</u>
Principal <u>Elizabeth A Schmechel</u> Signature	Date <u>2-3-16</u>
Secondary Education Manager <u>[Signature]</u> Signature	Date <u>2/5/16</u>
Director, Secondary Education <u>[Signature]</u> Signature	Date <u>3/10/16</u>
Assistant Superintendent, Secondary Education <u>[Signature]</u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Biomedical Innovation</u>	Course Number _____

Date 2/2/16

Name of person submitting request Reid Harrison

Position Teacher School: Arlington High School

*CTE: Health Sci/Med Tech  
Kiana Scott*

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

**COURSE TITLE: Biomedical Innovations**

**DEPARTMENT: Biomedical Sciences**

**HIGH SCHOOL SUBMITTING REQUEST:  
Arlington High School**

**DATE OF SUBMISSION: 2/2/16**

**COURSE NUMBER:**

**LENGTH OF COURSE: 1 year, 2 semesters**

**NUMBER OF CREDITS: 10**

**HIGH SCHOOL GRADUATION CREDIT: Yes**

**TARGETED GRADE LEVELS: 12**

**TARGETED STUDENT POPULATIONS: General  
Education**

**RECOMMENDED PREREQUISITE: co-requisite  
option: Physics, Anatomy, Marine Biology, AP  
Physics, AP Chemistry, or AP Environmental Science**

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes   X    
No



Riverside Unified School District  
Instructional Services 7-12

## High School Course Proposal

- I. **Course Purpose:** In this capstone course, students apply their knowledge and skills acquired in the previous three courses to answer questions or solve problems related to the biomedical sciences. The main purpose of this course is to challenge students to be autonomous in their experiences to address problems in whatever way they can.
  - II. **Course Description:** Students will design innovative solutions for the health challenges of the 21<sup>st</sup> century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They will have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry.
  - III. **Course Goals and/or Major Student Outcomes:** \*
  - IV. **Course Objectives:** \*
  - V. **Course Outline:** \*
  - VI. **Texts and Supplemental Materials:**
    - Biggs, Alton, and Whitney Crispen. Hagins. *Glencoe Science Biology: California Edition*. Glencoe/McGraw-Hill School Pub, 2007. Print.
    - Marieb, Elaine Nicpon, and Katja Hoehn. *Human Anatomy & Physiology*. 10<sup>th</sup> Edition. Print.
    - Wilbraham, Antony C. *Prentice Hall Chemistry*. Boston, MA: Pearson Prentice Hall, 2008. Print.
    - Supplemental materials available through the PLTW organization
  - VII. **Key Assignments:** \*
- \*See attached detailed PLTW Principles of Biomedical Science Course Description*
- VIII. **Instructional Methods and/or Strategies:**

Instructional strategies include:

    - Lecture – Direct Instruction
    - Group Work and Class Discussion – Students will work together on assignments and in-depth problems related to lesson topics
    - Research – Students will research and investigate concepts and topics using the internet and the textbook in order to build on the basic concepts taught in the class to complete their Projects.

- Project-Based Learning – Students will expand understanding of and apply course topics to their Projects at least once per quarter

**IX. Assessment Methods and/or Tools:**

- Students will be assessed formatively through performance-based tasks
- Students will be assessed through a summative, End of Course PLTW Biomedical Innovations exam

**X. Pacing Guide:**

Quarter 1 – Problem 1 & Problem 2

- Problem 1: Design of an effective emergency room
- Problem 2: Exploring human physiology

Quarter 2 – Problem 3

- Problem 3: Design of a medical innovation

Quarter 3 – Problem 4

- Investigating environmental health

Quarter 4 – Problem 5

- Combating a public health issue

Optional Problems/Projects (These can be accomplished throughout the year in conjunction with the above outlined problems)

- Problem 6: Molecular biology in action
- Problem 7: Forensic autopsy
- Problem 8: Independent project (should be considered in Quarter 1 if desired)

**PLTW** | Biomedical Science  
**Biomedical Innovation**  
Course Outline





## PLTW Biomedical Science Biomedical Innovation

*You are about to embark on detailed missions in science and medicine. Apply all you have learned in the BMS pathway to solve problems, design solutions, and complete each medical mission.*

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21<sup>st</sup> century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

In the Biomedical Innovation course, students will be asked to apply what they have learned in the previous three courses to solve unique problems in science, medicine, and healthcare. Students will work systematically through required problems before completing optional directed problems or independent work. Each problem is staged as a mission – a unique set of tasks the students must work through to achieve their desired objective. Students are presented with each problem in a Mission File – a document that includes a case brief, a list of completion tasks, links to available resources, as well as a reflection section. Working through the missions not only exposes students to current issues in biomedical science, but it also provides skills-based instruction in research and experimentation – tools students will use to design innovative solutions to real-world problems. Students will use what they learn in these missions as they develop and implement their independent project at the end of the year. A teacher may use additional resources in the community – the guidance of other teachers in the school, the advice of scientists or biomedical professionals, or the knowledge presented in scientific literature to help students achieve each goal.





The following is a summary of the units of study that are included in the course for the 2014-2015 academic year. Alignment with NGSS, Common Core, and other standards are available through the PLTW Alignment web-based tool. Activities, projects, and problems are provided to the teacher in the form of student-ready handouts, teacher notes, and supplementary materials, including resource documents, student response sheets, and presentations.

**BI Unit Summary**

- Problem 1.....Design of an Effective Emergency Room
- Problem 2.....Exploring Human Physiology
- Problem 3.....Design of a Medical Innovation
- Problem 4.....Investigating Environmental Health
- Problem 5.....Combating a Public Health Issue
- Problem 6.....Molecular Biology in Action (Optional)
- Problem 7.....Forensic Autopsy (Optional)
- Problem 8.....Independent Project (Optional)



## **Problem 1: Design of an Effective Emergency Room**

In this problem students apply their knowledge of emergency medical careers, diagnostic testing and patient evaluation, human body systems, and medical interventions to analyze the workings of an emergency room and discuss inefficiencies that may hinder appropriate clinical care. Student teams will work collaboratively to design a more efficient emergency medicine delivery system. As students work through their designs, they will review research methods, practice effective presentation skills, and learn project management techniques.

### **Design of an Effective Emergency Room Lesson Summary**

#### **Lesson 1.1.....Identity – Human**

#### **Lesson 1.1**

In this lesson students will focus on biomedical problems related to clinical care. Hospitals and emergency care centers strive to provide quality care to all who enter, but time is of the essence. Timely patient care can make the difference between life and death. The first mission of the course is to design an emergency department that takes efficient patient care to the next level. Using knowledge they have gleaned in the previous courses regarding emergency medical careers, diagnostic testing and patient evaluation, human body systems, and medical interventions, students will analyze the workings of an emergency room, discuss inefficiencies, and work with a team to design a more efficient emergency medicine delivery system. As students work through a solution, they will also review research techniques and proper documentation of sources, practice presentation skills, and discuss project management.



## **Problem 2: Exploring Human Physiology**

In this problem students build upon what they know about the research process in order to design, conduct, and analyze an experimental study. Students will choose a question relating to one or more body systems that they are interested in studying and will work with a team to investigate and answer that question. As students work through the experimental process, they will review and expand what they know about experimental design, collection of data, statistical analysis of data, and the presentation of data.

### **Exploring Human Physiology Lesson Summary**

**Lesson 2.1.....Exploring Human Physiology**

#### **Lesson 2.1**

Whether trying to learn more about the functioning of the human body and the cause of disease, investigating new diagnostic procedures, or testing new or better treatment options, the biomedical sciences rely on scientific research. Scientific research is the systematic method of finding answers to testable questions and making observations for the purpose of learning new facts or testing the application of theories.

In this mission students will learn about the variety of research study designs available and how to set up and conduct valid and reliable studies. Students will investigate the various ways in which data can be manipulated, explore what to look for when evaluating data presented by others, critique scientific data presented in popular media, and compare such data with scientific data presented in scientific journals. Students will learn one process that scientists use to statistically analyze data and then use this process to analyze the results of a scientific investigation. Finally, students will use everything they have learned in order to design, conduct, and analyze an experimental study relating to one or multiple body systems that they are interested in studying.



## **Problem 3: Design of a Medical Innovation**

In this problem students review the diseases and disorders, as well as the corresponding medical interventions they have investigated in the previous courses, and propose a new or better medical device, pharmaceutical, surgical procedure, or genetic intervention. Students will work with a team to build a prototype, model, or schematic of the intervention as well as develop a marketing plan for the product. As students work through this problem, they will review the design process, complete a literature review, and further practice effective presentation skills

### **Design of a Medical Innovation Lesson Summary**

**Lesson 3.1.....Design of a Medical Innovation**

#### **Lesson 3.1**

Whether it is creating a product from scratch or improving a current design, biomedical professionals work to create the specialized products that save lives and make patients safer and more comfortable. In this lesson students will work through a design process to create or improve a medical innovation. Students will investigate the evolution of various biomedical products, brainstorm ideas for a new biomedical product or for a way to improve an existing product, and evaluate solutions of the past and present. Students will explore possible design solutions, select the best approach, and develop a design proposal. Finally, students will showcase their designs with a model, prototype, or schematic and create a marketing plan to pitch their product to potential investors.





## **Problem 4: Investigating Environmental Health**

In this problem students will explore how substances or chemicals in the environment impact human health. Students will investigate a disease cluster in a fictional family and assess the activities of the individuals for environmental risks. Students will test water samples for the presence of contaminants that could be detrimental to human health and use molecular biology techniques to identify specific microorganisms. Students will explore the field of toxicology and design an experiment to test the effects of a particular chemical and doses of that chemical on plant growth. Students will then compile a comprehensive environmental health profile and action plan for their local area.

### **Investigating Environmental Health Lesson Summary**

Lesson 4.1 ..... Investigating Environmental Health

#### **Lesson 4.1**

Pollution or contamination in the environment can impact the incidence of disease and affect overall quality of life. In this lesson students will investigate various aspects of environmental health. They will be presented with a fictional family who are all showing gastrointestinal symptoms caused by something in their environment. Through this case students will identify environmental health concerns and toxins and identify potential exposures in their own daily lives. Students will test a local water sample as well as simulated well water from the case for the presence of coliforms and *E. coli*. Students will then isolate DNA from three different bacterial cultures and perform PCR in order to detect which bacterial strain present in the water is making the family sick.

Students will study the relationship between exposure and illness using a case study involving lead poisoning. They will design an experiment to test the effects of a particular chemical and doses of that chemical on plant growth. They will use their results to produce a dose-response curve and relate this graph to the overall effect of the selected chemical. In the final problem, students will compile a comprehensive environmental health profile for their local area. They will use publicly available databases, as well as personal contacts and



visits, to uncover possible sources of environmental contamination in the community and to assess risk and level of exposure to people, wildlife, and environmental resources. Students will use their compiled information to design an action plan to increase awareness, monitor resources or individuals in the community, improve conditions, and ensure a clean and safe environment.

## **Unit 5: Combating a Public Health Issue**

In this problem students draw on information they have learned in the previous courses about public health, epidemiology, and disease diagnosis to work through one of two epidemiology studies. In each study students will analyze data to define the outbreak, generate a hypothesis by diagnosing the patients' symptoms and identifying the disease pathogen, design and analyze an epidemiological study to test the hypothesis, and outline a plan for initiating control and prevention measures. Students will then identify a local, national, or global public health crisis and write a mini-grant proposal, based on the National Institutes of Health grant structure, outlining a plan with intervention strategies. As students work through this problem, they will review evidence analysis, the design process, methodology, and analyze study data to evaluate risk.

### **Combating a Public Health Issue Lesson Summary**

Lesson 5.1 ..... Combating a Public Health Issue

#### **Lesson 5.1**

Students will play the role of epidemiologists, dedicated medical professionals at the heart of the public health field, as they monitor the health of populations and search for patterns in disease. Students will investigate one of two mystery illnesses. They will evaluate patient diagnostic test results to identify the mystery illness, assess evidence to deduce the source of the illness, design and analyze an epidemiological study to test the proposed source, and plan control and prevention efforts to limit future cases of the mystery illness. In this problem students will investigate major health issues in their local area, across the United States, and around the globe. They will evaluate what types of interventions would address these health



issues and begin to identify where they feel a comprehensive public health plan will have the greatest impact. The proposed intervention plan could target an infectious disease, a chronic illness, a specific injury or set of injuries, a mental illness, or any other pressing health concern and will focus on the treatment, prevention, research, or education efforts surrounding the chosen health issue. Students will present the plan in the form of a grant proposal.

## **Problem 6: Molecular Biology in Action (Optional)**

In this problem students will complete a multi-step, long-term molecular biology experiment. Students will design and work through a protocol to construct and clone recombinant DNA. They will perform DNA ligation and bacterial transformation, as well as restriction analysis of the completed plasmid. Alternatively, students will work through a more in-depth DNA cloning and sequencing project. This laboratory investigation provides students with the opportunity to isolate plant DNA, perform a ligation and bacterial transformation, purify a plasmid, submit DNA for sequencing, and present all work to GenBank, the NIH genetic sequence database, for publication. As students work through either of these projects, they will learn new laboratory skills, practice laboratory troubleshooting techniques, and review proper protocol for research notebook documentation.

### **Molecular Biology in Action Lesson Summary**

Lesson 6.1.....Molecular Biology in Action

#### **Lesson 6.1**

In the previous BMS courses, students have investigated and practiced many of the laboratory techniques of biotechnology and molecular biology. In this problem students have a chance to build upon these skills as they complete one of two long-term projects. Both projects allow students to assemble a recombinant plasmid as they ligate, or link, DNA from two different sources. Students will then analyze the results of this ligation through both transformation and restriction analysis. The second project, described in Problem 6.1.3, asks students to take the process one step further. They will purify the plasmid, sequence the gene of interest, analyze gene data



using bioinformatics databases, and submit final work to GenBank, the NIH genetic sequence database, for publication.

Before beginning either wet lab portion of the problem, students will review what they have learned about restriction enzymes. They will complete preliminary logic puzzles to explore the process of ligation and demonstrate how digestion with restriction enzymes, and subsequent gel electrophoresis of the digestion results, can identify specific ligation products. As students work through either laboratory project, they will learn new skills, practice laboratory troubleshooting techniques, and review proper protocol for research notebook documentation.

### **Problem 7: Forensic Autopsy (Optional)**

In this problem students will work as medical experts to work through mysterious death cases. First, as forensic pathologists, students will examine a fetal pig using the same protocol as a human autopsy. Second, students will draw on information they have learned in the previous courses about human body systems to design a fictional death case. Students will showcase the clues left behind in the body and tell the story of how the person died through medical documents, including an autopsy report and medical history forms. Students will finally be tasked with solving another group's proposed case.

#### **Molecular Biology in Action Lesson Summary**

Lesson 7.1.....Forensic Autopsy





### Lesson 7.1

In this lesson students will assume the role of a forensic pathologist to perform an autopsy on a fetal pig, an animal whose anatomy, both internal and external, is very similar to human anatomy. They will examine the fetal pig and note any abnormalities using the same protocol as a human autopsy, including examination of the tissues, organs, systems, and body fluids. Student will then create a fictitious death scenario and showcase the clues left behind in the body to tell the story of how the fictional person died through an autopsy report, medical history forms, and other documents of their choosing. Student groups will then exchange scenarios and be tasked with solving each other's mysteries.

### **Problem 8: Independent Project (Optional)**

In this problem students will work independently to determine an area of interest in the biomedical sciences and work on a long-term open-ended problem. Students will use skills learned in the previous courses as well as the previous problems to help them complete their project. Student work will include completing a literature review, writing and carrying out the methodology for their project, analyzing the results, making adjustments as needed, and finally presenting the results of their work to an adult audience. Students may work with mentors or advisors from a university, hospital, physician's office, or industry partner to help guide them as they complete their work.

#### **Independent Project Lesson Summary**

Lesson 8.1 .....Independent Project



## Lesson 8.1

This lesson provides students the opportunity to complete an independent project of their choice. Students will be challenged to apply the skills and knowledge they have learned throughout their biomedical science coursework, especially their time and project management skills. Projects could include a series of experiments to answer a question, planning a community event related to biomedical science, prototyping a medical or healthcare device, drawing blueprints for a new hospital or doctor's office design, or completing an internship.

Each project will result in the creation of a product. The choice of project will determine the product. For example, if a student chooses to do a series of experiments, the product could be a laboratory report or a research poster. A student who completes an internship may make a multimedia presentation of the experience. A community event might be the product of a student who wants to inform people about healthy living habits or about a specific illness. Just as the choice of the project is up to you and the student, so is the choice of the product.

Students will review the mission reflections they wrote for the previous lessons, brainstorm topics, and do background research about a topic they choose. They will use their research to write a formal proposal for their project. These will be submitted to you for approval. You and the student will agree on intermediate milestones and products that will be submitted to you. This will allow you to monitor the student's progress on the project. Upon completion of the project, the student will submit a completed product, a written report, a portfolio, and present an oral report to a professional audience.

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson _____ <i>[Signature]</i> Signature	Date <u>3-3-16</u>
Principal _____ <i>[Signature]</i> Signature	Date <u>3-3-16</u>
Secondary Education Manager _____ <i>[Signature]</i> Signature	Date <u>3-3-16</u>
Director, Secondary Education _____ <i>[Signature]</i> Signature	Date <u>3/10/16</u>
Assistant Superintendent, Secondary Education _____ <i>[Signature]</i> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review _____	Date _____
Adopted by Board of Education _____	Date _____
Title of Course <u>STEMWorks</u>	Course Number _____

Date February 2, 2016

Name of person submitting request Jeremy Standerfer

Position Program Coordinator/TOSA School: Riverside STEM Academy-High School

*No designated credential  
authorization.*  
*Dina Scott*  
**245**

RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education

**High School Course Proposal**

**COURSE TITLE:** STEMWorks

**DEPARTMENT:** N/A

**HIGH SCHOOL SUBMITTING REQUEST:**

Riverside STEM Academy – High School

**DATE OF SUBMISSION:** February 3, 2016

**COURSE NUMBER:**

**LENGTH OF COURSE:** 1 Year (2 Semesters) May be repeated for all high school grade levels

**NUMBER OF CREDITS:** 0 Credits - This is a flexible, non-credit course offering

**HIGH SCHOOL GRADUATION CREDIT:** N/A

**TARGETED GRADE LEVELS:** Grades 9-12

**TARGETED STUDENT POPULATIONS:** All students enrolled in the STEM High School Program to provide personalized learning opportunities

**RECOMMENDED PREREQUISITE:** N/A

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes \_\_\_\_\_  
No   X  \_\_\_\_\_



## High School Course Proposal

- I. **Course Purpose:** The purpose of this course is to provide all Riverside STEM Academy High School students with the opportunity to participate in personalized learning experiences as part of each instructional day. The Riverside STEM Academy has designed a rigorous academic program and bell schedule that promotes and requires students to utilize on-campus resources to enrich and support their learning. Personalized learning allows students to independently determine the educational activities provided at the STEM Academy that will result in the greatest positive academic impact on the individual student’s performance. Allowing student choice and voice in their academic setting is the guiding principal for establishing this flexible period in the academic day.
- II. **Course Description:** This course is a personalized learning, independent study, flexible period course. Students will report to one of several classrooms during their STEMWorks course period to participate in a variety of academic and/or co-curricular enriching activities throughout the course of the academic year. These activities fall into three categories. Category 1: Academic Interventions: Including peer-to-peer tutoring, academic tutoring center, course-specific study groups and office hours with faculty. Category 2: Academic Enriching: Including science laboratory investigations, engineering lab investigations, collaborative group project work space, blended (on-line) learning, team design challenges, symposium speaker series and capstone research project advisory. Category 3: Co-curricular Activities: Associated Student Body Activities, Yearbook, Visual and Performing Arts Activities, Science Olympiad, Robotics, Link Crew and other activities as approved by the site administrator.
- III. **Course Goals and/or Major Student Outcomes:**
- Provision of student voice and choice in the STEM Academic Program
  - Provision for strategic interventions to support student learning via differentiation of instruction, tutoring and small group instruction
  - Deepen student understanding of core STEM subject matter and application of skills to solve authentic problems
  - Support student achievement for collaborative and research projects
  - Promote leadership and personal growth opportunities for students during the academic day
- IV. **Course Objectives:**

Objectives	Standards (optional)
1. Utilizing a pre-determined weekly schedule of STEMWorks activity offerings, students will choose the activity that best suits their academic needs or co-	

curricular interests. Students will have three general options for their flexible period of time:

Option 1: Academic Interventions – Activities which support student learning in all subject matter. Students may be assigned academic tutoring as part of a student improvement plan, or utilize available drop-in tutoring. Additionally, students may choose to participate in student-led study groups, teacher-led study groups or work one-on-one with faculty during “office hours”.

Option 2: Academic Enriching Opportunities – Activities that enhance the student STEM academic program. Working with faculty, students may spend time completing, designing, analyzing experiments for their science courses, designing and building engineering projects in the engineering lab space, completing blended (online) course work independently, participating in the STEM symposium guest speaker series, meeting with faculty capstone project advisors, and working collaboratively with students to complete interdisciplinary design projects.

Option 3: Co-Curricular Activities – Activities include participation in Associated Student Body meetings and events, design and organization of the high

<p>school yearbook program, participation in Visual and Performing Art experiences with a faculty advisor and guest teachers, practicing science and engineering skills necessary for completion in Science Olympiad and Robotics, participation in leadership organizations such as Link Crew. The site administrator would approve other co-curricular opportunities for usage of STEMWorks time.</p>	
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- V. **Course Outline:** See Course Objectives
- VI. **Texts and Supplemental Materials:** N/A
- VII. **Key Assignments:** N/A
- VIII. **Instructional Methods and/or Strategies:**
  - Independent study
  - Blended (online) learning
  - Small group instruction
  - Large group instruction
  - Group (collaborative) work
  - Internet research
  - Project-based learning
  - Inquiry-based learning
- IX. **Assessment Methods and/or Tools:**
  - Attendance
  - Participation
  - Academic course performance
- X. **Pacing Guide:** N/A

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST  
Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>		
Site Department Chairperson	<u>N/A</u> Signature	Date _____
Principal	<u>N/A</u> Signature	Date _____
Secondary Education Manager	<u>Lisa Kells</u> Signature	Date <u>3/8/16</u>
Director, Secondary Education	<u>[Signature]</u> Signature	Date <u>3/23/16</u>
Assistant Superintendent, Secondary Education	<u>[Signature]</u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review		Date: <u>11/18/15</u>
Adopted by Board of Education		Date _____
Title of Course <u>American Sign Language I</u>		Course Number _____

Date March 8, 2016

Name of person submitting request Lisa Kells

Position: 7-12 English Language Arts/Foreign Language Instructional Services Specialist  
School: RUSD

[Signature] 3-9-16



**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Secondary Education**

**High School Course Proposal**

<b>COURSE TITLE:</b>	<b>American Sign Language I</b>
<b>DEPARTMENT:</b>	<b>Foreign Language</b>
<b>HIGH SCHOOL SUBMITTING REQUEST:</b>	<b>District Office</b>
<b>DATE OF SUBMISSION:</b>	<b>March 8, 2016</b>
<b>COURSE NUMBER:</b>	
<b>LENGTH OF COURSE:</b>	<b>Year</b>
<b>NUMBER OF CREDITS:</b>	<b>5 each semester (10 credits for 1 year)</b>
<b>HIGH SCHOOL GRADUATION CREDIT:</b>	<b>5 each semester</b>
<b>TARGETED GRADE LEVELS:</b>	<b>9-12</b>
<b>TARGETED STUDENT POPULATIONS:</b>	<b>All</b>
<b>RECOMMENDED PREREQUISITE:</b>	<b>None</b>
<b>SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:</b>	<b>Yes _____ No _____</b>

*Pending approval*

# HIGH SCHOOL COURSE PROPOSAL: AMERICAN SIGN LANGUAGE I

## Riverside Unified School District Instructional Services 7-12

I. **Course Purpose:** Briefly (in a short paragraph) explain the rationale for this course offering (why this course is being developed). Include how this course will benefit students.

The study of American Sign Language (ASL) offers students the chance to communicate in and understand another language while familiarizing themselves with the community and culture of the Deaf. This course develops the ability to communicate accurately and effectively in expressive and receptive signing within a range of real life situations. Students are exposed to a variety of learning situations to increase their understanding of American Sign Language and Deaf culture. Students experience audiovisual, Deaf literature, both written and visual, as well as field trips to Deaf cultural events. The course helps students to develop their ASL skills while growing an appreciation of Deaf culture and language. This course fosters both life-long learning and higher levels of language proficiency for students.

II. **Course Description:** Briefly (in a short paragraph) describe the course, focusing on content rather than instructional strategies, assessments, or rationale. Additional paragraphs should be added for Honors, SDAIE, and Special Education. This section will be included in the district course catalog.

American Sign Language I is an introductory course for students who wish to learn a language other than English. This course introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. ASL I focuses on communicative competence in both expressive and receptive signing. The language and culture principles provide learners with a strong foundation in American Sign Language as well as Deaf culture.

- Students will work with the approved materials. In addition, students will be directed to websites and other online resources associated with ASL. Students will watch online resources and will be asked to answer questions and engage in discussions regarding ASL, Deaf culture, Deaf history.
- Students will take quizzes online.
- Students will meet with the instructor for clarification, demonstration of receptive and expressive skills, and to ensure basic communication skills.

III. **Course Goals and/or Major Student Outcomes:** List 3-5 broad educational goals, similar to the “Expected Schoolwide Learning Results” (ESLRs) required by the WASC Focus on Learning process.

- To develop effective communication in the language through delivery and receptive skills.
- To learn a basic functional vocabulary in American Sign Language.
- To study some of the connection between language and culture.

- To develop a fluent style of delivery, including knowledge of all hand-shapes.
- To develop an understanding of the basic structure and modes of delivery of the language, including the specialized written form of ASL.

IV. **Course Objectives:** List several subject-specific learning objectives. Different from “course goals”, objectives should be more detailed and specific to the subject matter. If the course covers California Content Standards, links to the standards may be included (see example 3).

These course objectives address the National Standards for Foreign Language Learning in the 21st Century – “The Five Cs”)

- Communication: Communicate in Languages Other Than English
- Culture: Gain Knowledge and Understanding of Other Cultures
- Connections: Connect with Other Disciplines and Acquire information
- Comparisons: Through Comparisons Develop Insight into the Nature of Language and Culture
- Community: Participate in Multilingual Communities at Home and Around the World

#### 1. Content

- Students acquire information, recognize distinctive viewpoints and further their knowledge of other discipline through ASL
- Students acquire information and recognized the distinctive viewpoints that are only available through ASL and its culture
- Students address elements of daily life through ASI.

#### 2. Communicate in American Sign Language

- Students convey and receive messages effectively using formulaic language
- Students engage in and interpret written and signed conversations
- Students present information, concepts, and ideas to an audience of viewers on a variety of topics
- Students identify and reproduce signs in authentic text or cultural context

#### 3. Gain knowledge of Deaf Culture

- Students demonstrate and understand the relationship between practices and perspectives of the culture
- Students use appropriate responses to rehearsed cultural situations
- Students recognize similarities and differences between the Deaf Culture and the students own culture
- Students identify cultural borrowings

#### 4. Structures

- Students use ASL parameters to produce and understand phrases in context
- Students demonstrate an understanding of the nature of ASL through comparisons of other languages students know

## 5. Settings

- Students use language in highly predictable common daily settings
- Students recognize age appropriate cultural or language use opportunities outside the classroom.

V. **Course Outline:** Include a traditional course outline listing all topics and subtopics, indicating both breadth and depth of coverage. This is the most important part of the course description. Be sure to provide substantial detail. For standard courses, (i.e. Algebra, World History, Spanish 2, etc.) a page or two is generally adequate. For more innovative courses (i.e. Biotechnology, Animation, etc.), more detail is advisable. Be sure to include only the content knowledge. Course objectives, key assignments, assessments, etc. should be listed in the appropriate sections of the course description, not on the outline.

### Unit 1 -- TOPIC/THEME: Introductions and Personal Information

- Grammar: Information questions; Yes/No questions; simple positive and negative sentences with head nodding/shaking; repeating pronouns
- Vocabulary: Pronouns—me, you, he, she, etc.; question signs; people
- Structures: Alphabet; numbers; personal and possessive pronouns
- Culture: Custom for giving your name, DEAF—how Deaf people identify themselves; cultural labels, what is appropriate?
- Daily finger warm-up exercises (<http://asl.ms> online tool)
- Present “word of the day” from unit vocabulary: students journal/gloss word in notebook creating their own ASL dictionary.
- Getting to Know You game
- Introduce Partner to the Class
- Number card game
- Deaf awareness quiz; introduction to the Deaf Community

### Unit 2 -- TOPIC/THEME: Learning ASL

- Grammar: Yes/No questions—repeating the verb; THERE/HERE; information questions; facial expressions;
- Vocabulary: classroom vocabulary; question signs
- Structures: Negative responses
- Culture: Describe supplies used in the classroom; asking for help
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary: students journal/gloss word in notebook creating their own ASL dictionary.
- School scavenger hunt
- Strategies for learning ASL (how do people learn ASL?); interacting with Deaf people;
- Through Deaf Eyes (PBS film) – discussion and written response on what learned about Deaf culture (Did the film reinforce something you already knew about the Deaf community? Explain.
- Describe something of your experience that the film reflects. Describe anything in the film that you feel might have been left unsaid.



### **Unit 3 – TOPIC/THEME: Politeness**

- Grammar: Verbs that change movement (to show location and to indicate subject and object)
- Vocabulary: Vocabulary of politeness (please, thank you) and more classroom vocabulary
- Structures: Directional verbs
- Culture: Interruptions and apologies (Saying EXCUSE ME when walking between two people)
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- Guest speaker—ask questions about life as member of Deaf community
- Deaf culture—Report on Deaf Individual

### **Unit 4 -- TOPIC/THEME: Descriptions**

- Grammar: adjectives to describe physical appearance; descriptive adjectives to describe clothing; subjects and objects
- Vocabulary: Colors, clothing, physical features and attributes, personality attributes
- Structures: Noun-adjective structure
- Culture: Describe personal appearance
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- All About Me (project) – A Week in My Life (include schedule of classes, extracurricular activities, home/community/family activities)

### **Unit 5 – TOPIC/THEME: Requests**

- Grammar: polite requests, verb pairs (OPEN/CLOSE); noun-verb pairs; requests to do something
- Vocabulary: Verb pairs, nouns, and additional vocabulary
- Structures: Noun/verb pairs
- Culture: How Deaf people get the attention of others; Deaf culture etiquette
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- Review making a request; watch A Sign of Respect and discuss the correct/incorrect way of conversing in Sign (respond using additional learning about Deaf culture from the course)

### **Unit 6 – TOPIC/THEME: Expressing Yourself**

- Grammar: How you feel, opinions and preferences—negative incorporation and other negative forms; use of modals (MUST, SHOULD, CAN WILL)
- Vocabulary: parts of the day, adjectives, negatives
- Structures: Negative responses
- Culture: How Deaf people express their feelings
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.

- Prepare dialogue to present to class in which you ask opinions/preferences and your partners responds (communication)
- Participate in Deaf event in community – share experience in writing and orally with class

#### **Unit 7 -- TOPIC/THEME: More Descriptions**

- Grammar: Classifier predicates (showing size and shape, to indicate movement, to indicate locational relationships); plurals: objects and their location and number
- Vocabulary: Time, quantifiers, fruit, clothes, dishes
- Structures: Spatial markers
- Culture: Deafness and technology
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- Anatomy of the Ear (Bill Nye video); report on causes of deafness (internet project)

#### **Unit 8 -- TOPIC/THEME: Family and Friends**

- Grammar: Past, present, and future tenses; personal pronouns
- Vocabulary: Family members, relationships, tense indicators, other vocabulary
- Structures: Personal pronouns
- Culture: Asking and giving information about family; whether hearing members of a family sign or not; Deaf family dynamics
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- Asking questions about family members (expressive/receptive skills);
- Family description project: students sign a description of their family using Unit 8 vocabulary and previous vocabulary (poster/PowerPoint to accompany)

#### **Unit 9 -- TOPIC/THEME: More Descriptions**

- Grammar: Use of numbers for time, age, count; personality and physical features
- Vocabulary: Personality traits; physical characteristics; noun-verb pairs
- Structures: Noun-verb pairs
- Culture: Schools for the Deaf
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- Research a college with Deaf Studies or Interpreting as one of their majors; present orally to class.

#### **Unit 10 -- TOPIC/THEME: At Home and Daily Living**

- Grammar: Verbs that change movement; classifiers representing category, size and shape; forms of EVERY
- Vocabulary: Days of the week; meals, cooking, and food; frequency

- Structures: Directional verbs; classifier handshapes
- Culture: Storytelling; Deaf community and the arts
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- Write a handshape story for one of the classifiers

**Unit 11 -- TOPIC/THEME: Food and Food Shopping**

- Grammar: Use of NONE, CAN'T, WON'T; classifiers to show thickness, width; prices
- Vocabulary: Food, drinks, shopping, negatives of modals
- Structures: Negative responses
- Culture: The Deaf in movies and books
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- Review of book or movie on deafness or with deaf characters—How does the book/film present the Deaf? What have we learned this year that was reinforced by the book/film? What was a new learning? How can the book/film create an understanding of Deaf culture?

**Unit 12 -- TOPIC/THEME: Offering and Declining**

- Grammar: Offering help; structures for declining
- Vocabulary: Noun-verb pairs, food and drink, car trouble,
- Structures: Declining
- Culture: Telecommunication used by Deaf people (Explore TTY, closed-captioning)
- Daily finger warm-up exercises
- Present “word of the day” from unit vocabulary; students journal/gloss word in notebook creating their own ASL dictionary.
- Final project: Sign the story to a wordless picture book or the words to a song. Utilize all learning from beginning of coursework.

VI. **Texts and Supplemental Materials:** First, list district-adopted core textbooks and core literature. If the course needs a textbook that is NOT district-adopted or you are not sure if it is district-adopted, please contact Instructional Services immediately. Follow with other readings, articles, reports, etc., indicating if materials will be used in part or in their entirety. Feel free to also list additional reference/resource materials, including books, periodicals, websites, etc.

**Learning American Sign Language**

Rob Hills, Peggy Lott, Daniel W. Renner

Pearson Education Inc. 2nd Edition

VII. **Key Assignments:** List key assignments that students will complete in the course. For English courses, be specific about the number, type and length of writing assignments, and include a complete reading list. In the reading list, indicate whether books are read in their entirety or in part, and whether they are required or optional. For lab science courses, provide specific information on lab work performed by students.

Key assignments are designed to enhance student understanding of the connection between language and Deaf culture. In these assignments, students have an opportunity to apply their learning of vocabulary, communication skills, and structures of ASL. Assignments reinforce fluent delivery, basic structures, and the written form of ASL. In addition to daily activities and instructional strategies, students will complete these key assignments:

- Language journal: “word a day” notes, cultural notes and reflections.
- Daily dialogues and question prompts provide practice in each of the units (receptive/expressive practice; grammar and vocabulary)
- Deaf awareness quiz: reflect in writing on responses
- Signed presentations/dialogues: Introduce Partner to the Class; Ask Questions about the Family; practice dialogues and responses to prompts for each unit. (individual and partner)
- Video: Through Deaf Eyes (PBS film) – discussion and 2-page written response on what learned about Deaf culture. (Did the film reinforce something you already knew about the Deaf community? Explain. Describe something of your experience that the film reflects.
- Describe anything in the film that you feel might have been left unsaid.)
- Guest speaker—ask questions about life as member of Deaf community
- Report on Deaf Individual—Report to the class on a Deaf person from history (written paper and oral presentation); identify the challenges faced and the ultimate contributions of the individual.
- All About Me (project) – A Week in My Life (include schedule of classes, extracurricular activities, home/community/family activities); write and sign.
- Video: A Sign of Respect – discussion on the correct/incorrect way of conversing in Sign (respond in writing using additional learning about Deaf culture from the course; cite specific examples from video)
- Participate in Deaf event in community – share experience in writing and orally with class
- Anatomy of the Ear (Bill Nye video) -- report on causes of deafness; internet research w/partner
- Family Description Project: students sign a description of their family using Unit 8 vocabulary and previous vocabulary (poster/PowerPoint to accompany)
- Research a college with Deaf Studies or Interpreting as one of their majors; present orally to class.
- Storytelling: Write a handshape story for one of the four classifiers
- Review of book or movie on deafness or with deaf characters—How does the book/film present the Deaf? What have we learned this year that was reinforced by the book/film?
- What was a new learning? How can the book/film create an understanding of Deaf culture? 2 page written and oral discussion in class.
- End-of-Year project: Write and sign the story to a wordless picture book or the words to a song.



VIII. **Instructional Methods and/or Strategies:** List instructional methods used, including lecture, group work, readings, lab work, project-based learning, service-learning, library research, internet research, interviewing, videos, audiotapes, CD ROM, etc. First, list primary instructional methods/strategies, followed by other strategies. A brief bulleted list is adequate.

Differentiated instruction will be employed, assuring instructional success for all students through individualized work, one-on-one guidance, paired work, small group and large group assignments. Methods and strategies will include:

- Direct instruction- modeling, imitation, expansion
- Weekly journals
- Homework
- Guided practice daily for receptive and expressive signing competence
- Student centered projects: PowerPoint, video dictionary, songs, dialogues, skits, family tree, stories
- Research projects
- DVD's for grammar and vocabulary
- DVD's for cultural awareness (Movies about and by Deaf, documentaries, testimonials)
- Flashcards
- Games for improving vocabulary, fingerspelling and numbers: Around the World, Number game, Hangman, Bingo, puzzles
- Guest speakers
- Deaf events

IX. **Assessment Methods and/or Tools:** List the assessment methods used, including exams, quizzes, papers, homework assignments, projects, participation, attendance, etc. Include information on final exams/projects. Indicate the approximate percentage for which each type of assessment will count. A brief bulleted list is adequate. **[Habits of Mind: HOM]**

- Assessment methods are designed to reinforce course purpose and goals and develop critical thinking and other habits of mind (HOM). Specific connections to habits of mind are listed for each assessment method/tool.
- Classroom Performance and mini-quizzes – ongoing classroom performance of receptive skills – interacting, observing, reading, grammar and critical thinking (to monitor needs, guide groupings, target direct instruction, and focus reteaching) HOM: Thinking and communicating with clarity and precision; striving for accuracy.
- Classroom Performance and mini-quizzes – ongoing classroom performance of expressive skills – demonstrating, observing, grammar and critical thinking (to monitor needs, guide groupings, target direct instruction, and focus reteaching) HOM: Thinking and communicating with clarity and precision.
- Teacher-signed quizzes on ASL finger spelling and vocabulary (monitoring of receptive skills and ASL vocabulary) HOM: Persisting; striving for accuracy.
- Written quizzes and activities on readings (Movers and Shakers, biographies and related grammatical topics to extend language (structures/grammar) learning and support an understanding of Deaf culture) HOM: Gather data through all senses; Remaining open to continuous learning.

- Deaf Culture Projects – written, oral, signed (project work as individuals and in cooperative groups which demonstrates understanding of culture) HOM: Gather data through all senses; applying past knowledge to new situations; thinking and communicating with clarity and precision; listening with understanding and empathy.
- Text unit/section exams – written and listening comprehension as demonstrated through display of expressive and receptive skills. (reinforce fluent delivery and knowledge of handshapes) HOM: Thinking and communicating with clarity and precision; striving for accuracy.
- Daily evaluation by teacher of expressive and receptive skills (to monitor needs, guide groupings, target direct instruction, and focus re-teaching) HOM: Persisting; striving for accuracy.
- Journal reflections and self-assessment by students to extend their understanding and shape their perspective of ASL and Deaf culture. HOM: Metacognition—thinking about your thinking.
- Teacher and peer evaluations of performances and oral reports (feedback to support expressive and receptive skills and foster critical thinking) HOM: Metacognition—thinking about your thinking; remain open to continuous learning.
- End of semester exams – performance of receptive and expressive skills; knowledge of Deaf culture; vocabulary (monitor learning and understanding of the connection between language and culture) HOM: Thinking and communicating with clarity and precision; striving for accuracy

X. **Pacing Guide:** Include a chart indicating the instructional time in days that are allotted for each course topic or set of standards. (If available, use the California STAR Blueprint as a guide to calculating the instructional time for course topics.) Also include the units/chapters, pages, etc. from the textbook and any additional resources that will be used in instruction.

Semester 1	Semester 2
Unit 1 -- TOPIC/THEME: Introductions and Personal Information Unit 2 -- TOPIC/THEME: Learning ASL Unit 3 -- TOPIC/THEME: Politeness Unit 4 -- TOPIC/THEME: Descriptions Unit 5 -- TOPIC/THEME: Requests Unit 6 -- TOPIC/THEME: Expressing Yourself	Unit 7 -- TOPIC/THEME: More Descriptions Unit 8 -- TOPIC/THEME: Family and Friends Unit 9 -- TOPIC/THEME: More Descriptions Unit 10 -- TOPIC/THEME: At Home and Daily Living Unit 11 -- TOPIC/THEME: Food and Food Shopping Unit 12 -- TOPIC/THEME: Offering and Declining

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson _____ Signature <u>N/A</u>	Date _____
Principal _____ Signature <u>N/A</u>	Date _____
Secondary Education Manager <u>Lisa Kells</u> Signature	Date <u>3/8/16</u>
Director, Secondary Education <u>[Signature]</u> Signature	Date <u>3/23/16</u>
Assistant Superintendent, Secondary Education <u>[Signature]</u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review	Date: <u>11/18/15</u>
Adopted by Board of Education	Date _____
Title of Course <u>American Sign Language II</u>	Course Number _____

Date March 8, 2016

Name of person submitting request Lisa Kells

Position: 7-12 English Language Arts/Foreign Language Instructional Services Specialist  
School: RUSD

[Signature] 3-9-16

RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education

**High School Course Proposal**

**COURSE TITLE:** American Sign Language II

**DEPARTMENT:** Foreign Language

**HIGH SCHOOL SUBMITTING REQUEST:** District Office

**DATE OF SUBMISSION:** March 8, 2016

**COURSE NUMBER:**

**LENGTH OF COURSE:** Year

**NUMBER OF CREDITS:** 5 each semester (10 credits for 1 year)

**HIGH SCHOOL GRADUATION CREDIT:** 5 each semester

**TARGETED GRADE LEVELS:** 9-12

**TARGETED STUDENT POPULATIONS:** All

**RECOMMENDED PREREQUISITE:** None

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes \_\_\_\_\_  
No \_\_\_\_\_

*Pending approval*



# HIGH SCHOOL COURSE PROPOSAL: AMERICAN SIGN LANGUAGE II

## Riverside Unified School District Instructional Services 7-12

- I. **Course Purpose:** Briefly (in a short paragraph) explain the rationale for this course offering (why this course is being developed). Include how this course will benefit students.

This course, American Sign Language II (ASL 2), creates opportunities for students to continue to learn a language that exposes them to new cultures and prepare them for a life lived within increasingly globalized communities. American Sign Language (ASL) is a manual language that includes signing, facial expressions, sentence structure, and context clues to facilitate communication within the Deaf community. This course, ASL 2, teaches vocabulary, grammar, fingerspelling, and the cultural aspects of being Deaf. Students learn communication as well as interpreting music and storytelling. Total participation is mandatory in order to properly learn the language. Class instruction includes lecture on Deaf Culture and History.

- II. **Course Description:** Briefly (in a short paragraph) describe the course, focusing on content rather than instructional strategies, assessments, or rationale. Additional paragraphs should be added for Honors, SDAIE, and Special Education. This section will be included in the district course catalog.

American Sign Language II is a course for students who wish to expand their knowledge of a language other than English. This course expands on the fundamentals of American Sign Language (ASL) used by the Deaf Community, including vocabulary, syntax, fingerspelling, and grammatical non-manual signals. ASL II focuses on communicative competence in both expressive and receptive signing.

- Students will work with the approved materials. In addition, students will be directed to websites and other online resources associated with ASL. Students will watch online resources and will be asked to answer questions and engage in discussions regarding ASL, Deaf culture, Deaf history.
- Students will take quizzes online.
- Students will meet with the instructor for clarification, demonstration of receptive and expressive skills, and to ensure basic communication skills.

- III. **Course Goals and/or Major Student Outcomes:** List 3-5 broad educational goals, similar to the “Expected Schoolwide Learning Results” (ESLRs) required by the WASC Focus on Learning process.

- To develop effective communication in the language through delivery and receptive skills.
- To learn functional vocabulary in American Sign Language.
- To study aspects of the connection between language and culture.
- To continue to develop a fluent style of delivery, including knowledge of all hand-shapes.
- To continue to develop an understanding of the structure and modes of delivery of the language, including the specialized written form of ASL.

IV. **Course Objectives:** List several subject-specific learning objectives. Different from “course goals”, objectives should be more detailed and specific to the subject matter. If the course covers California Content Standards, links to the standards may be included (see example 3).

These course objectives address the National Standards for Foreign Language Learning in the 21st Century – “The Five Cs”)

- Communication: Communicate in Languages Other Than English
- Culture: Gain Knowledge and Understanding of Other Cultures
- Connections: Connect with Other Disciplines and Acquire information
- Comparisons: Through Comparisons Develop Insight into the Nature of Language and Culture
- Community: Participate in Multilingual Communities at Home and Around the World

Students are expected to learn 500-750 new vocabulary signs in this second level course. Standards-based content and instruction are to be reinforced through the use of reading materials, collaboration-based instruction, various uses of visual media, and group interaction activities. For activities, students work in pairs or groups, role playing, skits, songs, and impromptu presentations. In addition to written homework, students are expected to study and practice the sign language outside the classroom on a daily basis. Students develop receptive skills, delivery skills, and skills in reading and writing the specialized written modalities of ASL called Glossing. Additionally, by acquiring a basic functional vocabulary in ASL 2, students become familiar with the Deaf culture and develop a fluent style of delivery, including knowledge of sign parameters. Creating an e-Portfolio, utilizing an app, Powtoon, students communicate their learning through a medium of technology, include primary and secondary internet sources, produce and publish writing, and interact with others.

In ASL 2, students demonstrate the use of critical thinking and collaboration skills throughout the core curriculum. In addition to developing the sign language acquisition that develops over time, students practice National Foreign Language Standards (NFLS) that are aligned with Common Core State Standards. It includes the following elements:

- 1) Engage in conversations
- 2) Provide and obtain information
- 3) Express feelings and emotions,
- 4) Exchange opinions

ASL 2 includes the following skills:

- 1) Developing students' understanding and interpretation of written and spoken (signed) language on a variety of topics
- 2) Demonstrating an understanding of the relationship between the practices and perspectives as well as products and perspectives of the culture studies
- 3) Reinforcing and furthering their knowledge of other disciplines through the foreign language
- 4) Acquiring information and recognizing the distinctive viewpoints that are only available through the foreign language and its cultures
- 5) Demonstrating understanding of the nature of language and the concept of culture through comparisons of the language studied and their own
- 6) Using the language both within and beyond the school setting

7) Showing evidence of becoming lifelong learners by using the language. Finally, the 21st Century skills, such as communication, collaboration, critical thinking, creativity, and constructing new knowledge are emphasized throughout the six units.

V. **Course Outline:** Include a traditional course outline listing all topics and subtopics, indicating both breadth and depth of coverage. This is the most important part of the course description. Be sure to provide substantial detail. For standard courses, (i.e. Algebra, World History, Spanish 2, etc.) a page or two is generally adequate. For more innovative courses (i.e. Biotechnology, Animation, etc.), more detail is advisable. Be sure to include only the content knowledge. Course objectives, key assignments, assessments, etc. should be listed in the appropriate sections of the course description, not on the outline.

### **Unit One: Describing People and Things**

In the first unit, students review the basics of the previous course, American Sign Language (ASL) 1 and learn to describe people and things including clothing and personal items. Students learn about fingerspelling, clothing-related words, building fluency for numbers 1-100, special agreement, signing number of years, and sentence structures when signing "have" or "How many?" The basic rules for Glossing (written form of ASL) are to be reviewed and practiced. Culturally appropriate greeting and leave-takings are to be learned. Students learn about Arthur Kruger, also known as the "father" of the American Athletic Association of the Deaf (AAAD). For storytelling, students create their own version of a story based on the signed story called, The Tailor.

In assignment one, students engage in conversations with four students. They interview each other using American Sign Language (ASL). Using a variety of strategies to elicit information and clarify meaning, students self-monitor and adjust language production. During this interview, questions might include, but not limited to the following: 1) What year were you born? 2) What year was the oldest member of your family born? 3) Who is that person? 4) What year will you graduate from high school ? 5) What model year is your family car? 6) What was the best year of your life? Why? Using the information collected, students prepare a signed report for the classroom comparing two of the students they interviewed. In order to provide scaffolds, sentence stems are provided for students who need help formulating their ideas. Sentence stems include following: 1) (student name) SAME-AS (student name) 2) THOSE-TWO (how they are the same). THOSE-TWO DIFFERENT. (student name) (shoulder shift) (student name) (how they are different). Students sign their report to the class. While watching the signer, another student is randomly chosen to voice interpret what is being signed. In this way, both receptive and expressive skills are practiced through interpersonal and presentational modes.

In assignment two, students use video stories from Signing Naturally unit 7 and online ASL Newcast ([www.watchdhn.com](http://www.watchdhn.com) (<http://www.watchdhn.com>)) to demonstrate an understanding of the nature of language by interpreting native ASL signing into English several times a week throughout the unit. Students use their ASL vocabulary, syntax, and semantic knowledge to comprehend and synthesize the information. First, students watch the video clip (with no voice-over sound or captions) and write down words/phrases/information they understand from the clip. Secondly, the video is played again and

students voice out loud the parts they understand. Thirdly, the video is played again with voice-over, captions, or with the teacher voice interpreting the information. Students write down words/phrases or they should have understood (but missed) and least three new vocabulary words. In small groups or with the whole class, student share their learning. The interpretive assignment is established as a weekly routine. Students are exposed to a wide variety of signing and receptive skills are enhanced. For culminating assignment three, students alter and present a story to an audience of listeners.

First, the class analyzes two ASL stories, *The Taylor* and *My Favorite Leather Jacket*, focusing on ASL storytelling components, ASL vocabulary and grammar, and using correct sign parameters. By using a narrative outline, student construct a storytelling presentation in which they describe changes they made to a clothing item over time. The narrative includes the following components: 1) Background of who, when, where, how you got the clothing item, and describe the item including the parts by making changes in the story; 2) Three changes that one would make to the clothing by telling the problem and reason for the change, describing the created change, narrating the reflection of the change, and summarizing the experience. The story is video taped and submitted to the teacher. Then the teacher chooses exemplary examples to share with the class. As an extension, students write down an English translation to the stories being shown to the class including all components of the narrative structure.

## **Unit Two: Making Requests and Asking for Advice**

In the second unit, students make requests and ask for advice. Students also learn to make requests, make negative statements, ask for advice, ask for a sign, change details when retelling stories, fingerspell months with numerical incorporation, correctly modify verbs to agree with the subject or object, and learn the sentence structures for conditional clauses and negative statements. The culture focus is on minimizing interruptions while signing, name signs, and the Deaf profile of Nathie Marbury, well-known storyteller and poet. For storytelling, students learn about character placement, role shift, and instrument classifier. Based on this knowledge of storytelling, students create a presentation based on the signed story, "One Fine Day."

In assignment one, students write a five paragraph expository essay on Name Signs, a culturally significant aspect of Deaf culture. They examine and convey information clearly and accurately through the effective selection, organization, and analysis of content gathered from multiple credible print and digital sources. Students research and explain all three types of name signs that are descriptive, arbitrary, and non-traditional as well as describe culturally appropriate behavior for hearing ASL students in regards to Name Signs. This essay is to be evaluated based on a three-point rubric: 1) effective selection of real life application of ASL 2, 2) organization, and 3) analysis of content gathered content of ASL 2 from multiple credible sources.

In assignment two, students continue the weekly routines established in unit one and learn how to process the information into an essay. Students use video stories from *Signing Naturally* unit 8 and online ASL Newscast ([www.watchdhn.com](http://www.watchdhn.com)) to demonstrate an understanding of the nature of language by interpreting native ASL signing into English several times a week throughout the unit. Students use their ASL vocabulary, syntax, and semantic knowledge to comprehend and synthesize the



information. First, students watch the video clip with no voice-over sound or captions and write down words/phrases/information they understand from the clip. Next, the video is played again, students voice out loud the parts they understand.

Then, the video is played again with voice-over, captions, or with the teacher voice interpreting the information. Students write down words or paraphrases they should have understood, but missed and at least three new vocabulary words. Students share what they have written down in small groups or with the whole class. With the teacher modeling, students use the information collected throughout the unit to formulate a multi-paragraph reflective essay that draws evidence from their notes to support, analyze, and reflect on their learning of ASL grammar, vocabulary, syntax, and semantics.

For culminating assignment three, students use unit vocabulary to create an ASL dialogue with a partner and present their dialogue to a small group of audience of classmates. Each student creates and rehearses a minimum of ten sentences for each person. In a small group, students perform their dialogue with their partner. The audience observes the dialogue and writes down an interpretation into English. After completing the dialogue, students discuss the dialogue and reflect on their level of comprehension. Through demonstrating an understanding of the nature of language through comparisons of ASL and English, students develop both expressive and receptive ASL skills taught throughout the unit. To compile this unit's learning, students create an e-Portfolio using an electronic file sharing application, such as Piktochart or Powtoon. Included in the portfolio are the essays that students generated in this unit with digital illustrations. This portfolio is to be evaluated with a three-point rubric: 1) uploading two essays into the e-portfolio file, 2) including illustrations for each essay, and 3) presenting the e-portfolio content with creativity to engage the multimedia audience.

### **Unit Three: Describing Places**

In the third unit, students learn about how to describe places including neighborhoods, restaurants, and giving directions. They also learn about signing time, yes/no questions, rhetorical questions, locative verbs, signer's perspective and perspective shift, non-dominant hand as a reference point, horizontal map orientation, non-manual signs for close and far, topicalization of a sentence, and descriptive classifiers. The culture focus is on how the Deaf community tends to keep others informed and learn about the Deaf profile of Eric Malzkuhn, celebrated teacher, storyteller, playwright, poet, and sign master. For storytelling, students learn how to sign the fable, The Lion and the Mouse, using correct narrative structure.

In assignment one, students are given a map of a city with labels of street names and stores. With a partner, students are given a list of items to buy and places to visit. Various lists are distributed throughout the class. Working collaboratively and using horizontal map orientation skills, students create and practice signing the directions for each item on their list. Using the unique ASL writing called Glossing, students record their directions. Each student in the class finds a new partner. As each student signs their directions to his/her new partner and the new partner marks each location on a blank map, the

signing partner checks their answers to provide feedback as to their accuracy with following direction in ASL. Then the partners switch roles by reinforcing and furthering their knowledge of ASL. Students deepen their receptive and expressive ASL abilities.

In assignment two, students continue the weekly routines established in unit one and produce a reflective essay, minimum of five paragraphs. Students use video stories from Signing Naturally unit 9 and online ASL Newscast ([www.watchdhn.com](http://www.watchdhn.com)) to demonstrate an understanding of the nature of language by interpreting native ASL signing into English several times a week throughout the unit. Using their ASL vocabulary, syntax, and semantic knowledge to comprehend and synthesize the information, students watch the video clip with no voice-over sound or captions and write down words, phrases, and information they understand from the clip. As the video is played again, students voice out loud the parts they understand. Following this, the video is played again with voice-over, captions, or with the teacher voice interpreting the information. Students write down words and phrases they should have understood but missed, include at least three new vocabulary words. In small groups or with the whole class, students reflect by sharing their findings. At the end of this assignment, students generate a five paragraph reflective essay that draws evidence from their notes to support, analyze, and reflect on their learning of ASL grammar, vocabulary, syntax, and semantics in interpreting native ASL signing into English.

For culminating assignment three, students participate in role-playing activity in which they accomplish role-specific tasks. Students are split into groups of four. Solely using ASL (with voices off), students are given one of two roles, investigator or suspect. There are two investigators and two suspects per group. The group is given the scenario, "Three days ago, between 8 am and 6pm, someone broke into a house in a neighborhood and stole a valuable painting." Students are split into their roles to prepare for the activity. The investigators are tasked to find the discrepancies in the suspects' alibis. They create a list of questions to ask the suspects during their interrogations. The suspects are tasked to create a detailed accounting of their activities together on the day of the crime to avoid being accused of the crime. Both groups prepare their questions and alibis. After both groups have prepared and using self-monitoring skills to adjust language production, one suspect is interviewed by an investigator in separate areas of the classroom. Then, the suspects and investigators compare their interview experiences with their original partner. Investigators compare notes to see if the alibis match and suspects compare their experiences to see if their stories were consistent. If the stories were consistent, the Suspects with the role-playing activity win, but if the stories were inconsistent, the the investigators win. Throughout the simulation, students adapt their speech to a variety of contexts and communicative tasks by demonstrating their command of ASL. After discussing with their group, students share to the class about their results and reflections on the activity including what was most difficult about the activity. As an extension, each student writes minimum of a five paragraph essay by reflecting on their use of ASL throughout the simulation as well as how they could have improved their involvement in the project and the use of ASL syntax, vocabulary, and semantics. At the end of this culminating assignment, students upload the essay into Powtoon, (<http://www.powtoon.com>) to celebrate their findings of individual and collective learning. This presentation will be evaluated by a four point rubric: 1) critical thinking in ASL 2, 2) communication in ASL 2, 3) collaboration in ASL 2, and 4) creativity in ASL 2.

#### **Unit Four: Giving Opinions about Others**

In the fourth unit, students give opinions about others. Throughout the unit, students learn how to give opinions, compare personal qualities, tell the price of food, and explain where items are located. A large focus of unit four is ASL structures including temporal aspect, Wh-Word questions, topicalization, contrastive structure, listing across neutral space, spatial agreement, word order, and instrument classifiers. Students learn culturally appropriate ways to interrupt a conversation and also learn about Alice Taylor Terry, Deaf leader in the Deaf community. For storytelling, students learn how to sign the fable, *The Fox and the Crow*, using correct narrative structure.

In assignment one, students analyze and then create a signed version of the fable *Fox and Crow*. Students analyze how a version written in English and a version signed in ASL address similar themes or topics in order to build knowledge and compare the approaches the authors take. The teacher then lead the students on a focused investigation of ASL storytelling techniques including establishing the setting, character description, using transitions, character's movement, signing dialogues, role shift sequence, and how to show objects passing between characters. Students practice signing the story in ASL and collect written feedback from at least two students. Finally, students record themselves signing the fable. After the teacher selects exemplary signing to show the students in class, students in pairs, create a presentation to describe their findings of the assignment one. This student generated product is to be evaluated with a four-point rubric: 1) use of technology, 2) inclusion of internet sources, 3) produce and publish writing, and 4) interact and collaborate with others.

In assignment two, students watch several autobiographies about the Deaf experience in a hearing world and produce minimum of a five paragraph argumentative essay based on the information collected throughout the unit. Students continue the weekly routines established in unit one in which they use video stories from *Signing Naturally* unit nine and online ASL Newscast ([www.watchdhn.com](http://www.watchdhn.com)) to demonstrate an understanding of the nature of language by interpreting native ASL signing into English several times a week throughout the unit. Using their ASL vocabulary, syntax, and semantic knowledge, students comprehend and synthesize the second assignment of this unit. All videos are chosen for this unit speak to the Deaf experience in a hearing world. First, students watch the video clip with no voice-over sound or captions and write down words, phrases, and information they understand from the clip. After that, the video is played again as students voice out loud the parts they understand. Then, the video is played again with voice-over, captions, or with the teacher voice interpreting the information. Students write down words and phrases they should have understood, but missed, by selecting at least three new vocabulary words. Students share what they have written down in small groups, partner of three or four. At the end of the unit, students generate minimum of a five paragraph argumentative essay, in which students write arguments to support claims in an analysis of the giving opinions in American Sign Language. This paper, will be uploaded into each student's e-Portfolio. This video presentation will be evaluated with a three point rubric: 1) conventions of standard ASL 2, 2) knowledge of ASL 2, and 3) evidence of vocabulary acquisition and use (glossing).



## Unit Five: Discussing Plans and Goals

In the fifth unit, students learn to discuss life plans and goals. Students work on many everyday conversational skills including discussing one's knowledge and abilities, asking for opinions about an individual, describing reactions, making and cancelling plans, telling about one's experiences, and prioritizing personal goals. Students also learn how to sign 50 states and capitals, types of numbers for cardinal, age, and clock, how to sign conditional, relative, when clauses, horizontal listings, number combinations for money, clock, and year. Students learn how to be culturally appropriate as an ASL student. Chuck Baird, well known Deaf artist, is studied. For storytelling, students create and narrate a given fable using ASL narrative structure.

In assignment one, students produce hypothetical questions and answers for given scenarios. With a partner, students are given a set of three scenarios. Different scenarios are given throughout the class. For each scenario, partners collaboratively create an hypothetical questions either using a hypothetical sign, stating the sequence of events, and or asking the actual question. Each scenario question is written down using ASL Gloss. After practicing each line of questioning, students find a new partner with different scenarios. Engaging in signed exchanges of ideas, students take turns eliciting information and clarifying meaning by asking and then answering the questions. Students write an expository essay on key ideas and details of assignment one. This multi-paragraph essay is to be evaluated by the following criteria: 1) determine central ideas of themes of a text, 2) summarize with key supporting details and ideas, and 3) analyze how and why individuals, events, and ideas develop and interact over the course of a text.

In assignment two, students write a minimum of a five paragraph informational essay on an artwork piece by Chuck Baird. The essay includes a profile of the artist which is a description of the artwork explaining why they chose it and an in depth analysis of the theme and message of the piece. As learners gather relevant information from multiple print and digital sources, they integrated the information while avoiding plagiarism. Specifically, using reference tools, students acknowledge sources and cite them appropriately. Using technology, the learners of this unit produce and publish writing and to interact and collaborate with others using shared Google Docs (<https://www.gogle.com/drive> (<https://www.gogle.com/drive>)). As an extension, students create a shore PowerPoint sharing their findings with the class.

For culminating assignment three, students create their own signed version of a written fable. From a choice of six fables and using ASL narrative structure, students create an ASL version of the fable. Their storytelling includes the following: title, background(setting, character descriptions, and other relevant information), tell what happened (including transitions, character's movements, interactions with objects and character, and characters talking to himself/herself), conclusion, and moral of the story. Students refer to skills learned throughout five units in order to present information in such a way that listeners can follow the line of reasoning and the organization,development, and style of the story. Students wear appropriate clothes on the day of the final presentations and graded on their level of detail, incorporating language elements covered in class, demonstrating a command of vocabulary and articulation, engaging the audience and using good pacing, and presenting the moral's meaning effectively. Utilizing the app,



Powtoon, [www.powtoon.com](http://www.powtoon.com) (<http://www.powtoon.com>), each student works on the final presentation of the unit and upload this into his/her e-Portfolio. This product is to be evaluated with a four-point rubric: 1) use of technology, 2) inclusion of ASL 2 vocabulary and appropriate usage, 3) produce and publish glossing, and 4) interact and collaborate with others creatively.

### **Unit Six: Bird of a Different Feather and for a Decent Living**

In the sixth unit, students analyze ASL literature by engaging in an in-depth study of *Bird of a Different Feather* and *For a Decent Living*. Throughout the unit, students learn about ASL grammar and use of classifiers. Students also focus on ASL comprehension, retelling segments of the story, literary discussion, and analysis. A five paragraph opinion essay is to be completed by the students in which they write arguments to support claims in an analysis of the texts using valid reasoning and relevant and sufficient evidence. For the final ASL 2 project, students take either story studied in the unit and personalize it to fit their own life experiences. They use ASL storytelling guidelines to perform their story. This performance is to be videotaped and will be uploaded into each student's e-Portfolio.

Additionally, in this last unit, students create a presentation based on three of the five goals of American Sign Language 2. The goals include the following: Goal 1) Students reach intermediate level of communication in American Sign Language by engaging in conversations, providing, and obtaining information, expressing feelings and emotions, exchanging opinions, understanding written and signed ASL on a variety of topics, and presenting information, concepts, and ideas in ASL to an audience on a variety of topics; Goal 2) Through the study of ASL, students gain knowledge and understanding of Deaf culture and the cultural contexts in which ASL occurs by demonstrating an understanding of the relationships between the practices and perspectives and the relationship between the products and perspectives of the Deaf culture; Goal 3) Students reinforce and further their knowledge of other disciplines through the foreign language by acquiring information and recognizing the distinctive viewpoints that are only available through the Deaf people and their culture; Goal 4) Students demonstrate understanding of the nature of language and the concept of culture through comparisons of ASL/Deaf culture and their own; and Goal 5) Through using the language both within and beyond the school setting and for personal enjoyment and enrichment, students show evidence of becoming lifelong learners. The goals are to be measured through formative and summative assessments by checking for students' understanding through the cycles of planning, teaching, assessing, and re-teaching. This presentation is to be evaluated based on four criteria: 1) organization, 2) clear description of three learned or applied goals, 3) demonstrate a thorough understanding of main concepts of ASL 2, and 4) appropriate use and elaboration of vocabulary and glossing. Utilizing the Powtoon app, [www.powtoon.com](http://www.powtoon.com) (<http://www.powtoon.com>), students generate the final culminating presentation of ASL 2 to a group of audience, including the community members from the local Deaf school, parents, teachers, and school administrators, in order to celebrate their newly acquired knowledge and skills of ASL 2. With students' permission, the collected Powtoon presentation will be highlighted and shared during lunch time on the mega size TV in the quad area during a month of the following school year. Throughout this course, students continue to practice the Common Core strands of reading, writing, speaking, and listening standards by emphasizing interpersonal, interpretive, and presentational skills within the context of

American Sign Language 2. Therefore, this course's rigorous and relevant learning prepares students to be college and career ready.

VI. **Texts and Supplemental Materials:** First, list district-adopted core textbooks and core literature. If the course needs a textbook that is NOT district-adopted or you are not sure if it is district-adopted, please contact Instructional Services immediately. Follow with other readings, articles, reports, etc., indicating if materials will be used in part or in their entirety. Feel free to also list additional reference/resource materials, including books, periodicals, websites, etc.

Learning American Sign Language

Rob Hills, Peggy Lott, Daniel W. Renner

Pearson Education Inc. 2nd Edition

VII. **Key Assignments:** List key assignments that students will complete in the course. For English courses, be specific about the number, type and length of writing assignments, and include a complete reading list. In the reading list, indicate whether books are read in their entirety or in part, and whether they are required or optional. For lab science courses, provide specific information on lab work performed by students.

**Key assignments are designed to enhance student understanding of the connection between language and Deaf culture. In these assignments, students have an opportunity to apply their learning of vocabulary, communication skills, and structures of ASL. Assignments reinforce fluent delivery, basic structures, and the written form of ASL. In addition to daily activities and instructional strategies, students will complete these key assignments:**

- create their own version of a story based on the signed story called, The Tailor.
- engage in conversations with other students
- interview each other using American Sign Language (ASL)
- prepare a signed report for the classroom comparing two of the students they interviewed
- alter and present a story to an audience of listeners.
- analyze two ASL stories focusing on ASL storytelling components
- construct a storytelling presentation in which they describe changes they made to a clothing item over time. The narrative includes the following components:
  - 1) Background of who, when, where, how you got the clothing item, and describe the item including the parts by making changes in the story
  - 2) Three changes that one would make to the clothing by telling the problem and reason for the change, describing the created change, narrating the reflection of the change, and summarizing the experience. The story is videotaped and submitted to the teacher
- write down an English translation to the stories
- make requests, statements, ask for advice, ask for a sign, fingerspell months with numerical incorporation, correctly modify verbs to agree with the subject or object, and learn the sentence structures for conditional clauses and negative statements
- research and write a five paragraph expository essay on Name Signs

- create an ASL dialogue with a partner and present their dialogue to a small group of audience of classmates
- create an ePortfolio using an electronic file sharing application, such as Piktochart or Powtoon. Included in the portfolio are the essays that students generated in this unit with digital illustrations
- Using the unique ASL writing called Glossing, students record direction
- produce a reflective essay that draws evidence from their notes to support, analyze, and reflect on their learning of ASL grammar, vocabulary, syntax, and semantics in interpreting native ASL signing into English
- participate in role-playing activity in which they accomplish role-specific tasks
- writes minimum of an essay by reflecting on their use of ASL throughout the simulation as well as how they could have improved their involvement in the project and the use of ASL syntax, vocabulary, and semantics
- analyze how a version written in English and a version signed in ASL address similar themes or topics in order to build knowledge and compare the approaches the authors take
- practice signing the story in ASL and collect written feedback from at least two students
- students record themselves signing the fable
- create a presentation to describe their findings of the assignment one
- watch several autobiographies about the Deaf experience in a hearing world
- produce an argumentative essay based on the information collected throughout the unit
- produce hypothetical questions and answers for given scenarios
- write a minimum of an informational essay on an artwork piece by Chuck Baird
- produce and publish writing and to interact and collaborate with others using shared Google Docs
- create a shore PowerPoint sharing their findings with the class
- create their own signed version of a written fable using ASL narrative structure, students create an ASL version of the fable
- works on the final presentation of the unit and upload this into his/her e-Portfolio
- create a presentation based on three of the five goals of American Sign Language 2. The goals include the following:
  - Goal 1) Students reach intermediate level of communication in American Sign Language by engaging in conversations, providing, and obtaining information, expressing feelings and emotions, exchanging opinions, understanding written and signed ASL on a variety of topics, and presenting information, concepts, and ideas in ASL to an audience on a variety of topics
  - Goal 2) Through the study of ASL, students gain knowledge and understanding of Deaf culture and the cultural contexts in which ASL occurs by demonstrating an understanding of the relationships between the practices and perspectives and the relationship between the products and perspectives of the Deaf culture
  - Goal 3) Students reinforce and further their knowledge of other disciplines through the foreign language by acquiring information and recognizing the distinctive viewpoints that are only available through the Deaf people and their culture
  - Goal 4) Students demonstrate understanding of the nature of language and the concept of culture through comparisons of ASL/Deaf culture and their own

- Goal 5) Through using the language both within and beyond the school setting and for personal enjoyment and enrichment, students show evidence of becoming lifelong learners. The goals are to be measured through formative and summative assessments by checking for students' understanding through the cycles of planning, teaching, assessing, and re-teaching
- generate the final culminating presentation of ASL 2 to a group of audience, including the community members from the local Deaf school, parents, teachers, and school administrators, in order to celebrate their newly acquired knowledge and skills of ASL 2

VIII. **Instructional Methods and/or Strategies:** List instructional methods used, including lecture, group work, readings, lab work, project-based learning, service-learning, library research, internet research, interviewing, videos, audiotapes, CD ROM, etc. First, list primary instructional methods/strategies, followed by other strategies. A brief bulleted list is adequate.

Differentiated instruction will be employed, assuring instructional success for all students through individualized work, one-on-one guidance, paired work, small group and large group assignments. Methods and strategies will include:

- Direct instruction- modeling, imitation, expansion
- Weekly journals
- Homework
- Guided practice daily for receptive and expressive signing competence
- Student centered projects: PowerPoint, video dictionary, songs, dialogues, skits, family tree, stories
- Research projects
- DVD's for grammar and vocabulary
- DVD's for cultural awareness (Movies about and by Deaf, documentaries, testimonials)
- Flashcards
- Games for improving vocabulary, fingerspelling and numbers: Around the World, Number game, Hangman, Bingo, puzzles
- Guest speakers
- Deaf events

IX. **Assessment Methods and/or Tools:** List the assessment methods used, including exams, quizzes, papers, homework assignments, projects, participation, attendance, etc. Include information on final exams/projects. Indicate the approximate percentage for which each type of assessment will count. A brief bulleted list is adequate.

- Assessment methods are designed to reinforce course purpose and goals and develop critical thinking and other habits of mind (HOM). Specific connections to habits of mind are listed for each assessment method/tool.
- Classroom Performance and mini-quizzes – ongoing classroom performance of receptive skills – interacting, observing, reading, grammar and critical thinking (to monitor needs, guide groupings, target direct instruction, and focus reteaching) HOM: Thinking and communicating with clarity and precision; striving for accuracy.
- Classroom Performance and mini-quizzes – ongoing classroom performance of expressive skills – demonstrating, observing, grammar and critical thinking (to monitor needs, guide groupings,



target direct instruction, and focus reteaching) HOM: Thinking and communicating with clarity and precision.

- Teacher-signed quizzes on ASL finger spelling and vocabulary (monitoring of receptive skills and ASL vocabulary) HOM: Persisting; striving for accuracy.
- Written quizzes and activities on readings (Movers and Shakers, biographies and related grammatical topics to extend language (structures/grammar) learning and support an understanding of Deaf culture) HOM: Gather data through all senses; Remaining open to continuous learning.
- Deaf Culture Projects – written, oral, signed (project work as individuals and in cooperative groups which demonstrates understanding of culture) HOM: Gather data through all senses; applying past knowledge to new situations; thinking and communicating with clarity and precision; listening with understanding and empathy.
- Text unit/section exams – written and listening comprehension as demonstrated through display of expressive and receptive skills. (reinforce fluent delivery and knowledge of handshapes) HOM: Thinking and communicating with clarity and precision; striving for accuracy
- Daily evaluation by teacher of expressive and receptive skills (to monitor needs, guide groupings, target direct instruction, and focus re-teaching) HOM: Persisting; striving for accuracy.
- Journal reflections and self-assessment by students to extend their understanding and shape their perspective of ASL and Deaf culture. HOM: Metacognition—thinking about your thinking.
- Teacher and peer evaluations of performances and oral reports (feedback to support expressive and receptive skills and foster critical thinking) HOM: Metacognition—thinking about your thinking; remain open to continuous learning.
- End of semester exams – performance of receptive and expressive skills; knowledge of Deaf culture; vocabulary (monitor learning and understanding of the connection between language and culture) HOM: Thinking and communicating with clarity and precision; striving for accuracy

X. **Pacing Guide:** Include a chart indicating the instructional time in days that are allotted for each course topic or set of standards. (If available, use the California STAR Blueprint as a guide to calculating the instructional time for course topics.) Also include the units/chapters, pages, etc. from the textbook and any additional resources that will be used in instruction.

Semester 1	Semester 2
Unit One: Describing People and Things Unit Two: Making Requests and Asking for Advice Unit Three: Describing Places	Unit Four: Giving Opinions about Others Unit Five: Discussing Plans and Goals Unit Six: Bird of a Different Feather and for a Decent Living

Riverside Unified School District

Textbook Proposal for Board of Education Approval

Instructor's Name: Lisa Kells

Date: January 4, 2016

Location: Instructional Services

Phone: 951-788-7135 Ext. 80318

Title of Textbook/Instructional Material: Learning American Sign Language

Edition/Year Published: 2<sup>nd</sup>/ 2004

ISBN: 0-205-27553-2

Author: Tom Humphries, Carol Padden

Publisher: Pearson Education

Price: \$130.14

For use in: course name and course #(s): American Sign Language

Is course new? Yes (yes) no

For use at school: \_\_\_\_\_

This text/instructional material will be used by grade(s): 9 - 12

Is this the primary text for this course? Yes (yes, no)

If "no," what is the primary textbook for this course? \_\_\_\_\_

How does this book/material support the primary text? \_\_\_\_\_

Textbook being replaced (if applicable): \_\_\_\_\_

Department Chair's Signature: *Lisa Kells*

Principal's Signature: *[Signature]*

Rationale for using this textbook/instructional material:

*This text is to support the instruction of students in*

*American Sign Language I and American Sign Language II*

*to engage in a variety of learning situations to increase their*

Comments: *Understanding of American Sign Language and ~~the~~ Deaf culture.*

**RIVERSDIE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing new course requires the following signatures:

<b>Approved by:</b>		
Site Department Chairperson	<u>Thomas D. Kueh</u> Signature	Date <u>2/29/16</u>
Principal	<u>A. Jaceone</u> Signature	Date <u>2/29/18</u>
Secondary Education Manager	<u>K. Coons Leonard</u> Signature	Date <u>3-7-16</u>
Director, Secondary Education	<u>[Signature]</u> Signature	Date <u>3/23/16</u>
Assistant Superintendent Secondary Education	<u>[Signature]</u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course	<u>Music Performance IB SL</u>	Course Number _____

Date 1/15/16

Name of person submitting request

[Signature]  
Peter Jackson

Position: Teacher

School: North

JS: Music  
Dun Scott

RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education

**High School Course Proposal**

<b>Course Title(s):</b>	Music Performance IB SL
<b>Department:</b>	VAPA
<b>High School Submitting Request:</b>	John North HS
<b>Date of Submission:</b>	1/15/16
<b>Course Number:</b>	SL: sem 1 – 173151; sem 2 – 173152
<b>Length of Course:</b>	Year
<b>Number of Credits</b>	10 (weighted credit)
<b>High School Graduation Credit:</b>	10 (weighted credit)
<b>Targeted Grade Levels:</b>	11-12
<b>Targeted Student Population:</b>	Advanced Music Students
<b>Recommended Prerequisite:</b>	Two years high school entry level music ensemble courses (band, choir, piano, etc.)
<b>Satisfaction of UC and/or CSU Entrance Requirements:</b>	Yes (weighted credit)



Riverside Unified School District  
Instructional Services  
Secondary Education Department

Music Performance IB SL

I. **Course Purpose:**

International Baccalaureate Music (standard level) is a rigorous course for advanced students that can be offered in a combined class format without removing students from their music performance classes. The IB Music course content satisfies the California State Content Standards and qualifies students for their IB Diploma. The IB Music SL class creates an opportunity for IB diploma candidates to utilize their skills as musicians in conjunction with an entire IB curriculum.

IB Music is a "group 6" subject, and International Baccalaureate students are required to choose one subject from each of the six academic areas to qualify for their IB diploma. The subjects in group 6 allow a high degree of adaptability to different cultural contexts, with emphasis is on creativity in the context of disciplined, practical research into the relevant genres. In addition, each group 6 subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures and express themselves with confidence and competence.

II. **Course Description:**

IB Music SL is a year-long course offered for International Baccalaureate and other advanced music students. IB Music allows music students to receive weighted credit, satisfy UC subject requirements, and satisfy the sixth content area of the IB Diploma hexagon in the Arts.

IB Music SL provides students with a greater knowledge and appreciation of music, both of the Western tradition as well as international traditions, and popular music. The class work is related to musical perception and analysis, individual and group work developing performance and/or compositional skills, and the independent research for musical investigation. Subject matter includes group performance, music theory, composition, ear-training, aural skills, music history, international music, analysis and appreciation, and researching and writing about music.

Prerequisites:

1. Students must be concurrently enrolled in an auditioned an advanced vocal and instrumental music performance ensemble.
2. Knowledge of music fundamentals taught as part of a regular course of study in performance ensembles in grades 9-10.
3. IB Music SL may be repeated for credit.

III. **Course Goals and/or Major Student Outcomes:**

- Demonstrate developing musicianship skills through solo and/or group performances
- Acquire and refine music analysis skills through composition, analysis, and historical study of various musical examples throughout time and genre.
- Acquire music knowledge, perception and aural skills to express intent and identify content in music composition

IV. **Course Objectives:**

1. Students will use elements of music theory to analyze and describe musical performances, compositions, and develop listening skills and the overall understanding of music.
2. Students will perform with ensembles to produce a recorded portfolio of musical repertoire on the student's specific instrument.
3. Student will listen to music analytically and identify the different elements of music in essay form. These elements include the identification of musical terms, ideas, and aesthetics, as well as the identification of genre, culture, and style of musical examples.
4. Students will create a musical investigation that asks students to identify unifying elements within pieces of music that differ in culture. Each student creates their own project that illustrates this element between two specific pieces of music in a media format (i.e. film, television, website, PowerPoint presentation, etc.)

V. **Course Outline:**

**Music Fundamentals Component** (Quarter 1):

Treble and bass clefs, optional alto and tenor clefs, simple and compound time signatures, flats, sharps, naturals, whole & half steps, dynamic signs, tempo markings and articulation, note and rest values, beat and tempo, meter, major scales, key signatures, perfect, major, minor, augmented, and diminished, and the inversion of intervals, consonant and dissonant intervals, triads (construction of triads and ear-training) and V7 chords, composing melodies, and basic forms of music (imitative, ABA, binary).

**IB Analysis and Research Component** (Quarter 2): Music fundamental reviews and study of musical genres and styles (classical orchestral literature, classical vocal literature, world music, and popular music.) Areas of emphasis are recognizing compositional techniques, aural perception, technical language, structural analysis, and context. Basic forms of music continued (binary forms, ternary forms, rounded binary forms, 12-bar blues, and other formal designs). The required IBO Musical Investigation analysis and writing presented in media format is due as final semester exam.

**Performance Component** (Quarter 3): Continuation of all items above, plus study of musical form (cadences, harmonic rhythm, motives and phrases, formal terminology, preparation for assessment, emphasis on performance preparation and ensemble performance. Introduction of the IB Prescribed Works, and continued music perception and analysis

**IB Prescribed Analysis Component** (Quarter 4): Continued ear-training, and music fundamental reviews. Introduction and in depth study of the IB Prescribed Works focusing on continued music perception and analysis. Preparation for the IB SL exam.

## VI. Texts and Supplemental Materials:

### **Theory Texts, Resources and Worksheets:**

1. Peters, Charles S. and Paul Yoder. 1963. *Master Theory, Book 1 – Beginning Theory Workbook*. San Diego, California, Neil A. Kjos Music Company
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### **Sight-Singing & Music Analysis:**

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3. Burkhart, Charles, 1978. *Anthology for Musical Analysis*, 3rd edition. New York, New York, Holt, Rinehart and Winston.

### **Other:**

1. Students must have access to a computer for online theory and sight-singing practice.
2. Students use the Finale Notepad or other music notation software for composition assignments. Use of a school computer is available, but sometimes limited.
3. All books are available in the classroom and are used as needed on a daily basis.

## VII. Key Assignments:

- Music Investigation – Students choose two pieces of music from different genres, and complete an analysis focused on musical similarities and differences in the two compositions. The student uses a 1200-1500 word analysis presented in a mass media format (film, video, television, website, theater script, PowerPoint presentation, etc.) to present their findings.
- Prescribed Works Analysis – The I.B. curriculum dictates a prescribed work each year for in depth analysis and study. The analysis is part of the IB certificate exam. Students will produce an analysis outline for the annual prescribed works consisting of, but not limited to, a form map, notation of musical events, relevant historical influences, national/regional influences, melodic and harmonic analysis, and compositional techniques.
- Group Performance Recording Portfolio – Throughout the course, students record their live group ensemble performances demonstrating their music performance abilities. These performances are compiled on CD or DVD. This completed portfolio is externally assessed by an IB grader and then forwarded to the International Baccalaureate offices in Cardiff, Wales, for final comparison assessment against student recordings from all over the world.

### VII. Instructional Methods and Strategies:

IB Music breaks the subject of music into four components. It is through teaching these areas of music that students learn to understand music and master the subject.

- The study of Music History/Theory transfers to musical performances, compositions, listening skills and the overall understanding of music.
- Music Performance encompasses a recorded portfolio of music repertoire performed with the student's designated ensemble (group performance).
- Listening to Music analytically allows the musician to better understand and identify the different elements of music. These elements include the identification of musical terms, ideas, and aesthetics, as well as the identification of genre, culture, and style of musical examples.
- A Musical Investigation asks students to identify unifying elements within pieces of music that differ in culture. Each student creates their own project that illustrates the chosen unifying elements between two specific pieces of music.

### IX. Assessment Methods and/or Tools:

IB Music students are assessed by the following methods:

- Regular performance evaluations by teacher
- Two performance evaluations by local professional musicians/adjudicators
- Teacher analysis and grading of final group recordings
- External evaluation (IBO) of ensemble performance recordings
- Teacher evaluation of ten analysis papers demonstrating understanding and content of musical excerpts from various time periods and genres
- Teacher evaluation and external (IBO) evaluation of the Musical Investigation
- Final exam administered by teacher (internally assessed), and/or IBO assessed exam (externally assessed)

### X. Pacing Guide:

- All California Academic Music Content Standards are met throughout this detailed pacing guide.
- The nature of music study requires that each new element builds upon fundamental concepts and skills, therefore continued review of material is needed as progressively complex concepts are introduced.
- The content listed each week includes skills that require time to develop. Several content descriptors are repeated throughout the weeks as needed for students to develop their skill set to master the material.
- The pacing below includes references to the text books and content covered.



**Week 8** Master Theory, Book 3 & 4; Norton Anthology of Western Music, chapter 6 & 7  
Review: Diatonic interval recognition, major seventh chords, minor seventh chords, diminished and augmented seventh chords (root position)  
Theory: Building triadic inversions (first inversion, second inversion), identifying and building inversions of the seventh chord (first inversion, second inversion, third inversion)  
Harmony: Notating and recognizing major triads, minor triads, outer voices (continued)

**Week 9** Master Theory, books 3 & 4; Norton Anthology of Western Music, chapter 6 & 7  
Review: Diatonic interval recognition, major seventh chords, minor seventh chords, diminished and augmented seventh chords (root position, first inversion, second inversion)  
Theory: Chord symbols, figured bass, chord analysis, Roman numeral progression notation  
Harmony: Notating and recognizing major triads, minor triads, outer voices (continued)  
Misc: End of first quarter, theory portfolios due

## Quarter 2

This quarter contains thanksgiving recess (one week), winter recess (two weeks), and two short weeks for Veteran's Day and Martin Luther King holidays, and several short days for professional growth and faculty meetings.

<b>Week 1</b>	Master Theory, books 4 & 5; Norton Anthology of Western Music, Baroque (chapters 9-12, excerpts as needed)
Review:	Diatonic interval recognition, major seventh chords, minor seventh chords, diminished and augmented seventh chords (root position, first inversion, second inversion)
Theory:	Diatonic triad functions in major and minor keys: diatonic primary and secondary chords in a major key
Harmony:	Notating and recognizing major triads, minor triads, outer voices (continued)
<b>Week 2</b>	Master Theory, books 4 & 5; Norton Anthology of Western Music, Baroque (chapters 9-12, excerpts as needed)
Review:	Diatonic interval recognition, major seventh chords, minor seventh chords, diminished and augmented seventh chords (root position, first inversion, second inversion)
Theory:	Diatonic triad functions in major and minor keys: diatonic primary and secondary chords in a major key, Functional tonal principles: tonality, chordal hierarchy, progression vs. regression, harmonic motion, harmonic rhythm, variants in a minor key, idiomatic chord substitutions
Harmony:	Notating and recognizing major triads, minor triads, outer voices (continued)
<b>Week 3</b>	Master Theory, books 4 & 5; Norton Anthology of Western Music, Baroque (chapters 9-12, excerpts as needed)
Review:	Triad functions, standard progressions, harmonic motion
Theory:	Diatonic and chromatically altered primary and secondary chords in a minor key, Cadences (authentic and perfect authentic cadence, plagal cadence, half cadence, deceptive cadence), small forms (imitation, simple binary, rounded binary, ternary form, and theme and variations)
Harmony:	Major and minor triads, outer voices, authentic and plagal cadences
<b>Week 4</b>	Music for Sight-Singing, chapter 6 & 7; Master Theory, books 4 & 5; Norton Anthology of Western Music, Baroque (chapters 9-12, excerpts as needed)
Review:	Cadences (authentic and perfect authentic cadence, plagal cadence, half cadence, deceptive cadence), triad functions, standard progressions, harmonic motion
Theory:	Embellishing/nonharmonic tones (passing tone, neighboring tone, changing tone, anticipation, suspension, retardation, simultaneous embellishing tones), pedal point; use of nonharmonic tones in harmonic analysis,
Harmony:	Notating and recognizing major and minor triads, outer voices, authentic and plagal cadences
Assignment:	Harmonize a melody from your portfolio. Score it for performance for the class instrumentation.
Misc:	One week Thanksgiving recess
<b>Week 5</b>	Master Theory, books 4 & 5; Norton Anthology of Western Music, 18 <sup>th</sup> Century (chapters 13-16, excerpts as needed)
Review:	Embellishing/nonharmonic tones (passing tone, neighboring tone, changing tone, anticipation, suspension, retardation, simultaneous embellishing tones), pedal point; use of nonharmonic tones in harmonic analysis, Melodic principles in four-part writing/voicing chords
Theory:	Principles in chord connection: contrary motion, oblique motion, similar motion, parallel motion
Harmony:	Notating and recognizing major and minor triads, outer voices, authentic and plagal cadences
Assignment:	Harmonized a melody due. Performance of harmonized composition.

**Week 6** Master Theory, books 4 & 5; Norton Anthology of Western Music, 18<sup>th</sup> Century (chapters 13-16, excerpts as needed)  
Review: Principles in chord connection: contrary motion, oblique motion, similar motion, parallel motion  
Theory: Connecting root position triads: triads in a fifths relationship, triads in a thirds relationship, triads in a seconds relationship, realization of figured bass  
Harmony: Notating and recognizing major and minor triads, outer voices, authentic and plagal, half cadences  
Assignment: Re-write of harmonized melody using embellishments.  
Misc: Two week winter recess follows this week

**Week 7** Master Theory, books 5 & 6; Norton Anthology of Western Music, 18<sup>th</sup> Century (chapters 13-16, excerpts as needed)  
Review: Connecting root position triads: triads in a fifths relationship, triads in a thirds relationship, triads in a seconds relationship, realization of figured bass, principles in chord connection: contrary motion, oblique motion, similar motion, and parallel motion (continued)  
Theory: Voicing triads in first inversion: frequency, spacing, doubling of first inversion chords, connecting root position and first inversion triads, successive first inversion triad.  
Harmony: Notating and recognizing major and minor triads, outer voices, authentic and plagal, half cadences  
Assignment: Harmonized melody using inversions  
Misc: End of two week winter recess

**Week 8** Master Theory, books 5 & 6; Norton Anthology of Western Music, 18<sup>th</sup> Century (chapters 13-16, excerpts as needed)  
Review: Connecting root position triads: triads in a fifths relationship, triads in a thirds relationship, triads in a seconds relationship, realization of figured bass, principles in chord connection: contrary motion, oblique motion, similar motion, and parallel motion (continued)  
Theory: Part writing using nonchord tones, suspensions and retardations  
Harmony: Notating and recognizing major and minor triads, outer voices, authentic and plagal, half cadences  
Assignment: Harmonized melody using inversions

**Week 9**  
Note: End of the Semester  
Review: Semester exam material  
Misc: Semester One Exam

### Quarter 3

Beginning of the second semester

- Week 1** Master Theory, books 5 & 6  
Review: Test results  
Theory: Nonchord tones, suspensions and retardations.  
Harmony: Notating and recognizing major and minor triads, outer voices, authentic and plagal, half cadences
- Week 2** Master Theory, books 5 & 6; Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: Connecting root position triads: triads in a fifths relationship, triads in a thirds relationship, triads in a seconds relationship, realization of figured bass, principles in chord connection: contrary motion, oblique motion, similar motion, and parallel motion (continued)  
Theory: Connecting triads in all positions  
Harmony: Notating and recognizing major and minor triads, outer voices, authentic and plagal, half cadences
- Week 3** Master Theory, books 5 & 6; Norton Anthology of Western Music (chapters 2, 9, & 11, excerpts reviewed as needed for SATB writing)  
Review: Connecting triads in all positions, part writing using the cadential six-four chord, the passing six-four chord, the pedal six-four chord, the arpeggiated six-four chord, triads in the second inversion:  
Theory: Harmonizing a melody and part writing for SATB voices: writing with inversions, writing with nonchord tones, writing with inner voices  
Harmony: Notating and recognizing major and minor secondary triads, outer voices, authentic and plagal, half cadences
- Week 4** Master Theory, books 5 & 6; Norton Anthology of Western Music (chapters 2, 9, & 11, excerpts reviewed as needed for SATB writing)  
Review: Harmonizing a melody and part writing for SATB voices: writing with inversions, writing with nonchord tones, writing with inner voices  
Theory: Phrase structure, motives, and melodic form  
Harmony: Notating and recognizing major and minor secondary triads, outer voices, seventh chords
- Week 5** Master Theory, books 5 & 6; Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: Phrase structure, motives, and melodic form, harmonizing a melody and part writing for SATB voices: writing with inversions, writing with nonchord tones, writing with inner voices  
Theory: The dominant seventh chord: part writing with the V7 chord, part writing with inversions of the V7 chord, proper resolutions of tendency tones in the V7 chord  
Harmony: Notating and recognizing major and minor secondary triads, outer voices, seventh chords
- Week 6** Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: The dominant seventh chord  
Theory: The leading-tone seventh chord  
Harmony: Notating and recognizing major and minor secondary triads, outer voices, seventh chords



**Week 7** Theory, book 6; Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: The leading-tone seventh chord  
Theory: Common diatonic seventh chords in major keys, common diatonic seventh chords in a minor key (based on scale), voice leading with non-dominant seventh chords, predominant seventh chords, sequences using seventh chords, chain suspensions using seventh chords  
Harmony: Notating and recognizing major and minor secondary triads, outer voices, seventh chords

**Week 8** Master Theory, book 6; Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: Common diatonic seventh chords in major keys  
Theory: Secondary dominant chords: the V/V, V/iii, V/ii, V/vi chords and the V7/V, V7/iii, V7/ii, V7/vi chords  
Harmony: Notating and recognizing major and minor all triads, outer voices, seventh chords, secondary dominants

**Week 9** Master Theory, book 6; Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: Secondary dominant chords  
Theory: Secondary dominant chords: the V/V, V/iii, V/ii, V/vi chords and the V7/V, V7/iii, V7/ii, V7/vi chords (continued)  
Harmony: Notating and recognizing major and minor all triads, outer voices, seventh chords, secondary dominants  
Misc: Beginning of spring recess

## Quarter 4

### End of Spring Recess

- Week 1** Master Theory, book 6; Norton Anthology of Western Music, 20<sup>th</sup> Century (chapters 21, 23 & 24 excerpts as needed)  
Theory: Secondary dominants in analysis of music, part writing with secondary dominants, voice leading with secondary dominants  
Harmony: Notating and recognizing major and minor all triads, outer voices, seventh chords, secondary dominants  
Study: Introduction of the IB Prescribed Works
- Week 2** Master Theory, book 6; Norton Anthology of Western Music, 20<sup>th</sup> Century (chapters 21, 23 & 24 excerpts as needed)  
Review: Secondary dominants in analysis of music, part writing with secondary dominants, voice leading with secondary dominants  
Theory: Harmonization and analysis with use of secondary dominant chords (continued)  
Harmony: Notating and recognizing major and minor all triads, outer voices, seventh chords, secondary dominants  
Study: Extended study of the IB Prescribed Works
- Week 3** Master Theory, book 6; Norton Anthology of Western Music, chapter 3 & 7 (modal excerpts as needed for review)  
Review: Secondary dominants in analysis of music, part writing with secondary dominants, voice leading with secondary dominants  
Theory: Harmonization and analysis with use of secondary dominant chords (continued)  
Study: Extended study of the IB Prescribed Works
- Week 4** Theory, book 6; Norton Anthology of Western Music, chapter 8 (modal excerpts as needed for review)  
Review: Harmonization and analysis with use of secondary dominant chords, review for IB Music subject exam.  
Assignment: Free-response exam questions  
Study: Extended study of the IB Prescribed Works
- Week 5**  
Assignment: Free-response exam questions  
Study: Extended study of the IB Prescribed Works
- Week 6**  
Assignment: Free-response exam questions  
Study: Extended study of the IB Prescribed Works
- Week 7** IB Music Exam  
Assignment: Free-response exam questions  
Exam: IB HL Music exam

**Week 8**

Assignment: Sight reading and live recording of HL original compositions. Analysis of compositional techniques used

Introduction to the composition element of the HL course for those continuing onto the higher level of IB music study the next year

**Week 9**

Graduation activities – limited class time

**RIVERSDIE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing new course requires the following signatures:

<b>Approved by:</b>		
Site Department Chairperson	<u>Thomas D. Kueh</u> Signature	Date <u>2/29/16</u>
Principal	<u>Dr. J. Jacone</u> Signature	Date <u>2/29/16</u>
Secondary Education Manager	<u>K. Cross Leonard</u> Signature	Date <u>3-7-16</u>
Director, Secondary Education	<u>[Signature]</u> Signature	Date <u>3/23/16</u>
Assistant Superintendent Secondary Education	<u>[Signature]</u> Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course	<u>IB Music HL 2</u>	Course Number _____

Date 1/15/16

Name of person submitting request

[Signature]

Position: Teacher

Peter Jackson

School: North

SS: Music  
Kira Scott



RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education

**High School Course Proposal**

**Course Title(s):** Music IB HL2

**Department:** VAPA

**High School Submitting Request:** John North HS

**Date of Submission:** 1/15/16

**Course Number:** HL2: sem 1 – 173251; sem 2 – 173252

**Length of Course:** Year

**Number of Credits** 10 (weighted credit)

**High School Graduation Credit:** 10 (weighted credit)

**Targeted Grade Levels:** 12

**Targeted Student Population:** Advanced Music Students

**Recommended Prerequisite:** Three years high school entry level music ensemble courses (band, choir, piano, etc.)

**Satisfaction of UC and/or CSU Entrance Requirements:** Yes (weighted credit)

Riverside Unified School District  
Instructional Services  
Secondary Education Department

IB Music HL2

I. **Course Purpose:**

International Baccalaureate Music Higher Level is a rigorous course for advanced students that can be offered in a combined class format without removing students from their music performance classes. The IB Music course content satisfies the California State Content Standards and qualifies students for their IB Diploma. Offered at both standard and higher level, the IB Music class creates an opportunity for IB diploma candidates to utilize their skills as musicians in conjunction with an entire IB curriculum.

IB Music is a "group 6" subject, and International Baccalaureate students are required to choose one subject from each of the six academic areas to qualify for their IB diploma. The subjects in group 6 allow a high degree of adaptability to different cultural contexts, with emphasis is on creativity in the context of disciplined, practical research into the relevant genres. In addition, each group 6 subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures and express themselves with confidence and competence.

II. **Course Description:**

IB Music HL2 is a year-long course offered for International Baccalaureate and other advanced music students. IB Music HL2 allows music students to receive weighted credit, satisfy UC subject requirements, and satisfy the sixth content area of the IB Diploma hexagon in the Arts at the higher level having built on the educational content of the standard level course.

IB Music HL2 provides students with a greater knowledge and appreciation of music, both of the Western tradition as well as international traditions, and popular music. The class work is related to musical perception and analysis, individual and group work developing performance and/or compositional skills, and the independent research for musical investigation. Subject matter includes ensemble performance, solo performance, music theory, composition, ear-training, aural skills, music history, international music, analysis and appreciation, and researching and writing about music.

Prerequisites:

1. IB Music HL2 must be preceded by a year of study at the standard level (IB Music SL).
2. Students must be concurrently enrolled in an auditioned advanced music performance ensemble.
3. Knowledge of music fundamentals taught as part of a regular course of study in performance ensembles in grades 9-10.

III. **Course Goals and/or Major Student Outcomes:**

- Demonstrate developing musicianship skills through solo and/or vocal and instrumental music ensemble performances
- Acquire and refine music analysis skills through composition, analysis, and historical study of various musical examples throughout time and genre.
- Acquire music knowledge, perception and aural skills to express intent and identify content in music composition

#### IV. Course Objectives:

1. Students will use elements of music theory to analyze and describe musical performances, compositions, and develop listening skills and the overall understanding of music.
2. Students will perform solos to produce a recorded portfolio of musical repertoire on the student's specific instrument.
3. Student will listen to music analytically and identify the different elements of music in essay form. These elements include the identification of musical terms, ideas, and aesthetics, as well as the identification of genre, culture, and style of musical examples.
4. Students will create original compositions. These compositions will encompass different styles and genres of music, and demonstrate the students' ability to incorporate different musical elements into a cohesive and relevant piece of music.
5. Students will create a musical investigation that asks students to identify unifying elements within pieces of music that differ in culture. The HL investigation, however, presents the student's expanded global musical viewpoint and also demonstrates extended knowledge of music research beyond the SL level investigation. Each student creates their own project that illustrates this element between two specific pieces of music in a media format (i.e. film, television, website, PowerPoint presentation, etc.).

#### V. Course Outline:

##### **Music Fundamentals & Composition Component** (Quarter 1):

Review and use of the listed items in composition exercises: Treble and bass clefs, optional alto and tenor clefs, simple and compound time signatures, flats, sharps, naturals, whole & half steps, dynamic signs, tempo markings and articulation, note and rest values, beat and tempo, meter, major scales, key signatures, perfect, major, minor, augmented, and diminished, and the inversion of intervals, consonant and dissonant intervals, triads (construction of triads and ear-training) and V7 chords, composing melodies, and basic forms of music (imitative, ABA, binary).

**IB Analysis and Research Component** (Quarter 2): Continued ear-training, and music fundamental reviews and study of musical genres and styles (classical orchestral literature, classical vocal literature, world music, and popular music.) Areas of emphasis are recognizing compositional techniques, aural perception, technical language, structural analysis, and context. Basic forms of Music continued (binary forms, ternary forms, rounded binary forms, 12-bar blues, and other formal designs). The required IBO Musical Investigation analysis and writing presented in media format is due as final semester exam.

**Performance & Composition Component** (Quarter 3): Continuation of all items above, plus study of musical form (cadences, harmonic rhythm, motives and phrases, formal terminology, preparation for assessment, and emphasis on ensemble and solo performance preparation and performance. Introduction of the IB Prescribed Work, and continued music perception and analysis

**IB Prescribed Analysis Component** (Quarter 4): Continued ear-training, and music fundamental reviews. Introduction and in depth study of the IB Prescribed Work focusing on continued music perception and analysis. Preparation for the IB HL exam

## VI. Texts and Supplemental Materials:

### **Theory Texts, Resources and Worksheets:**

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### **Other:**

1. Students must have access to a computer for online theory and sight-singing practice.
2. Students use the Finale Notepad music program for composition assignments. Use of a school computer is available, but sometimes limited.
3. All books are available in the classroom and are used as needed on a daily basis.

## VII. Key Assignments:

- Music Investigation – Students choose two pieces of music from different genres, and complete an analysis focused on musical similarities and differences in the two compositions. The student uses a 1200-1500 word analysis presented in a mass media format (film, video, television, website, theater script, PowerPoint presentation, etc.) to present their findings.
- Composition Portfolio – Students compile a portfolio of original music compositions from assignments completed throughout the course. Students must use a recognized notation program (Finale, Sibelius, etc.) and demonstrate their mastery of music composition technology.
- Prescribed Works Analysis – The I.B. curriculum dictates a prescribed work each year for in depth analysis and study. The analysis is part of the IB certificate exam. Students will produce an analysis outline for the annual prescribed works consisting of, but not limited to, a form map, notation of musical events, relevant historical influences, national/regional influences, melodic and harmonic analysis, and compositional techniques.
- Solo Performance Recording Portfolio – Throughout the course, students record their live solo performances demonstrating their music performance abilities. These performances are compiled on CD, DVD. This completed portfolio is externally assessed by an IB grader and then forwarded to the International Baccalaureate offices in Cardiff, Wales, for final comparison assessment against student recordings from all over the world.



### VIII. Instructional Methods and Strategies:

IB Music HL2 breaks the subject of music into five components. It is through teaching these areas of music that students learn to understand music and master the subject.

- The study of Music Theory transfers to musical performances, compositions, listening skills and the overall understanding of music.
- Music Performance encompasses a recorded portfolio of solo musical repertoire on the student's specific instrument.
- Listening to Music analytically allows the musician to better understand and identify the different elements of music. These elements include the identification of musical terms, ideas, and aesthetics, as well as the identification of genre, culture, and style of musical examples.
- Composition is the creation of a student's own music. These compositions encompass different styles and genres of music, and demonstrate the students' ability to incorporate different musical elements into a cohesive and relevant piece of music.
- A Musical Investigation asks students to identify unifying elements within pieces of music that differ in culture. Each student creates their own project that illustrates the chosen unifying elements between two specific pieces of music.

### IX. Assessment Methods and/or Tools:

IB Music students are assessed by the following methods:

- Regular performance evaluations by teacher
- Two performance evaluations by local professional musicians/adjudicators
- Teacher analysis and grading of final solo recordings
- External evaluation (IBO) of solo performance recordings
- Teacher evaluation of ten analysis papers demonstrating understanding and content of musical excerpts from various time periods and genres
- Teacher evaluation and external (IBO) evaluation of the Musical Investigation
- Teacher evaluation of composition assignments demonstrating a specific compositional technique
- Teacher evaluation of composition portfolio
- External (IBO) evaluation of composition portfolio
- Final exam administered by teacher (internally assessed), and/or IBO assessed exam (externally assessed)

### X. Pacing Guide:

- All California Academic Music Content Standards are met throughout this detailed pacing guide.
- The nature of music study requires that each new element builds upon fundamental concepts and skills, therefore continued review of material is needed as progressively complex concepts are introduced.
- The content listed each week includes skills that require time to develop. Several content descriptors are repeated throughout the weeks as needed for students to develop their skill set to master the material.
- The pacing below includes references to the text books and content covered.

## Quarter 1

### Week 1

Master Theory, book 1 & 4, Norton Anthology of Western Music, chapter 1  
Notation: Applying and creating a composition exercise using pitch, clef, ledger lines, grand staff, accidentals, dots, ties  
History: Evolution of notation including staves, grand staff, notes, clefs, meter, modal harmony  
Theory: Half steps and whole steps, intervals, chromatic alterations, enharmonic equivalents, accidentals,  
Harmony: Recognizing major triads, minor triads

### Week 2

Master Theory, book 1, 2 & 4; Norton Anthology of Western Music, chapter 2  
Notation: Applying and creating a composition exercise using meter, clefs (continued), rests, accents, dynamics, articulations, rare notation items, key signatures  
Theory: Meter, natural beat patterns, syncopation, tempo, accents, simple & compound meters, asymmetric meter, hemiola, scale degrees, major and minor scales  
Composition: Exercise incorporating the theory concepts listed above  
Harmony: Notating major triads, minor triads, bass voice

### Week 3

Master Theory, book 2, 3, 4; Norton Anthology of Western Music, chapter 3  
Notation: Applying and creating a composition exercise using triads major and minor  
History: Evolution of major and minor keys from modal system  
Theory: Tonality, key signatures (key, placement), circle of fifths, whole-tone scale, pentatonic scale, diatonic intervals  
Composition: Exercise incorporating the theory concepts listed above  
Harmony: Notating major triads, minor triads, outer voices

### Week 4

Master Theory, books 2, 3, 4 (harmony) Norton Anthology of Western Music, chapter 3  
Review: Notation of meters, key signatures, major & minor scale construction, diatonic intervals  
Theory: Study of the circle of fifths continued, relative major and minor scales, natural minor scale, harmonic minor scale, melodic minor scale, modal scales, parallel keys, diatonic intervals (continued)  
Composition: Exercise incorporating the theory concepts reviewed above  
Harmony: Notating major triads, minor triads, outer voices

### Week 5

Master Theory, books 3 & 4; Norton Anthology of Western Music, chapter 4 & 5  
Review: Analysis of diatonic intervals  
Theory: Modal scales, parallel keys, diatonic intervals (continued), intervals (major, minor, diminished, augmented), chromatic intervals  
Composition: Exercise incorporating the theory concepts listed above  
Harmony: Notating major triads, minor triads, outer voices (continued)

### Week 6

Music for Sight-Singing, chapter 5; Master Theory, books 3 & 4  
Review: Analysis of diatonic intervals, major minor tonality / triads  
Theory: Triads (root position) – major minor, diminished, augmented  
Composition: Exercise incorporating the theory concepts reviewed above  
Harmony: Notating major triads, minor triads, outer voices (continued)

**Week 7** Master Theory, books 3 & 4; Norton Anthology of Western Music, chapter 6 & 7  
Review: Analysis of diatonic interval recognition, diminished and augmented triads  
Theory: Triads (root position) – major minor, diminished, augmented (continued), major seventh chords, minor seventh chords, diminished and augmented seventh chords  
Composition: Exercise incorporating the theory concepts listed above  
Harmony: Notating major triads, minor triads, outer voices (continued)

**Week 8** Master Theory, Book 3 & 4; Norton Anthology of Western Music, chapter 6 & 7  
Review: Analysis of diatonic intervals, major seventh chords, minor seventh chords, diminished and augmented seventh chords (root position)  
Theory: Building triadic inversions (first inversion, second inversion), identifying and building inversions of the seventh chord (first inversion, second inversion, third inversion)  
Composition: Exercise incorporating the theory concepts listed above  
Harmony: Notating major triads, minor triads, outer voices (continued)

**Week 9** Master Theory, books 3 & 4; Norton Anthology of Western Music, chapter 6 & 7  
Review: Analysis of diatonic intervals, major seventh chords, minor seventh chords, diminished and augmented seventh chords (root position, first inversion, second inversion)  
Theory: Chord symbols, figured bass, chord analysis, Roman numeral progression notation  
Harmony: Notating major triads, minor triads, outer voices (continued)  
Composition: Exercise incorporating the theory concepts listed above  
Misc: End of first quarter, composition exercise portfolio due

## Quarter 2

This quarter contains thanksgiving recess (one week), winter recess (two weeks), and two short weeks for Veteran's Day and Martin Luther King holidays, and several short days for professional growth and faculty meetings.

- Week 1** Master Theory, books 4 & 5; Norton Anthology of Western Music, Baroque (chapters 9-12, excerpts as needed)
- Review: Analysis of diatonic intervals, major seventh chords, minor seventh chords, diminished and augmented seventh chords (root position, first inversion, second inversion)
- Theory: Diatonic triad functions in major and minor keys: diatonic primary and secondary chords in a major key
- Composition: Exercise incorporating the theory concepts listed above
- Harmony: Notating major triads, minor triads, outer voices (continued)
- 
- Week 2** Master Theory, books 4 & 5; Norton Anthology of Western Music, Baroque (chapters 9-12, excerpts as needed)
- Review: Analysis of diatonic intervals, major seventh chords, minor seventh chords, diminished and augmented seventh chords (root position, first inversion, second inversion)
- Theory: Diatonic triad functions in major and minor keys: diatonic primary and secondary chords in a major key, Functional tonal principles: tonality, chordal hierarchy, progression vs. regression, harmonic motion, harmonic rhythm, variants in a minor key, idiomatic chord substitutions
- Composition: Exercise incorporating the theory concepts listed above
- Harmony: Notating major triads, minor triads, outer voices (continued)
- 
- Week 3** Master Theory, books 4 & 5; Norton Anthology of Western Music, Baroque (chapters 9-12, excerpts as needed)
- Review: Analysis of triad functions, standard progressions, harmonic motion
- Theory: Diatonic and chromatically altered primary and secondary chords in a minor key, Cadences (authentic and perfect authentic cadence, plagal cadence, half cadence, deceptive cadence), small forms (imitation, simple binary, rounded binary, ternary form, and theme and variations)
- Composition: Exercise incorporating the theory concepts listed above
- Harmony: Major and minor triads, outer voices, authentic and plagal cadences
- 
- Week 4** Music for Sight-Singing, chapter 6 & 7; Master Theory, books 4 & 5; Norton Anthology of Western Music, Baroque (chapters 9-12, excerpts as needed)
- Review: Analysis of cadences (authentic and perfect authentic cadence, plagal cadence, half cadence, deceptive cadence), triad functions, standard progressions, harmonic motion
- Theory: Embellishing/nonharmonic tones (passing tone, neighboring tone, changing tone, anticipation, suspension, retardation, simultaneous embellishing tones), pedal point; use of nonharmonic tones in harmonic analysis,
- Harmony: Major and minor triads, outer voices, authentic and plagal cadences
- Composition: Assignment: Harmonize a melody from your portfolio. Score it for performance for the class instrumentation.
- Misc: One week Thanksgiving recess



**Week 5** Master Theory, books 4 & 5; Norton Anthology of Western Music, 18<sup>th</sup> Century (chapters 13-16, excerpts as needed)  
Review: Analysis of embellishment/nonharmonic tones (passing tone, neighboring tone, changing tone, anticipation, suspension, retardation, simultaneous embellishing tones), pedal point; use of nonharmonic tones in harmonic analysis, Melodic principles in four-part writing/voicing chords  
Theory: Principles in chord connection: contrary motion, oblique motion, similar motion, parallel motion  
Harmony: Major and minor triads, outer voices, authentic and plagal cadences  
Composition: Assignment: Harmonized a melody due. Performances of harmonized selection.

**Week 6** Master Theory, books 4 & 5; Norton Anthology of Western Music, 18<sup>th</sup> Century (chapters 13-16, excerpts as needed)  
Review: Evaluate principles of chord connection: contrary motion, oblique motion, similar motion, parallel motion  
Theory: Connecting root position triads: triads in a fifths relationship, triads in a thirds relationship, triads in a seconds relationship, realization of figured bass  
Harmony: Major and minor triads, outer voices, authentic and plagal, half cadences  
Composition: Assignment: Re-write of harmonized melody using embellishments.  
Misc: Two week winter recess follows this week

**Week 7** Master Theory, books 5 & 6; Norton Anthology of Western Music, 18<sup>th</sup> Century (chapters 13-16, excerpts as needed)  
Misc: End of two week winter recess  
Review: Apply into composition exercise connecting root position triads: triads in a fifths relationship, triads in a thirds relationship, triads in a seconds relationship, realization of figured bass, principles in chord connection: contrary motion, oblique motion, similar motion, and parallel motion (continued)  
Theory: Voicing triads in first inversion: frequency, spacing, doubling of first inversion chords, connecting root position and first inversion triads, successive first inversion triad.  
Harmony: Major and minor triads, outer voices, authentic and plagal, half cadences  
Composition: Assignment: Harmonized melody using inversions

**Week 8** Master Theory, books 5 & 6; Norton Anthology of Western Music, 18<sup>th</sup> Century (chapters 13-16, excerpts as needed)  
Review: Apply into composition exercise connecting root position triads: triads in a fifths relationship, triads in a thirds relationship, triads in a seconds relationship, realization of figured bass, principles in chord connection: contrary motion, oblique motion, similar motion, and parallel motion (continued)  
Theory: Part writing using nonchord tones, suspensions and retardations  
Harmony: Major and minor triads, outer voices, authentic and plagal, half cadences  
Composition: Assignment: Harmonized melody using inversions

**Week 9**  
Note: End of the Semester  
Review: Semester exam material  
Misc: Semester One Exam

### Quarter 3

Beginning of the second semester

<b>Week 1</b>	Master Theory, books 5 & 6
Review:	Test results
Theory:	Analysis of nonchord tones, suspensions and retardations. Part writing using the cadential six-four chord, the passing six-four chord, the pedal six-four chord, the arpeggiated six-four chord, triads in the second inversion:
Harmony:	Major and minor triads, outer voices, authentic and plagal, half cadences
Composition:	Choose and begin to re-work compositions for the externally assessed IB portfolio
<b>Week 2</b>	Master Theory, books 5 & 6; Norton Anthology of Western Music, 19 <sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)
Review:	Analysis of connecting root position triads: triads in a fifths relationship, triads in a thirds relationship, triads in a seconds relationship, realization of figured bass, principles in chord connection: contrary motion, oblique motion, similar motion, and parallel motion (continued)
Theory:	Connecting triads in all positions
Harmony:	Major and minor triads, outer voices, authentic and plagal, half cadences
Composition:	Work on developing selected compositions for the externally assessed IB portfolio
<b>Week 3</b>	Master Theory, books 5 & 6; Norton Anthology of Western Music (chapters 2, 9, & 11, excerpts reviewed as needed for SATB writing)
Review:	Continue analysis of connecting triads in all positions, part writing using the cadential six-four chord, the passing six-four chord, the pedal six-four chord, the arpeggiated six-four chord, triads in the second inversion:
Theory:	Harmonizing a melody and part writing for SATB voices: writing with inversions, writing with nonchord tones, writing with inner voices
Harmony:	Major and minor secondary triads, outer voices, authentic and plagal, half cadences
Composition:	Work on developing selected compositions for the externally assessed IB portfolio
<b>Week 4</b>	Master Theory, books 5 & 6; Norton Anthology of Western Music (chapters 2, 9, & 11, excerpts reviewed as needed for SATB writing)
Review:	Create a composition harmonizing a melody and part writing for SATB voices: writing with inversions, writing with nonchord tones, writing with inner voices
Theory:	Phrase structure, motives, and melodic form
Harmony:	Major and minor secondary triads, outer voices, seventh chords
Composition:	Work on developing selected compositions for the externally assessed IB portfolio
<b>Week 5</b>	Master Theory, books 5 & 6; Norton Anthology of Western Music, 19 <sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)
Review:	Analyze phrase structure, motives, and melodic form, harmonizing a melody and part writing for SATB voices: writing with inversions, writing with nonchord tones, writing with inner voices
Theory:	The dominant seventh chord: part writing with the V7 chord, part writing with inversions of the V7 chord, proper resolutions of tendency tones in the V7 chord
Harmony:	Major and minor secondary triads, outer voices, seventh chords
Composition:	Work on developing selected compositions for the externally assessed IB portfolio

**Week 6** Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: Use the dominant seventh chord and their uses in composition  
Theory: The leading-tone seventh chord  
Harmony: Major and minor secondary triads, outer voices, seventh chords  
Composition: Work on developing selected compositions for the externally assessed IB portfolio

**Week 7** Theory, book 6; Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: Incorporate the leading-tone seventh chord into the former composition for performance  
Theory: Common diatonic seventh chords in major keys, common diatonic seventh chords in a minor key (based on scale), voice leading with non-dominant seventh chords, predominant seventh chords, sequences using seventh chords, chain suspensions using seventh chords  
Harmony: Major and minor secondary triads, outer voices, seventh chords  
Composition: Performance and recording of IB Music Composition Portfolio selections

**Week 8** Master Theory, book 6; Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: Analysis of common diatonic seventh chords in major keys  
Theory: Secondary dominant chords: the V/V, V/iii, V/ii, V/vi chords and the V7/V, V7/iii, V7/ii, V7/vi chords  
Harmony: Major and minor all triads, outer voices, seventh chords, secondary dominants  
Composition: Completion of composition assignments. IB Music Composition Portfolio due and sent to external assessment. Sight-reading of composition assignments resumes after the exam.

**Week 9** Master Theory, book 6; Norton Anthology of Western Music, 19<sup>th</sup> Century Romanticism (chapters 17-20, excerpts as needed)  
Review: Analysis of secondary dominant chords  
Theory: Secondary dominant chords: the V/V, V/iii, V/ii, V/vi chords and the V7/V, V7/iii, V7/ii, V7/vi chords (continued)  
Harmony: Major and minor all triads, outer voices, seventh chords, secondary dominants  
Misc: Beginning of spring recess

## Quarter 4

### End of Spring Recess

**Week 1** Master Theory, book 6; Norton Anthology of Western Music, 20<sup>th</sup> Century (chapters 21, 23 & 24 excerpts as needed)

Theory: Secondary dominants in analysis of music, part writing with secondary dominants, voice leading with secondary dominants

Harmony: Major and minor all triads, outer voices, seventh chords, secondary dominants  
Study: Introduction of the IB Prescribed Works

**Week 2** Master Theory, book 6; Norton Anthology of Western Music, 20<sup>th</sup> Century (chapters 21, 23 & 24 excerpts as needed)

Review: Secondary dominants in analysis of music, part writing with secondary dominants, voice leading with secondary dominants

Theory: Harmonization and analysis with use of secondary dominant chords (continued)

Harmony: Major and minor all triads, outer voices, seventh chords, secondary dominants  
Study: Extended study of the IB Prescribed Works

**Week 3** Master Theory, book 6; Norton Anthology of Western Music, chapter 3 & 7 (modal excerpts as needed for review)

Review: Secondary dominants in analysis of music, part writing with secondary dominants, voice leading with secondary dominants

Theory: Harmonization and analysis with use of secondary dominant chords (continued)

Study: Extended study of the IB Prescribed Works

**Week 4** Theory, book 6; Norton Anthology of Western Music, chapter 8 (modal excerpts as needed for review)

Review: Harmonization and analysis with use of secondary dominant chords, review for IB Music subject exam

Assignment: Free-response exam questions

Study: Extended study of the IB Prescribed Works

### Week 5

Assignment: Free-response exam questions

Study: Extended study of the IB Prescribed Works

### Week 6

Assignment: Free-response exam questions

Study: Extended study of the IB Prescribed Works

### Week 7

Assignment: Free-response exam questions

Exam: IB HL Music exam

**Week 8**

Assignment: Original Composition performances continue from quarter three, week eight.

**Week 9**

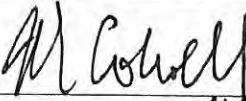

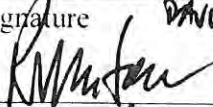
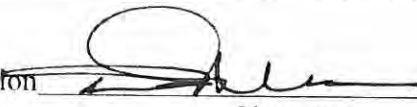
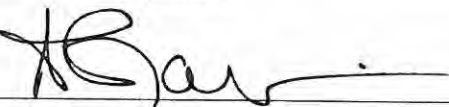
Graduation activities – limited class time



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>		
Site Department Chairperson	 Signature <u>MARK CORWELL</u>	Date <u>3/4/16</u>
Principal	 Signature <u>DAVID DILLON</u>	Date <u>3-4-16</u>
Secondary Education Manager	 Signature <u>RON WESTON</u>	Date <u>3-4-16</u>
Director, Secondary Education	 Signature _____	Date <u>3/23/16</u>
Assistant Superintendent, Secondary Education	 Signature _____	Date <u>3/23/16</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course <u>International Business I</u>		Course Number _____

Date 1/15/16

Name of person submitting request David Dillon

Position Teacher (obtaining CTE Credential)

School: Riverside Virtual School

J - G 3-11-16

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

**COURSE TITLE:** International Business I

**DEPARTMENT:** CTE

**HIGH SCHOOL SUBMITTING REQUEST:** EOC

**DATE OF SUBMISSION:** May 2016

**COURSE NUMBER:**

**LENGTH OF COURSE:** 1 Year ( 2 semesters)

**NUMBER OF CREDITS:** 10 ( 5 per semester)

**HIGH SCHOOL GRADUATION CREDIT:** CTE/Elective

**TARGETED GRADE LEVELS:** 11 and 12

**TARGETED STUDENT POPULATIONS:**

11<sup>th</sup> and 12<sup>th</sup> graders who want to work in the international business field or continue their study in post-secondary school.

**RECOMMENDED PREREQUISITE:**

Human Geography, Research Methodology

**SATISFACTION OF  
UC and/or CSU ENTRANCE REQUIREMENTS:**

**Yes XX**

**\_\_\_\_\_**

**No**

**\_\_\_\_\_**

**Riverside Unified School District  
Instructional Services  
Secondary Education Department**

## **High School Course Proposal**

- I. **Course Purpose:** The purpose of this course is to introduce student to the fundamental principles that underlie international business and prepare them for a career or further education in that field.
  
- II. **Course Description:** This course is designed to help students develop the appreciation, knowledge, skills, and abilities to live and work in a global marketplace. It takes a international view on business, investigating why and how companies go international and more interconnected.

The course further provides students with a conceptual tool by which to understand how economic, social, cultural, political, and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will participate in a variety of hands-on activities that provide opportunities to transfer classroom concepts into real world practice through the Model United Nations (MUN) program, internships, mentorships, and work experience.

- III. **Course Goals and/or Major Student Outcomes:**

Students will be able to describe the fundamental concepts of international business.

Students will be able to explain the interrelatedness of geographic, social, cultural, political, and legal factors and how they shape the global business environment.

Students will apply economic concepts as they relate to international business.

Students will describe common financing sources and the payment methods used for international business transactions.

Students will recognize the role of information and communications technology in modern global trade

Students will analyze international markets and competition.

Students will assess the risks associated with various methods of entering the global marketplace.

Students will analyze special challenges in operations and strategic management in international business.

#### IV. Course Objectives:

Objectives
<b>Semester 1</b>
<b>Unit 1: Introduction to Global Commerce</b> CTE Standard 1 – Describe the fundamental concepts of international business
<ul style="list-style-type: none"><li>• Distinguish between domestic business and global business.</li><li>• Discuss global business dependency and importance.</li><li>• Describe basic global business activities.</li><li>• Identify various methods for getting involved in global business.</li><li>• Explain the components of the international business environment.</li><li>• Identify various measures of economic progress and development and describe the position of the United States in global trade.</li></ul>
<b>Unit 2: International Finance</b> CTE Standard 4 – Describe financing sources and the payment methods used for international business transactions.
<ul style="list-style-type: none"><li>• Describe some of the monetary systems around the world.</li><li>• Discuss the exchange rate system between nations.</li><li>• Describe the common European currency.</li><li>• Calculate foreign exchange rates.</li><li>• Understand and discuss global banking strategies.</li></ul>
<b>Unit 3: Regional Integration</b> CTE Standard 6 – Analyze international markets and competition.
<ul style="list-style-type: none"><li>• Describe laws and trade barriers that can discourage global business.</li><li>• Explain how political risks can disrupt global business activities.</li><li>• Explain government actions that can encourage global business activities.</li><li>• Identify the different levels of economic integration.</li><li>• Discuss the various arguments for and against economic integration.</li><li>• Understand the organization of the European community and its regional economic integration agreement.</li></ul>
<b>Unit 4: Trade Relations</b> CTE Standard 3 – Apply economic concepts as they relate to business.
<ul style="list-style-type: none"><li>• Discuss the importance of trade relations.</li><li>• Discuss the main types of trade agreements.</li></ul>



- Describe the goals and function of the General Agreement on Tariffs and Trade (GATT) and the North American Free Trade Agreement (NAFTA).
- Understand the nature of competition.

## **Semester 2**

### Unit 5: International Legal Agreements

CTE Standard 7 – Assess the risks associated with various methods of entering the global marketplace.

- Describe the legal systems upon which international law is based.
- Explain product liability.
- Understand laws and international trade agreements that protect property rights.
- Describe when an agreement has all the components of a contract.
- Understand and discuss the litigation process.

### Unit 6: Cultural Influences

CTE Standard 3 – Describe the interrelatedness of geographic, social, cultural, political, and legal factors and how they shape the global business.

- Discuss influences of culture on global business activities.
- Explain the role of sub-cultures.
- Understand the role of societal influences on culture.
- Describe how communication affects global business success.
- Describe various reactions to cultural differences.

### Unit 7: Global Organizations

CTE Standard 6 – Analyze international markets and competition.

- Describe the advantages and disadvantages of sole proprietorship, partnerships, and corporations.
- Explain the other forms of business ownership.
- Describe the activities, characteristics, and concerns of multinational companies.
- Identify low-risk methods for getting involved in global business.
- Identify high-risk methods for getting involved in global business.

### Unit 8: Global Logistics & Transportation

CTE Standard 8 – Reconstruct the logistics of importing and exporting products and services.

- Learn about the elements of the marketing mix.
- Discuss the steps in the new product development process and the marketing research process.

- Identify the factors that must be considered by businesses when setting prices.
- Describe the indirect and direct channels of distribution.
- Describe the elements of the promotional mix.

## V. **Course Outline:**

### Unit 1: Introduction to Global Commerce

Section 1: Our world is small

Section 2: Why is global business important?

Section 3: What are methods for getting involved in global business?

Section 4: What is the global business environment?

Section 5: How do we measure globalization?

### Unit 2: International Finance

Section 1: Money Systems

Section 2: What Are the Basics of Foreign Exchange?

Section 3: Are All Foreign Currencies Equal?

Section 4: How do I purchase currencies?

Section 5: Currency Transactions Between Nations

### Unit 3: Regional Integration

Section 1: Political Relationships in Business

Section 2: How Governments Discourage Global Business

Section 3: Political Risks in Global Business

Section 4: How Governments Encourage Global Business

Section 5: Integration in Europe

### Unit 4: Trade Relations

Section 1: Importing, Exporting, and Trade Relations

Section 2: The Importance of Importing and Exporting

Section 3: The Importance of Trade Relations

Section 4: GATT and the World Trade Organization

Section 5: Economic Communities

Section 6: Types of Competition

### Unit 5: International Legal Agreements

Section 1: Legal Systems Around the World

Section 2: Liability

Section 3: Property Rights

Section 4: Contract Law

Section 5: The International Court of Justice

### Unit 6: Cultural Influences

Section 1: What is the Disney problem?

Section 2: Cultural Influences

Section 3: Education  
Section 4: Communication: Verbal and Non-verbal  
Section 5: Cultural Values

Unit 7: Global Organizations

Section 1: Structures of Business Ownership  
Section 2: The Sole Proprietorship  
Section 3: Partnership  
Section 4: Corporation  
Section 5: Other Types of Business Ownership  
Section 6: How are Businesses Structured Internally?

Unit 8: Global Logistics and Marketing

Section 1: Are all countries created equally?  
Section 2: Developing and Researching Products  
Section 3: How to Determine the Price of Products  
Section 4: Global Distribution Activities  
Section 5: Promotion

VI. **Texts and Supplemental Materials:**

Primary Text:

**Title:**

**Publisher:**

**Edition:**

**Author:**

Supplemental Materials:

**Books:**

International Business, Cengage Learning , 4<sup>th</sup> Edition  
The United Nations: Challenges and Change 4<sup>th</sup> Edition The Choices Program  
Brown University

**Articles:**

Culturegrams Proquest

**Websites:**

National Model United Nations - <http://www.nmun.org/> - NMUN draws a diverse group of informed college/university students and faculty from around the world to address current global issues. Our conferences are experiential learning programs that provide students with a understanding of the inner workings of the UN and a forum to hone skills in diplomacy, negotiation, critical thinking, compromise, public speaking, writing, and research.

Nobel Prize

<http://www.nobelprize.org/educational/economic-sciences/trade/about.html> - The Trade Ruler educational game and related reading are based on the 1977 Prize in Economic Sciences, which was awarded for a theory showing that countries engage in and benefit from trade if their production resources differ from each other.

Global Business Initiative – <http://www.global-business-initiative.org/> - GBI's mission is to advance human rights in a business context through cross-industry peer learning, outreach and capacity building, and by informing policy.

CollegeBoard <https://bigfuture.collegeboard.org/majors/business-international-business> – Explore international business majors

**Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
<b>Semester 1</b>	
Unit 1: Introduction to Global Commerce	Focus Notes on Videos and Readings Chapter 1 and 2 Class Discussion Boards Model United Nations Participation Short Essay on Global Business Seminar/Guest Speaker/Field Trips Portfolio Exam
Unit 2: International Finance	Focus Notes on Video and Readings Chapter 7 Class Discussion Boards Model United Nations Participation Short Essay on Travel Cost Comparison Seminar/Guest Speaker/Field Trips Portfolio Exam
Unit 3: Regional Integration	Focus Notes on Video and Readings Chapter 4 Class Discussion Boards Model United Nations Participation Short Essay on recent trade agreements Seminar/Guest Speaker/Field Trips Portfolio

<p>Unit 4: Trade Relations</p>	<p>Exam</p> <p>Focus Notes on Video and Readings Chapter 6 Class Discussion Boards Model United Nations Participation Short Essay on World Trade Organization Seminar/Guest Speaker/Field Trips Portfolio Exam</p>
<p><b>Semester 2</b></p>	
<p>Unit 5: International Legal Agreements</p>	<p>Focus Notes on Video and Readings Chapter 8 Class Discussion Boards Model United Nations Participation Short Essay on product liability Seminar/Guest Speaker/Field Trips Portfolio Exam</p>
<p>Unit 6: Cultural Influences</p>	<p>Focus Notes on Video and Readings Chapter 3 Class Discussion Boards Model United Nations Participation Short Essay on cultural mores Seminar/Guest Speaker/Field Trips Portfolio Exam</p>
<p>Unit 7: Global Organizations</p>	<p>Focus Notes on Video and Readings Chapter 5 Class Discussion Boards Model United Nations Participation Short Essay on developing a business plan Seminar/Guest Speaker/Field Trips Portfolio Exam</p>



Unit 8: Global Logistics and Marketing	Focus Notes on Video and Readings Chapter 19 Class Discussion Boards Model United Nations Participation Short Essay on promotional mix Seminar/Guest Speaker/Field Trips Portfolio Exam
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VIII. **Instructional Methods and/or Strategies:**

- Focused Notes
- Graphic Organizers
- Concept Mapping
- Group Discussion
- Technology
- Developing a career/college portfolio
- Research Projects/Report

IX. **Assessment Methods and/or Tools:**

**Formative Assessments:**

- Assignments
- Pretest
- Class discussions
- Laboratory exercises
- Seminars

**Summative Assessments:**

- Test
- Quizzes
- Projects/Presentations
- Model United Nations Competitions
- Projects/Presentations
- Teacher Student Mentoring


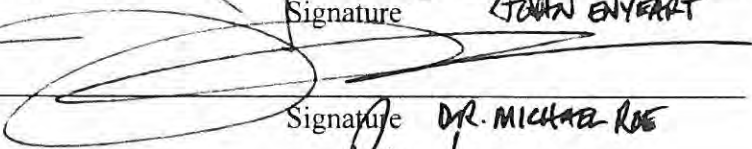
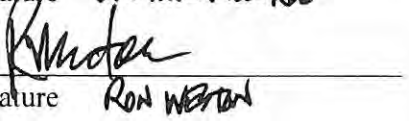
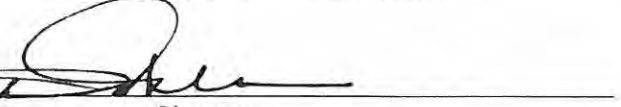
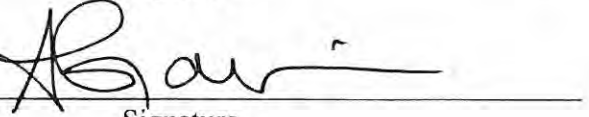
X. **Pacing Guide:**

<b>Unit of Study</b>	<b>Number of Teaching Days Allotted</b>
<b>Semester 1</b>	
Unit 1: Introduction to Global Commerce	20 Days
Unit 2: International Finance	25 Days
Unit 3: Regional Integration	25 Days
Unit 4: Trade Relations	20 Days
<b>Semester 2</b>	
Unit 5: International Legal Agreements	20 Days
Unit 6: Cultural Influences	25 Days
Unit 7: Global Organizations	20 Days
Unit 8: Global Logistics and Marketing	25 Days

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST  
Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>		
Site Department Chairperson	 Signature <u>JOHN ENYEART</u>	Date <u>3/4/16</u>
Principal	 Signature <u>DR. MICHAEL ROE</u>	Date <u>2/4/16</u>
Secondary Education Manager	 Signature <u>RON WESTON</u>	Date <u>3/7/16</u>
Director, Secondary Education	 Signature _____	Date <u>3/23/16</u>
Assistant Superintendent, Secondary Education	 Signature _____	Date <u>3/23/16</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course <u>Broadcast Journalism</u>		Course Number _____

Date \_\_\_\_\_

Name of person submitting request John Enyeart

Position Teacher/Dept Co-Chair School: Riverside Polytechnic High School

J-BS 3-11-16

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

**COURSE TITLE:** Broadcast Journalism

**DEPARTMENT:** CTE/VAPA

**HIGH SCHOOL SUBMITTING REQUEST:** Riverside Polytechnic High School

**DATE OF SUBMISSION:** March 4, 2016

**COURSE NUMBER:** Needs to be assigned

**LENGTH OF COURSE:** 1 year

**NUMBER OF CREDITS:** 10 credits (may be repeated)

**HIGH SCHOOL GRADUATION CREDIT:** 10 credits (VAPA or CTE)

**TARGETED GRADE LEVELS:** 10-12

**TARGETED STUDENT POPULATIONS:** All

**RECOMMENDED PREREQUISITE:** Video Production or equivalent

**SATISFACTION OF UC and/or  
CSU ENTRANCE REQUIREMENTS:** Yes  X  (Satisfies the "F" Requirement)  
No \_\_\_\_\_

**Riverside Unified School District  
Instructional Services 7-12**

## **High School Course Proposal**

**I. Course Purpose:**

Broadcast Journalism is a college and career technical education course which integrates Visual and Performing Arts and CTE standards for the Media Arts Production Pathway. Broadcast Journalism uses an industry standard studio that includes both visual and audio concepts in preparation for a career in the broadcast industry. It requires students to answer numerous essential questions divided by various production project units while applying their knowledge and skills with reference to the Common Core reading, writing, listening, and speaking ELA standards. Upon completion of the Broadcast Journalism course, students will have a better understanding of the digital media industry and the influence of video on global communications, on culture, and the role it plays in social behaviors.

**II. Course Description:**

This course emphasizes improving students' visual arts and communication skills through media broadcasting. Students will participate in and produce television broadcasts. Activities include live broadcasts, commercials, interviews, documentaries, and public service announcements (PSAs). Activities will also include: scripting, storyboarding, editing, time and resource management and use of video/audio equipment and software. Students will also explore ethics of broadcasting, create a video reflection of the school year and prepare a comprehensive portfolio of work.

**III. Course Goals and/or Major Student Outcomes:**

- Operate a variety of television/video production and broadcast equipment including video cameras, microphones, lighting equipment, editing consoles, audio consoles, switchers, instant replay consoles and character generator.
- Describe the three stages of video production and the responsibilities of crew members involved at each stage.
- Perform the functions of a variety of crew positions (including on-camera talent) in ENG, live broadcast and live-to-tape video production.
- Perform the set-up/tear down necessary to conduct a single or multi-camera production.
- Produce an ENG video segment from initial concept development to finished edited video.
- Work cooperatively with production team members to create a finished video product.
- Work with various groups (on campus, RUSD Media, City of Riverside, etc.) outside of the classroom to broadcast school and/or community events.

**IV. Course Objectives:**

Students will engage with the content found in Units 1-7 (see **Course Outline** in section V) while simultaneously rotating through the various jobs/tasks of a production team. Students will engage in theory and practice related to all aspects of the industry while improving and focusing their skills to specialize in specific areas. While working in these production



teams, students will learn and apply the following technical skills and industry-standard procedures.

Technical Objectives:	Standards
<p><b>Students will understand and/or demonstrate the following technical tasks and procedures:</b></p> <ol style="list-style-type: none"> <li>1. Television production process               <ol style="list-style-type: none"> <li>a. Phases of the television production process – includes a discussion of the activities and crew members involved in each phase                   <ol style="list-style-type: none"> <li>i. Pre-production</li> <li>ii. Production</li> <li>iii. Post Production</li> </ol> </li> <li>b. Types of productions – an overview of the various ways that television can be produced; equipment and crew requirements; appropriate uses for each                   <ol style="list-style-type: none"> <li>i. ENG – Electronic News Gathering</li> <li>ii. EFP – Electronic Field Production</li> <li>iii. Live internet broadcasts</li> <li>iv. Live-to-tape Studio Production                       <ol style="list-style-type: none"> <li>1. Back timing</li> <li>2. Function of the countdown</li> </ol> </li> <li>v. Contracts, Copyright and Fair Use</li> </ol> </li> </ol> </li> <li>2. Telling the Story               <ol style="list-style-type: none"> <li>a. Project Proposals/Treatments</li> <li>b. Storyboarding</li> <li>c. Scriptwriting</li> <li>d. Communication</li> </ol> </li> <li>3. On-Camera Talent               <ol style="list-style-type: none"> <li>a. Research/Background preparation</li> <li>b. Presence and voice projection</li> <li>c. Staging, attire and professionalism</li> <li>d. Interview techniques</li> </ol> </li> <li>4. Editing and Switching               <ol style="list-style-type: none"> <li>a. Concept and Purpose</li> <li>b. Hands-on operation of editing/switching equipment</li> <li>c. Editing aesthetics</li> <li>d. Insert vs assembly editing                   <ol style="list-style-type: none"> <li>i. Trimming</li> <li>ii. 3/4-point edits</li> <li>iii. Rolling/ripple and slip/slide edits</li> <li>iv. B-roll</li> </ol> </li> </ol> </li> </ol>	<p><b>CTE Arts, Media &amp; Entertainment Standards:</b>  <u><i>Knowledge and Performance Anchor Standards</i></u></p> <ol style="list-style-type: none"> <li>2.3 Interpret verbal and nonverbal communications and respond appropriately.</li> <li>2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.</li> <li>2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</li> <li>2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies</li> <li>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</li> <li>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</li> <li>3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.</li> <li>3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.</li> <li>3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.</li> <li>3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options</li> <li>4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.</li> <li>4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.</li> <li>5.1 Identify and ask significant questions that clarify various points of view to solve problems.</li> <li>5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.</li> </ol>

<ul style="list-style-type: none"> <li>v. Music and sound effects</li> <li>e. Transitions and Editing errors <ul style="list-style-type: none"> <li>i. Transitions</li> <li>ii. Jump cuts</li> <li>iii. Flash frames</li> <li>iv. Duplicated frames</li> </ul> </li> <li>f. Graphics</li> <li>g. Titles</li> <li>h. Effects and motion</li> <li>i. Live keying (green screen)</li> <li>j. Virtual backgrounds</li> <li>k. Storing and publishing</li> <li>5. Video camera operation <ul style="list-style-type: none"> <li>a. Parts of the camera and their functions</li> <li>b. ENG Kit <ul style="list-style-type: none"> <li>i. Tripod vs shoulder-mount</li> <li>ii. Camera</li> <li>iii. Microphone</li> <li>iv. Auto vs manual camera operation</li> </ul> </li> <li>c. Other camera operation <ul style="list-style-type: none"> <li>i. Jib/crane operation</li> <li>ii. Steady-cam</li> </ul> </li> <li>d. Connectors and adaptors</li> <li>e. Shot Selection and Composition</li> </ul> </li> <li>6. Lighting Principles <ul style="list-style-type: none"> <li>a. Qualities of light; importance to video</li> <li>b. Types of lighting instruments</li> <li>c. White balance</li> <li>d. 3-Point lighting system</li> <li>e. Lighting a green screen</li> </ul> </li> <li>7. Audio Principles <ul style="list-style-type: none"> <li>a. Characteristics of sound</li> <li>b. Types of microphones and their functions</li> <li>c. Microphone placement</li> <li>d. Wireless microphone setup and use</li> </ul> </li> <li>8. Character generator operation <ul style="list-style-type: none"> <li>a. Upper/Lower thirds</li> <li>b. Scrolls and Crawls</li> </ul> </li> <li>9. Equipment setup and operation <ul style="list-style-type: none"> <li>a. Character generator</li> <li>b. Teleprompter</li> <li>c. Switcher</li> <li>d. Instant replay</li> <li>e. Audio Board</li> <li>f. Communication Headsets</li> <li>g. Cable rolling technique utilization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</li> <li>6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.</li> <li>6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.</li> <li>6.6 Maintain a safe and healthful working environment.</li> <li>7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</li> <li>7.4 Practice time management and efficiency to fulfill responsibilities.</li> <li>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</li> <li>8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.</li> <li>8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.</li> <li>9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.</li> <li>9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.</li> <li>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</li> <li>9.7 Participate in interactive teamwork to solve real Arts, Media, and Entertainment sector issues and problems.</li> <li>10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.</li> <li>10.3 Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.</li> <li>10.4 Collaborate with industry experts for specific technical knowledge and skills.</li> <li>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Arts, Media, and Entertainment sector program of study.</li> </ul>
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- h. Studio set-up and strike
- i. Single and multiple camera setups

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

**Design, Media and Visual Arts Pathway Standards**

- 1.0-9 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- 2.0-9 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- 3.0-6 Analyze and assess the impact of history and culture on the development of professional arts and media products.
- 4.0-6 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- 5.0-7 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
- 6.0-3 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- 7.0-5 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 8.0-7 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

**Performing Arts Pathway Standards**

- 6.0-6 Apply skill and knowledge in acting, directing, design, and composition to create formal and informal (improvised) theater, film, video, and electronic media performances.
- 8.0-4 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production.
- 9.0-6 Explore the connection between artistic preparation and professional standards and practices.

**Production and Managerial Arts Pathway Standards**

- 1.0-4 Demonstrate knowledge of industry safety standards and practices in all areas of technical production.

	<p>2.0-3 Understand the technical support functions and artistic competencies in film, video, and live production.</p> <p>3.0-1 Analyze and differentiate the function of the various members of a production team.</p> <p>4.0-5 Demonstrate key skills and an understanding of the complexities of production planning.</p> <p>5.0-2 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.</p> <p>6.0-5 Understand the key elements of developing and promoting a production from creation to distribution.</p> <p>7.0-6 Know various media production, communication, and dissemination techniques and methods, including written, oral, visual, and electronic media.</p>
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V. **Course Outline:**

**Unit 1: In-Studio and Live Event Productions**

In order to create and deliver (over broadcast media, and through streaming media) content-based information and messages to targeted audiences, students will:

- Watch and examine real world television network news: ABC, CBS, NBC, CNN, MSNBC, ESPN and/or FOX.
- Discuss findings from the examination of network news programs in small groups. These discussions result in a short (one page) written narrative that illustrates their understanding of the role and influence that broadcasting has in Western society. Students determine what abilities, skills, and knowledge they need to possess to create an effective broadcast for their school. This also identifies academic and technical shortcomings and potential ways they can be addressed or overcome.
- Create graphics showing the proper use of design elements and principles for each broadcast. Drawing or presentation programs are used for the creation of graphics. Students explain and justify their designs in both design terms and communication requirements. Graphics are revised, and applied to various types of broadcasts.
- Write a script for use in a broadcast. Sample scripts from news, editorials, and documentaries are examined. Literary devices such as allusions, metaphors, similes, and hyperbole are reviewed and discussed as to how they help with communications. Students use a template and apply software features to format their documents. Students write a one to two page script for one segment of an upcoming broadcast.
- Be assigned specific roles and responsibilities with the intent to broadcast a reoccurring news program. Students research the duties and requirements of their role. Students write a report (one to two pages) describing these items, how they can apply these, and how they will work collaboratively with others to deliver the news program.
- Produce and broadcast a reoccurring news program (the frequency of the program will increase as efficiency and student knowledge increases). Collectively, the production crew will summarize in a 1-2 page report their selection and application of graphics, styles and layouts for the news show. Students explain how this combination of items



enhances the overall show and effectively communicates information to the viewer. These skills will translate to other live and live-to-tape broadcasts.

### **Unit 2: Ethics of Production**

Students will briefly review basic copyright and fair use laws (taught in the prerequisite course) and why contracts/liability agreements are necessary. In addition to this, students will be introduced to the concept of responsible and ethical reporting. To lay the foundation for ethical decisions, students will:

- Research case studies which emphasize a topic or issue that has societal impacts:
  - Westmoreland v. CBS (1984)
  - Food Lion v. ABC (1996)
  - Anderson v. Fisher Broadcasting (1986)
  - Falwell v. Flynt (1986)
  - WDAFRV v. McCaskill (1996)

Specific examples from the case studies are discussed in small groups and students justify their understanding of “right” vs. “wrong” ethical conduct. Students create and deliver a five minute presentation centered on the ethical responsibilities of those responsible for broadcasting information ranging from the producer to reporter to camera operator and all those in between. A presentation guide is used by students to help them structure their information and deliver their presentation. Included in the guide are such items as key vocabulary, citing sources and the use of data/charts/graphics. Through this presentation students will gain a better understanding of their responsibility of producing a broadcast which is fair and ethical.

### **Unit 3: Commercial Development**

To understand how communication affects and influences our society, culture and values, students will engage in the following:

- As a class students view and critique influential commercials as seen on television and the Internet. Specific examples include:
  - Volkswagen – “The Force”
  - Apple – “1984”
  - Coca Cola “Mean Joe Green”
- Students assess the effectiveness of the commercials using criteria developed for them, and their own criteria. The criterion focuses discussions on the development and effectiveness of the content and message.
- Students will also read and analyze the article, “The Six Ways Ads persuade” and prepare a 1-2 page narrative on how they believe commercials impact and influence our society. Specific discussions include how commercials target or shape culture, morals, trends and values. Evidence and examples are cited to support the student’s claim.
- Students will prepare a one page written proposal for a commercial which they produce for the broadcast. The proposal includes intentions and implications that their commercial will have on the intended audience. The commercial is to promote a product, behavior or cause. Peer and teacher feedback is given on the proposal and is used to guide the development of the next step in the project.
- In small groups, students produce a storyboard and 1-3 page script. They discuss strategies and techniques used to most effectively deliver the intended message of the



commercial. Based on discussions, revisions are made to the storyboard and script. Students will also reflect on the process by which they came to consensus.

- Students will film and edit the commercial to 30 seconds in length and use methods and techniques from previous research and discussions to persuade the audience.
- Students conduct a self-critique of their commercial, and critique other students' commercials. A one to two page critique form is used to guide student responses and feedback. Students use the critique to review and refine their current and future commercials. Additionally, at the completion of the project, students reflect on the entire project, with an emphasis on how they and other individuals contributed to the project and how issues were resolved.

#### **Unit 4: Investigative Reporting**

To articulate a story without (or with as little as possible) bias, students will:

- Observe and analyze segments of several current stories from such programs as:
  - 60 Minutes Dateline, 20/20, and 48 Hours.
- Students compare similarities and differences in these programs and discuss the application of various investigative techniques, visual design and communication strategies in their project.
- Using knowledge they have learned from these sources, students select and research one issue related to (any one of the following):
  - Cyber bullying
  - Cyber citizenship
  - School safety
  - School events
  - School or social issues (i.e. environment, health, financial)
- Students prepare a summary identifying the topic, issue and key sources to be used in their investigative report. They will hypothesize on the opinions and perceptions for each side of the story, and use this to direct their investigative reporting. The summary includes citation of sources.
- Students present their summaries to their peers for critique and feedback. All students should discuss and debate if each side of the story is addressed. This also provides direction for specific items that will be further investigated and incorporated into the video.
- Students research interviewing techniques from the following sources:
  - “Tips for investigative reporting”
  - Katie Couric on how to conduct a good interview
  - How to Prepare for a Broadcast Interview
- Students revise their outline and develop a list of interview questions. Students pilot their questions on other students to determine their validity and worthiness, and to allow for revision before using on their actual interviewees. Students reflect on how their revisions will better enhance their story.
- Students conduct their investigative reporting. Other students assist the lead student with camera and sound operations during the interview. Additionally, the lead student is responsible for “B-roll” that will be used in the final video. The student should pre-

visualize the content needed in the “B-roll” such that both sides of their story will be properly presented in the final video.

- The lead student takes footage and creates a “draft” video to be presented to other students in the class, and the teacher, for feedback. A formal critique guide is used to direct feedback and discussions. The student uses feedback to identify areas that could be improved in their video, including specifically the removal of biases promoting one side over another.
- A final video incorporating visual and artistic enhancements (such as titles and music) is produced and shown to the class and to a larger school audience through such means as video announcements or special school event. The student, along with their peers in the class critiques the final video using a rubric. A one to two page critique form is used to guide student responses and feedback. Each student records and reflects in their journal (one page) the development and production of their story and the effectiveness of their message.

### **Unit 5: Visual Interpretation of School-Wide Events**

To creatively express the interpretation of school activities, students will:

- Through brainstorming and discussion, students identify and select a school-wide event or activity or a topic that is of interest to the community, teenagers or is a current event.
- Students develop an outline or graphic organizer of their topic which will be used to assist in the development of the story. To accomplish this item, students conduct interviews of those involved with the event and conduct site visits (when possible) to determine how it should be recorded.
- Student analyze the content they have researched and discuss 1) the use of styles and personal expression used and 2) how the content relates to historical and cultural topics pertinent to the time period and audience. Students discuss their analysis with their peers and draw connections with their selected topic, specifically how the school and community’s diversity and culture will be evident in their documentary.
- Students document their research and discussions in a one to two page expository summary (including citations of all sources). Students prepare a script and preproduction shot sheet for their film. Both documents reflect not only the content, but message and personal style that the student wants to project in their documentary. The documents also include expected graphics and music that will be incorporated along with recorded footage.
- Students collect and analyze footage including interviews for their documentary. Students assemble and edit footage, creating a story that reflects their personal style and reflects the cultural diversity of the school or community. A “draft” documentary incorporating video techniques, audio techniques, and the elements of design is produced and shown to their peers for feedback and critique using a rubric.
- Students revise their documentary based upon the critique. The final documentary is then broadcast to the school or community through: the daily announcement, or special school or community event. In a personal journal, students reflect on the development and production of the story, focusing on the experience with working in a professional environment and the challenges faced with presenting a story that potentially contains a significant amount of cultural diversity. Students also identify ways for improvement in future projects.

### **Unit 6: School-Wide Retrospective (year-long project)**

To design and produce a multimedia retrospective which captures the diverse perspectives and memorable activities of the school, students will:

- Read "Culture and Nonverbal Behavior" which illustrates the diversity of how cultures interpret visual behaviors. In small groups students discuss the different perceptions from the different cultures. Students write in their journal (two to four paragraphs), their own thoughts and understanding of how cultures view the same items differently.
- In a class discussion, students address the question: "What is a retrospective?" Discussions are recorded and shared with the entire class. Students identify events and issues that occurred over the last school year which should be included in a school retrospective. From these discussions students formulate a list of potential items (or sections) for the retrospective.
- Students create evaluation criteria to select and edit content for the school-wide retrospective. When creating the criteria students will apply their understanding of how various cultures may view potential topics, and how artistic freedom is to be allowed.
- Potential graphic, visual and audio standards are developed by students. Each student must support and explain their position regarding standards. After discussion and consensus, the class shall adopt a set of standards that will be applied to the retrospective.
- Students collect existing footage and record new footage for the project. As footage is collected and recorded, students edit material. Students apply their understanding of design elements and principles along with artistic techniques during the editing process.
- Students produce a "draft" video which is presented and critiqued among their peers. In their presentation, students explain and justify:
  - Reasons for their design and techniques
  - How it captures and presents cultural diversity
  - How adopted standards have been met.
- Students create a final video which incorporates feedback from their peers to be made available to students, parents or community members through such media as a DVD.

### **Unit 7: Personal Digital Portfolio**

To prepare for a career in video broadcasting, student will:

- Create a portfolio that includes a DVD with samples of their best work (including footage and other documentation of their role and performance with the daily news program), a cover letter, resume, certificates, awards, and letters of recommendation. The initiation of this portfolio requires the student to prepare a storyboard identifying essential segments/sections for their portfolio. Students identify areas where additional footage or significant editing is required.
- Additionally, students will conduct the following investigations to help direct and guide other parts of their portfolio including the development of their resume, cover letter and letters of recommendation:
  - Participate in live broadcasting multiple school/district/local events.
  - Research information on the following websites regarding career opportunities:
    - US Bureau of Labor Statistics
    - California Career Zone
    - Purdue Online Writing Lab (OWL) Resume & Cover letter Workshop

- Students conduct a self-critique of their portfolio, and critique other students' portfolios. A rubric is used to guide their review and feedback. Students use the critique to review and refine their portfolio.

VI. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments
<p><b>Unit 1: In-Studio and Live Event Productions</b></p>	<p><b>Live Event Production:</b> Students are assessed using a rubric that determines how effectively a student performed and applied: equipment and technology during each broadcast, clarity of the information with emphasis on format and design, delivery of information with emphasis on timing and design, and their creativity of expression with their role and responsibility in the production and delivery of the broadcast. Students will use the results of the assessment to help refine and guide future broadcasts. <i>Note: this process will be repeated frequently throughout the year.</i></p> <p><b>Proposal/Storyboard/Script:</b> Students are assessed using a rubric that determines if a student's writing demonstrates proficiency in developing plot, setting and character, proper use of visual design terminology, use and development of tone, and adheres to the required format. Through revision and editing, students' will better clarify and deliver a clear and coherent message. <i>Note: this process will be repeated frequently throughout the year.</i></p>
<p><b>Unit 2: Ethics of Production</b></p>	<p><b>Ethical Responsibility Research Paper and Presentation:</b> Students will be assessed using a rubric that determines whether the student provides a clear understanding of the topic/issue, uses direct evidence and rhetoric justifying their position, applies proper use of design elements and principles to their presentation visuals, delivers the presentation in a professional manner, and the audience can follow the content and message.</p>
<p><b>Unit 3: Commercial Development</b></p>	<p><b>Commercial Project:</b> Students will produce a commercial based on a rubric that assesses the quality and application of visual design elements, clarity of message, quality of work, artistic expression and working as a production team.</p> <p><b>Proposal/Storyboard/Script:</b> Students are assessed using a rubric that determines if a student's writing demonstrates proficiency in developing plot, setting and character, proper use of visual design terminology, use and development of tone, and adheres to the required format. Through revision and editing, students' will better</p>



production groups (similar to an internship).
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### VIII. **Instructional Methods and/or Strategies:**

Methods of instruction used to achieve student learning outcomes may include, but are not limited to:

- Presenting class lectures, discussions and demonstrations in order to introduce students to principles and practices of ENG television production, the operation and care of equipment and responsibilities of crew members.
- Assigning cooperative learning tasks that enable students to plan various productions and to work together to produce it.
- Assigning small group activities that give students experience in working cooperatively in a team environment in studio production and ENG production.
- Inviting guest lecturers to share industry perspectives and expectations of a variety of television production environments.
- Taking field trips to expose students to state-of-the-industry workplace environments such as sound stages and production studios.

### IX. **Assessment Methods and/or Tools:**

Students will be evaluated for progress in and/or mastery of learning outcomes by methods of assessment which may include, but are not limited to:

- Class and small-group exercises that give students a hands-on opportunity to demonstrate mastery of skills in a real or simulated recording environment.
- Quizzes and exams that enable instructor to assess students' comprehension of key concepts and principles.
- Multiple projects that demonstrate student's ability to plan and produce a live (or live-to-tape) broadcast. Note: This also includes performing each of the jobs/roles on a production team.

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include:

1. Harris, Phillip L. Television Production & Broadcast Journalism. 2<sup>nd</sup> ed. Goodheart-Wilcox Publisher, 2012.
2. Stinson, Jim. Video: Digital Communication & Production. 3<sup>rd</sup> ed. Goodheart-Wilcox Publisher, 2013.



X. **Pacing Guide:**

Throughout the year, students will produce and/or assist with several live broadcasts outside of the regular school day. These may include school events, RUSD events, and/or community events such as VAPA performances, sporting events, school functions, etc.

**First Quarter** (9-10 weeks):

Course Introduction

Unit 1: In-Studio and Live Event Productions (The Big Picture)

*Note: More specific training and practice will be a focal point throughout the school year as students rotate groups to learn different jobs/roles and specialize in specific areas.*

**Second Quarter** (9-10 weeks):

Unit 2: Ethics of Production

Unit 3: Commercial Development

**Third Quarter** (9-10 weeks):

Unit 4: Investigative Reporting

Unit 5: Visual Interpretation of School-Wide Events

**Fourth Quarter** (9-10 weeks):

Unit 6: School-Wide Retrospective

Unit 7: Personal Digital Portfolio

*Note: Students will gather and organize media throughout the school year in order to complete Units 6-7)*

**Supplemental Materials & Resources**

**General Resources:**

Website: Videomaker (<http://www.videomaker.com>)

Website: MediaCollege.com (<http://www.mediacollege.com/video/>)

Website: School Video News (<http://schoolvideonews.com/>)

Website: Vimeo Video School (<https://vimeo.com/blog/category/video-school>)

Website: No Film School ([www.nofilmschool.com](http://www.nofilmschool.com))

Website: Purdue (OWL) Online Writing Lab (<https://owl.english.purdue.edu/owl/>)

GoogleBook: Rabiger, Michael & Hurbis-Cherrier, Mick. "Directing: Film Techniques and Aesthetics" 5<sup>th</sup> Ed. (2013)

[http://samples.sainsburysebooks.co.uk/9781135099213\\_sample\\_494326.pdf](http://samples.sainsburysebooks.co.uk/9781135099213_sample_494326.pdf)

**Ethics of Production (Unit 2):**

Westmoreland v. CBS (1984) [see Edwin Moïse: Vietnam War Bibliography: The Order of Battle Dispute and the Westmoreland Lawsuit at

<http://www.lbjlib.utexas.edu/shwv/mb/ob.htm>

Review of Renata Adler's book Reckless Disregard at

<http://www.lawyersandjudges.com/products/old/notable/recklessdisregard.html>

Food Lion v. ABC (1996) [In Focus: Food Lion vs. Capital Cities/ABC interactive case study at <http://www.akingump.com/foodlion/intro.html>  
“The Food Lion Case: Are Journalists Above the Law?”  
<http://www.cato.org/publications/commentary/foodlioncasearejournalistsabovelaw>  
Anderson v. Fisher Broadcasting (1986) [Legal Opinion at  
<http://jcomm.uoregon.edu/~tgleason/j385/Anderson.htm>  
“Privacy Law in the US” at <http://www.rbs2.com/privacy.htm>  
Falwell v. Flynt (1986) [see Media Libel Web Site Map at  
[http://www.hfac.uh.edu/comm/media\\_libel/webmap.html](http://www.hfac.uh.edu/comm/media_libel/webmap.html)  
WDAFTV v. McCaskill (1996) [see Legal Opinion at  
<http://www.law.umkc.edu/faculty/projects/firials/communications/WDAFTV.html>

### **Commercial Development (Unit 3):**

Volkswagon: “The Force”: at <http://www.youtube.com/watch?v=R55euHQna0>  
Apple: “1984” at <http://www.youtube.com/watch?v=2zfqw8nhUwA>  
Coca Cola: “Mean Joe Green” at <http://www.youtube.com/watch?v=xffOCZYX6F8>

### **Investigative Reporting (Unit 4):**

Investigative Reporting Workshop Website: <http://investigativereportingworkshop.org/>  
Center of Investigative Reporting Website: <https://www.revealnews.org/>  
International Consortium of Investigative Journalists Website: <http://www.icij.org/>

### **Visual Interpretation of School-wide Events (Unit 5):**

Kathy Schrock’s Digital Storytelling Website: <http://www.schrockguide.net/digital-storytelling.html>  
International Journalist’s Network: <https://ijn.net.org/en/blog/how-write-broadcast-news-stories>  
Creating a News Package: <http://schoolvideonews.com/Broadcast-Journalism/The-Package>

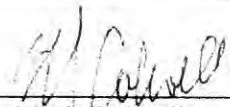



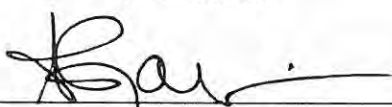
### **School-wide Retrospective (Unit 6):**

Matsumoto, David. “Culture and Nonverbal Behavior”  
<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=B22B23E8041C44FB5C11A7CE49F0D8A5?doi=10.1.1.472.9780&rep=rep1&type=pdf>

**RIVERSIDE UNIFIED SCHOOL DISTRICT**

**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>	
Site Department Chairperson <u></u> Mark Colwell	Date <u>3-10-16</u>
Principal <u></u> Dennis Deets	Date <u>3-10-16</u>
Secondary Education Manager <u></u> Ron Weston	Date <u>3-10-16</u>
Director, Secondary Education <u></u> Darel Hansen	Date <u>3/23/14</u>
Assistant Superintendent, Secondary Education <u></u> Antonio Garcia	Date <u>3/23/16</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>CISCO IT Essentials (Computer Trouble and Repair)</u>	Course Number <u>184510</u>

Date March 3, 2016

Name of person submitting request Scott Hanes

Position Teacher School: Riverside Virtual School

RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education

**High School Course Proposal**

**COURSE TITLE:** *CISCO IT Essentials (Computer  
Trouble and Repair)*

**DEPARTMENT:** CTE

**HIGH SCHOOL SUBMITTING REQUEST:**  
Riverside Virtual School (RVS)

**DATE OF SUBMISSION:** March 18, 2016

**COURSE NUMBER:** 184510

**LENGTH OF COURSE:** Semester

**NUMBER OF CREDITS:** 5

**HIGH SCHOOL GRADUATION CREDIT:** 5

**TARGETED GRADE LEVELS:** 9-12

**TARGETED STUDENT POPULATIONS:** 9-12

**RECOMMENDED PREREQUISITE:** No

**SATISFACTION OF  
UC and/or CSU ENTRANCE REQUIREMENTS:**

(Submitted to UC, waiting for approval)

Yes   x  

No

**Riverside Unified School District  
Instructional Services 7-12**

**High School Course Title Revision  
From: Computer Trouble and Repair  
To: CISCO IT Essentials**

- I. **Course Purpose:** *CISCO IT Essentials* covers fundamental computer and career skills for entry-level IT jobs. The IT Essentials curriculum includes hands-on labs that provide practical experience. Virtual tools help hone troubleshooting skills and practice what is learned.
- Develop working knowledge of how computers operate
  - Develop critical thinking and complex problem-solving skills using hands-on labs and virtual learning tools
  - Apply skills and procedures to install and upgrade hardware and software and troubleshoot systems
  - Practice on real equipment and using the Cisco Packet Tracer simulation tool
  - Get immediate feedback on work through built-in quizzes and tests
  - Get connected to the global Cisco Networking Academy community
- II. **Course Description:** The CISCO IT Essentials (ITE) course covers the fundamentals of computer hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional. It is designed for students who want to pursue careers in Information and Communications Technologies (ICT) and students who want to gain practical knowledge of how a computer works. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also be able to connect to the Internet and share resources in a networked environment. New topics in this version include mobile devices such as tablets and smartphones and client-side virtualization. Expanded topics include security, networking, and troubleshooting. Hands-on lab activities are essential elements that are integrated into the curriculum. The Virtual Laptop and Virtual Desktop are standalone tools that enable students to virtually disassemble and reassemble desktop and laptop computers. Both tools are designed to supplement classroom learning and provide an interactive “hands-on” experience in environments with limited networking equipment. The inclusion of Packet Tracer supports alignment with the new CompTIA A+ certification objectives. This course helps students prepare for the CompTIA’s A+ certification, most importantly the Essentials exam.
- III. **Course Goals and/or Major Student Outcomes:**  
Designed for all computer users, this practical hands-on course in problem solving covers common hardware and software solutions for the Macintosh and IBM-compatible PC. The first quarter focuses on the operating systems and hardware of both Mac and PC Platforms; the second quarter investigates the most frequent difficulties found in specific applications. Emphasis is on the best solution to the most common work interruptions caused by software and hardware conflicts. Issues including printing, viruses, lost files, surge protection, extensions/drivers, and hardware and software installation are covered.



Laptops, printers, mobile devices, networks, working in the IT field, advanced troubleshooting. Students completing this course will serve as resource interns for repairing campus machines; students will also learn to work on their own machines. Students should have a desire to learn how to solve computer problems work with advanced technology and the ability to attend to detail.

IV. **Course Objectives:**

<b>Objectives</b>
<p>Chapter 1: <i>Introduction to the Personal Computer</i></p> <ul style="list-style-type: none"> <li>• Understand the fundamentals of a computer system</li> <li>• Be familiar with different types of a computer system</li> <li>• Know the different types of power supplies in a computer system</li> <li>• Understand the basics of Ohms Law</li> <li>• Be familiar with the internal components inside a computer</li> <li>• Know the difference between all of the external ports on a computer</li> <li>• Know the different types of storage devices on a computer system that can be attached.</li> <li>• Understand input and output devices on a computer</li> <li>• Understand the characteristics of a monitor</li> <li>• Understanding the reasons and the process for replacing a computer component</li> </ul> <p>Chapter 2: <i>Lab Procedures and Tool Use</i></p> <p>This chapter covers basic safety practices for the workplace, hardware and software tools, and the disposal of hazardous materials. Safety guidelines help protect individuals from accidents and injury. They also help to protect equipment from damage. Some of these guidelines are designed to protect the environment from contamination caused by improperly discarded materials.</p> <ul style="list-style-type: none"> <li>• Understand the general concepts of lab safety</li> <li>• Understand electrical safety guidelines</li> <li>• Understand fire safety guidelines</li> <li>• Understand the procedures for protecting equipment and data</li> <li>• Be familiar with the types of power loss and fluctuations</li> <li>• Be familiar the power fluctuation protection devices</li> <li>• Understand material safety and environmental protection procedures</li> <li>• Know the proper ways for disposal of equipment</li> <li>• Know the proper use of hand tools</li> <li>• Know the proper use of ESD tools</li> <li>• Know the proper way to clean tools</li> <li>• Know how to use diagnostic tools</li> <li>• Know how to use software tools</li> <li>• Know how to use disk management tools</li> <li>• Know how to use organizational tools</li> <li>• Know the proper way to clean tools</li> </ul> <p>Chapter 3: <i>Computer Assembly</i></p> <p>This chapter discusses the importance of component compatibility across hardware and software. It also covers the need for adequate system resources to efficiently run the</p>

customer's hardware and software.

- Students will know how to open the case and install the power supply
- Students will know how to install a mother board
- Students will know how to install a CPU and heat sink
- Students will know how to install RAM
- Students will know how to install drives
- Students can demonstrate how to connect computer cables
- Students can demonstrate how to upgrade and configure a PC
- Students can demonstrate how to assemble and/or disassemble a computer

#### Chapter 4: *Overview of Preventative Maintenance*

Students will learn general guidelines for creating preventative maintenance programs and troubleshooting procedures. These guidelines are a starting point to help you develop your preventative maintenance and troubleshooting skills.

- Understand the benefits of preventative maintenance
- Know how to perform preventative maintenance
- Know how to clean the computer case
- Know how to clean the internal components
- Be able to install internal components
- Be able to follow environment concerns

#### Chapter 5: *Operating Systems*

- Understand the capabilities of an operating system
- Understand the basic functions of an operating system
- Understand the way that a CPU handles information can affect the performance of the operating system
- Know the difference between desktop operating systems and network operating systems
- Be familiar with the operating system and the hardware requirements
- Understand customer requirements for an operating system
- Know how to upgrade a current operating system
- Know the process for migrating data and settings
- Know how to create local and network accounts
- Know how to partition hard drives
- Understand the process for disc cloning
- Know the system recovery options
- Know the Windows boot process
- Know the Windows start up modes
- Understand the multi-boot process
- Understand directory structures
- Know system and file locations
- Know file extension and attributes
- Know application and file folder properties
- Know the Windows GUI and control panel tools and accessories
- Know the desktop properties
- Understand how to install and uninstall applications
- Know how to use command line tools

- Understand common preventative maintenance techniques for operating systems
- Understand basic troubleshooting techniques for operating systems

### Chapter 6: *Networks*

This chapter provides an overview of network principles, standards, and purposes. Different types of network topologies, protocols, logical models, and the hardware needed to create a network will be discussed in this chapter. In addition, network component upgrades, email server installations and configuration, troubleshooting, and preventative maintenance will be covered. You will also learn about network software, communication methods, and hardware relationships.

To meet the expectations and needs of customers and network users, students need to be familiar with networking technologies. Students will learn the basics of network design and how some components affect the flow of data on a network. This knowledge will help successfully troubleshoot network problems.

- Define computer networks
- Know the benefits of networking computers and other devices
- Identify types of data networks – LANS/WANS/PANS/MANS/Peer-to-Peer
- Understand basic networking concepts and technologies
- Be familiar with data flow
- Understand TCP/IP protocols
- Understand IPv4 and IPv6 addressing
- Understand static IP addressing
- Understand DHCP IP addressing
- Understand ICMP
- Understand ICP and UDP
- Be familiar to identify the physical components of a network
- Capable of integrating hubs, bridges, and switches into a network
- Be capable of determining the type of equipment to use with an ISP
- Understand VOIP

### Chapter 7: *Laptops*

The first laptops were used primarily by business people who needed to access and enter data when they were away from the office. The use of laptops was limited due expense, weight, and limited capabilities compared to less expensive desktops.

- Know the external features of a laptop
- Know the common input devices and LEDs in laptops
- Be familiar with the internal components of a laptop
- Know the special function keys on a laptop
- Know the difference between a docking station and a port replicator
- Know the four types of laptop displays – LCD/LED/OLED/Plasma
- Understand how an inverter and a backlight work
- Understand a Wi-Fi antenna
- Understand power settings
- Be familiar with laptop hardware and component installation configuration
- Understand power management
- Be capable of implementing preventative maintenance techniques on a laptop
- Be familiar with basic troubleshooting techniques for laptops

### Chapter 8: *Mobile Devices*

Know how to configure, maintain, and repair various mobile devices.

- Be familiar with hardware on a mobile device
- Be familiar with mobile device operating systems
- Understand mobile network connectivity and email
- Understand methods for securing mobile devices
- Know basic troubleshooting methods for mobile devices

### Chapter 9: *Printers*

This chapter provides essential information about printers. Students will learn how printers operate, what to consider when purchasing a printer, and how to connect printers to an individual computer or to a network.

- Know the characteristics and capabilities of printers
- Know the different types of printers
- Know how to install and configure a printer
- Understand how to share a printer on a network
- Know preventative maintenance techniques for a printer
- Know basic troubleshooting techniques for printers

### Chapter 10: *Security*

Computer and network security helps to ensure that only authorized personnel have access. It also helps to keep data and equipment functioning properly. Threats to security can be internal or external to come from the inside or outside of an organization, and the level of potential damage can vary greatly: Internal threats – users and employees who have access to data, equipment, and the network; External threats – users outside the organization who do not have authorized access to the network or resources.

- Understand security threats
- Understand security procedures
- Know some common preventative maintenance techniques for security
- Know some basic troubleshooting techniques for security

### Chapter 11: *IT Professional*

As an IT professional, students will troubleshoot and fix computers, and will frequently communicate with customers and co-workers. In fact, troubleshooting is as much about communicating with the customer as it is about knowing how to fix a computer. In this chapter, students will learn to use communication skills as confidently as you use a screwdriver.

- Understand some communication skills used as an IT professional
- Know the ethical and legal issues in the IT industry
- Understand the role of a call center technician

### Chapter 12: *Advanced Troubleshooting*

Advanced troubleshooting uses not only advanced diagnostic skills when working with hardware and software, but also the interaction between technicians and customers or other technicians. The way students learn to work with customers and other technicians can determine how quickly and comprehensively the problem is diagnosed and solved. Learn to take advantage of resources, other technicians, and the online technician community to get answers to diagnostic challenges. Students learn to help other



technicians with their problems.

- Understand advanced troubleshooting techniques for computer components
- Understand advanced troubleshooting techniques for operating systems
- Understand advanced troubleshooting techniques networks
- Understand advanced troubleshooting techniques laptops
- Understand advanced troubleshooting techniques printers
- Understand advanced troubleshooting techniques security

## V. **Course Outline:**

### **Week 1-2**

Introduction

Chapter 1 Introduction to the Personal Computer System

Labs –computer components

Chapter exam

### **Week 3**

Chapter 2 Lab Procedures and Tool Use

Labs- Diagnostic software, using multi- meters and power supply testers, Computer disassembly,

Chapter exam

### **Week 4-5**

Chapter 3- computer assembly

Labs, parts of the computer, installing add on cards, installing internal cables, booting the computer, bios, upgrading hardware.

Chapter exam

### **Week 6**

Chapter 4 Overview of Preventive Maintenance

Labs preventative maintenance and the troubleshooting process.

Chapter exam

### **Week 7**

Chapter 5 operating systems

Labs noc certifications and jobs, data migration, ntfs, fat 32, installing windows, checking for updates, advanced windows installation

Chapter exam

### **Week 8-9**

Chapter 6 networks

Labs configuring a NIC to use DHCP in windows, adding a computer to a network, protocols and default ports, building straight through and cross over cables, cabling a simple network, physical topologies, nic drivers, connecting to a wireless router, configuring a wireless routers in windows, test a wireless network, share a folder and map a drive, isp, broadband,

Chapter exam



**Week 10-11**

Mid Term

Chapter 7 Laptops

Labs ram , batteries, screens, building a specialized laptop, researching laptop problems, investigating support web sites

Chapter exam

**Week 12**

Chapter 8 mobile Devices

Labs working with android, working with IOS, wi-fi's and mobile devices,

Chapter exam

**Week 13-14**

Chapter 9 Printers

Labs installing printers, share a printer, searching for certified printers,

Chapter exam

**Week 15**

Chapter 10 Security

Labs tools and tests for network security, security attacks, security policy, securing accounts, 3<sup>rd</sup> party antivirus, wireless security techniques,

Chapter exam

**Week 16**

Chapter 11 – IT Professionals

Labs – Using Admin settings and snap ins, using admin tools,

Chapter exam

**Week 17**

Chapter 12 advanced troubleshooting

Labs troubles shooting scenarios

Chapter exam

**Week 18**

Final exam

Hands on final

Course feedback

**VI. Texts and Supplemental Materials**

*CISCO Net Academy LMS Access* - All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

**VII. Key Assignments:**

<b>Topics/Units/Themes</b>	<b>Key Activities/Assignments (optional)</b>
<i>A+ Comp (Tia) Certification Chapter Exams Chapter Hands on labs</i>	<ul style="list-style-type: none"><li>• All hands on labs in chapters</li><li>• Technical opportunities to help</li></ul>

*Final exam and final hands on lab*

other students with computer issues to prepare for real world help desk.

**VIII. Instructional Methods and/or Strategies:**

- Small groups
- Online text
- Video presentation
- Screencast lecture

**IX. Assessment Methods and/or Tools:**

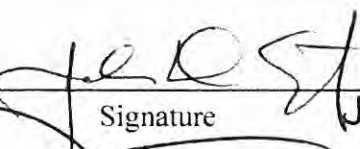
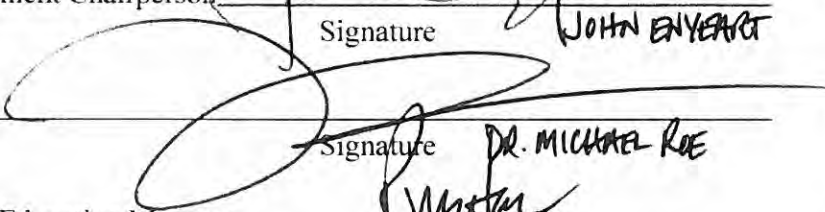


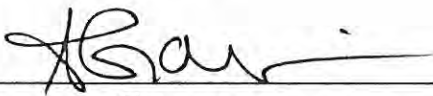
- Lab activities online
- Hands-on activities
- Exams
- Quizzes

**X. Pacing Guide:**

- Week 1-2
  - Chapter 1
- Week 3
  - Chapter 2
- Week 4-5
  - Chapter 3
- Week 6
  - Chapter 4
- Week 7
  - Chapter 5
- Week 8-9
  - Chapter 6
- Week 10-11
  - Midterm
  - Chapter 7
- Week 12
  - Chapter 8
- Week 13-14
  - Chapter 9
- Week 15
  - Chapter 10
- Week 16
  - Chapter 11
- Week 17
  - Chapter 12
- Week 18
  - Final Exam
  - Hands-on Final
  - Course feedback

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**NEW HIGH SCHOOL COURSE REQUEST**  
**Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

<b>Approved by:</b>		
Site Department Chairperson	 Signature <u>JOHN ENYEART</u>	Date <u>3/4/16</u>
Principal	 Signature <u>DR. MICHAEL ROE</u>	Date <u>2/6/16</u>
Secondary Education Manager	 Signature <u>RON WESTON</u>	Date <u>3/9/16</u>
Director, Secondary Education	 Signature _____	Date <u>3/23/16</u>
Assistant Superintendent, Secondary Education	 Signature _____	Date <u>3/23/16</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course <u>MUSIC TECHNOLOGY II</u>		Course Number _____

Name of person submitting request Robert J. Habereeder Date \_\_\_\_\_

Position Teacher School: Riverside Polytechnic High School

*John Enyeart 3-11-16*

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
Secondary Education**

**High School Course Proposal**

**COURSE TITLE:** Music Technology II

**DEPARTMENT:** CTE / VAPA

**HIGH SCHOOL SUBMITTING REQUEST:** Riverside Polytechnic High School

**DATE OF SUBMISSION:** March 3, 2016

**COURSE NUMBER:** Needs to be assigned

**LENGTH OF COURSE:** 1 year

**NUMBER OF CREDITS:** 10 credits

**HIGH SCHOOL GRADUATION CREDIT:** 10 credits

**TARGETED GRADE LEVELS:** 9-12

**TARGETED STUDENT POPULATIONS:** 9-12

**RECOMMENDED PREREQUISITE:** Music Technology I

**SATISFACTION OF  
UC and/or CSU ENTRANCE  
REQUIREMENTS:**

Yes \_\_\_\_\_

No  X  \_\_\_\_\_

(will be submitting to

UC following Board

approval)



**Riverside Unified School District**  
**Instructional Services 7-12**  
**High School Course Proposal**

**I. Course Purpose:** The Music Technology and Composition II course focuses on the aesthetic qualities of sound production and analyzes the impact of digital audio technology as an inherent form of communication in today's society. Students will convey creative expression and develop ideas individually and within groups, write compositions, proposals and budgets. Projects will consist of historical and or cultural nature, and completed projects will be an audio products based on compositions. Students will also write and produce audio in a variety of formats. A main focus of this course will be instruction in the creative process that precedes any final project including writing, rewriting, collaboration and more rewrites. Students will also study the impact audio and sound production on our society from a social, economic, and political viewpoint. Students will learn the history of sound production and the technological advances in the art form. Knowledge and utilization of microphones, digital, analog and computer-based audio editing and recording equipment, and software programs such as Apple's Garageband, Logic and Avid's ProTools will be a secondary focal point to that of meeting the elements of art and principles of design as well as the components in the state standards.

**II. Course Description:** Study and training in the Music Technology II course will prepare students for careers in music engineering and production, post-production for film and television, and live sound-mixing for theater and concerts. Students will develop an extensive Digital Audio Portfolio (a collection of sound designs, podcasts and produced songs). This course is modeled after Woodside High's Audio Production I course with added elements from Riverside Community College's Music Technology I course and Poly High School's Music Technology and Composition I course.

**III. Course Goals and/or Major Student Outcomes:** Music Composition and Technology II further enables students to gain technical and career skills in music and technology. The outline of this course reflects current music industry career demands, and as a result, students will leave this class further prepared for several entry level and skilled careers in the music and recording industry. Students will also learn about music and will create original compositions. This is extremely beneficial to students who would otherwise not have decided to take music courses, and will also provide a creative outlet for students who already have a great deal of prior knowledge and education relating to music. Students will leave the class further prepared for a career in recording and will also have a collection of originally recorded music.

Students will learn techniques and styles of other important influential artists throughout time. Students will also bring to the table their own influential figures in the industry who are significantly influential. Through this combination, students will apply what they have learned into their own work (Unit 2-5). Performance will happen as one records their own creation, as in a recording performance. Students will highlight their music via the internet, which will serve as form of performance, and they will also perform live at school talent shows and at lunch time for the student body. At the end of each semester, students will have a nighttime performance to which the community will be invited to see and hear the

unique and individualized styles students have created over the course of the semester (Unit 7,9).

Students will be trained to do formal critiques of their work and of others (Unit, 6). In this process, the following are the sort of questions students will ask themselves.

**Describe:** What instruments do you hear in this work? What else do you hear? What words would you use to describe this work? What other words might we use? How would you describe structure or arrangement of the song? How would you describe this work to a person who has not heard it?

**Relate:** What does this audio remind you of? What do you recognize as familiar in this work? What in it seems new to you? How is this work like the one we just listened to? What are some important differences? What do these two pieces have in common? How is this electronic recording different from an acoustic recording? What interests you most about this work of art?

**Analyze:** What do you think is the most important part of this audio production? How do you think the artist made this work? What questions would you ask the artist about this work, if s/he were here?

**Interpret:** What title would you give to this song? What made you decide on that title? What other titles could we give it? What else could be happening? What might be purposely left out? What images would this sound make (if it could)? Is the song personal? Is it about something or someone? How did you arrive at that idea? Pretend you are inside the sound. What does it feel like? Why do you suppose the artist made this work? What makes you think that? What do you think it would be like to live in this sound? What makes you think that?

**Evaluate:** What do you think is good about this sound/music? What is not so good? Do you think the person who created this did a good or bad job? What makes you think so? Why do you think other people should see this work of art? What do you think other people would say about this work? Why do you think that? What grade would you give the artist for this work? How did you arrive at that grade? What would you do with this work if you owned it? What do you think is worth remembering about this sound/music?

Students will study many influential artists from different cultures, some they might relate to and others may be more unfamiliar. It is important for the students to learn about a variety of cultures to help in appreciation of our differences. Students will be encouraged to react to these discoveries and apply this into their own work. (Unit 1,4). Students will study recording from all genres, from the Tibetan chanting Gyuto Monks to Beethoven. From Phillip Glass to Germany's Autechre. From the earliest Jazz recordings to the most modern Japanese electronica (Unit 1, 4). Students will research, exemplify and discuss genre in relation to, or not in relation to, cultural heritage and the history of music production long before the ability to record. Students will process, analyze and respond to audio productions of all kinds, constantly, through their own work, and the work of established producers and recording artists. Through research assignments, readings, lectures, documentary screenings and experience in the real and virtual (their own desktop computer in class), students will, through repetition, be exposed to the process and analysis to audio productions (Units 3,4,5). Their analysis will come through self-evaluation, in conjunction

with the instructor, concerning their own work. Individual conferences between student and teacher will be protocol at the completion of each assignment.

Student response will mirror genres, artists and producers whose work they might admire or wish to emulate. In listening to and describing established artists work, students will gain an understanding and a language unique to audio and music production (Unit 1). Through watching interviews with recording artists and producers, student will see how they reflect to their own work and will understand it as a model for their own work. Their demo assignments and final project will be an opportunity for continual self-analysis and for gaining industry-standard vocabulary for processing and analyzing works of art in this particular art form.

1. Students will learn the terminology and vocabulary of audio production and design necessary to analyze and respond to the sensory, formal, and expressive properties of sound.
2. Students will acquire the technical skills (an understanding of analog and digital recording, mixing and mastering, overdubbing, effects, microphone technique, radio broadcasting, podcasting and MIDI to communicate their ideas in this medium.
3. Students will learn to make aesthetic judgments and evaluations of their own audio art, and other's work, as distinct from personal preference or "taste."
4. Students will be able to recognize and distinguish the historical and/or cultural underpinnings of sound, audio and music in developing basic historical/cultural literacy in the discipline.
5. Students will be able to produce high quality, meaningful work that establishes links to acknowledged cultural and artistic traditions in music and sound.
6. Students will be able to establish connections and meanings between the critical thinking skills that are learned in this class to other subjects, including art forms and potential future careers.
7. Students will be able to demonstrate their ability to critique, compare and contrast, and evaluate audio productions in content.
8. Students will acquire the knowledge and capability to express creative ideas and concepts with audio in other academic forums.
9. Students will research the historical relationships between audio production and society.
10. Students will investigate recording techniques research the productions and the shared secrets of renowned music producers over the last century.
11. Students will write and record their own music relying on the combination of intuition and modern creation techniques using software and other technologies.
12. Students will differentiate the role of the musician, music producer and audio engineer.
13. Students will also have the opportunity to take the Protools 101 exam and earn certification that is valuable in the industry.

#### **IV. Course Objectives:**

##### **Arts, Media, and Entertainment**

Music Technology and Composition students will reinforce appropriate **academic standards** necessary for success in postsecondary education and **employment in the music and recording industries**. Examples of this include many skills related to **Mathematics** required for writing and recording music as well as **Language Arts** skills required for writing songs



and professional communication. In addition, this course will address the subjects of **Physics, History, Psychology, Anatomy, Physical Education, and Health.** (AME 1.0)

Music Technology and Composition students acquire music and technology specific **vocabulary** and procedures that are required for **communicating** in a post-secondary or career environment. Students will recognize elements of oral, written, and media communication and will work to eliminate barriers to accurate and appropriate communication. Students will interpret **verbal, non-verbal, and written communication** on a professional level. Students will communicate their ideas through music that are **safe, legal, and responsible.** ( AME 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

Music Technology and Composition students will develop a **career plan** and will make informed **career decisions.** They will do this after identifying interests, aptitudes, information, and skills. Students will develop a **digital audio portfolio** that will communicate their ability to use technology and make career decisions. Students will see the value of **industry certification** and will have the opportunity to earn certification in class. Students will research employment opportunities, professional organizations, industry associations and unions. Students will also come up with their own **small business model** and will go through a mock **interview process** and potential **employee evaluation.** (AME 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9,)

Music Technology and Composition students will utilize industry standard and state of the art **technology** including **recording interfaces and software.** Students will also use digital resources in order to reinforce and extend concepts as well as to gather information related to music and a **career in the industry.** Students will communicate through **SoundCloud** professionally and will develop an online **digital audio portfolio.** In addition, they will assess and discern the quality and value of this information and will understand the bias and intent of these sources. Students will research the **history of recording and music technologies** as well as the projected future technological advances. (AME 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

Music Technology and Composition students will conduct varied research to create **solutions to problems** related to **producing recorded music.** This will require critical and creative thinking, logical reasoning, analysis, inquiry and problem solving techniques. Students will identify and ask significant questions and explore different points of view. Students will solve work related problems using inductive and deductive reasoning. Students will analyze how different **music and technological components** interact in recorded music. Based on experience and analysis, students will interpret information, draw conclusions, and make informed decisions. (AME 5.1, 5.2, 5.3, 5.4)

Music Technology and Composition students will demonstrate **health and safety** procedures, regulation and practices. Students will locate and adhere to Material Safety Data Sheet instructions related to **music technology equipment.** Students will use health and safety practices related to equipment, and supplies such as **power supplies and microphones.** Students will practice personal safety when lifting, bending, or moving equipment and supplies for **recording sessions and live recording projects.** Students will learn about ergonomics and know how to maintain a safe and healthful working environment. Student will also learn about the OSHA laws and acts. (AME 6.1, 6.2, 6.3, 6.4, 6.5, 6.7)

Music Technology and Composition students will initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional **responsibility**

**and flexibility.** Students will manage **project time and financial requirements**, adapt to different role such as **artist, engineer, and producer**, and grow in order to meet changing **requirements and applications**. Students will apply high-quality techniques to produce professional, high quality music and audio with a positivity and professionalism. Students will also explore and document issues of global significance and document the impact of music technology on the world. (AME 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, .7.7, 7.8)

Music Technology and Composition students will learn and work **ethical and legal responsibility** and will access, analyze, and implement quality recording projects with high standards of practice. Students will identify agencies such as **ASCAP, BMI, AES, and SPARS**. Students will demonstrate ethical and legal practices consistent **audio engineering** workplace standards as well as the organizational culture and practices within the workplace environment.

Students will also analyze the importance of **personal integrity, confidentiality, and ethical behavior** in music technology. (AME 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7)

Music Technology and Composition students will identify the responsibilities, competencies, and behaviors of successful **leaders and teams**, including cooperation, collaboration, and effective decision-making. Students will understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting and will apply this to **compositions and audio engineering projects**. Students will understand the possibilities of working in an international team through the use of technology. Students will respect individual and cultural differences and recognize the importance of diversity and will work in teams to write and record music. (AME 9.1,.2, 9.3, 9.4, 9.5, 9.6, 9.7)

Music Technology and Composition students will apply essential **technical knowledge and skills** common to Music Technology. These students will follow **procedures** and will interpret and explain the terminology related to music technology **vocabulary**. Students will comply with the rules, regulations, and expectations related to music technology such as **copyright law and artistic integrity**. Students will have projects and assignments specific to writing and recording music and will also have **work based assignments and commissions**. Students will also have the opportunity to learn from, collaborate with, and even work with industry experts for specific technical knowledge and skills. (AME 10.1, 10.2, 10.3, 10.4)

Music Technology and Composition students will **demonstrate and apply** their knowledge and skills through work based learning experiences such as **recording and engineering assignments**. Students also will have the opportunity to earn industry valued certification in **Protools 101**. Students will create a **small business model**, and will have knowledge of **freelance work** and other innovative career options. Students will create a **digital audio portfolios** as well as a **SoundCloud** webpage that will offer evidence of skills, knowledge, and competency. (AME 11.1, 11.2, 11.3, 11.4, 11.5)

### **Production and Managerial Arts**

Students will demonstrate knowledge of **industry safety standards and practices** in all areas of **music production** including power tools, electrical, and work place practices. Students will apply these safety related decision making and problem-solving techniques toward the production of recorded music. (PMA 1.1, 1.2, 1.3, 1.4)



Students will understand the **technical support** functions, including artistic competencies as well as production sequence and flow in the production of recorded music. Students will plan and implement a complete production from design to final products such as a **single or album**. (PMA 2.1, 2.2, 2.3)

Students will analyze, differentiate, and take on the role of the **function of the various members of a production team**. These roles include audio **engineer, producer, production manager, director, assistant director, etc.** (PMA 3.1)

Students will demonstrate key elements, responsibilities and **skills** and an understanding of the complexities of **production planning** and presentation. Students will analyze how the artistic processes, organizational structure, and business principles, including funding and budgeting, are interrelated in the preproduction, production, and post-production of a **recorded music**. (PMA 4.1, 4.2, 4.3, 4.4, 4.5)

Students will apply knowledge of **services, equipment capabilities, the workflow process, data acquisition, and technology** to a timely completion of projects. Students will identify essential qualifications and technological competencies for each team member, including **artists, designers, performers, composers, writers, and technicians**. Students will plan the general coordination of various elements in a project or production. (PMA 5.1, 5.2)

Students will work through the chain of responsibility to **develop and promote a production** from **creation to distribution**, including designing a budget, flow chart, and promotional material for recorded music. Students will produce singles and albums of recorded music and will also work with other forms of audio such as **broadcast and film** (PMA 6.1, 6.2, 6.3, 6.4, 6.5)

Students will know various media **production, communication, and dissemination** techniques and methods, including written, oral, visual, and electronic media. They will also identify and describe **licensing** management for live and media based productions and **intellectual properties**. Students will identify successful business models and analyze various facets of those models, such as market analysis, marketing strategy, and product value. Students will explore the relationships between publishers, developers, distributors, marketers, and retailers as well as the role of audience and market research in promotional planning and distribution. (PMA 7.1, 7.2, 7.3, 7.4, 7.5, 7.6)

### **California Music Standards**

Music Composition and Technology students respond to, analyze, and make judgments about works of music. Students first do this in Artist, composer, and cultural projects, and carry this skill into **composing and producing** their own music. Students broaden their knowledge of music from different cultures, artists, composers, producers, and arrangers. They learn to value the aesthetics of music on a much deeper level and to create their own compositional style. (CMS 4.1, 4.2, 4.3) [Key Assignments2, 4, 5-9]

Music Technology and Composition students participate in reading, composition, and performance assignments that allow them to express themselves creatively. Students use the computer as a creative instrument and also have the ability to express themselves vocally. They **learn the techniques necessary for a high level of harmonic and rhythmic expression** and **participate in many live performances, which will be used in recordings**. They **compose and arrange music, improvise melodies, variations, and accompaniments**,

and utilize industry standard composition al and recording software. (CMS 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8) [Key assignments 1,3, 5-9]

Music Technology and Composition students analyze, synthesize and evaluate the historical contributions and cultural dimensions of music **through artist, composer, and cultural studies**. Students analyze the role of many different types of music and composers. They understand the past and current context and **develop their own music and cultural identity**. Students **produce quality, recorded music** that demonstrates a historical and cultural context and also emulates chosen composers and cultures. (CMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8) [Key Assignments1, 3, 4]

Music Technology and Composition students increase their artistic perception through listening, reading, and composition projects. They learn musical vocabulary and apply it towards **analysis of form, harmony, melody, rhythm**. They apply this knowledge by **creating original compositions**. Students learn how to read, transcribe, and compose music with a multitude of scores and current technology. Through this course, they have the ability to **critique music, develop quality recordings of many different types of compositions that demonstrate this perception**. (CMS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6) [Key assignments 2-10]

## V. Course Outline:

### Unit 1: Audio Production

- Business of Media
- History of Music Production
- Basic Electronic/ Digital Audio Recording
- Media Management
- Studio Etiquette and Psychology
- Genre

### Unit 2: Learning Desktop Production Tools & Media Management

- Music Production Process
- Creating Musical Ideas
- Listening and Analysis
- Recording
- Editing
- Mixing
- Mastering
- Music Production Tools
- Synthesizers
- MIDI Sequencers
- Audio Recorders
- Processors
- Mixers
- Managing your media for optimal work-flow

### Unit 3: Understanding Signal Flow

- Analog / Digital Audio Signals and Connections
- Signal Flow Between Devices
- Setting Up Your Virtual Studio
- MIDI Signal Flow

- Desktop Studio Configuration
- Studio Etiquette

#### Unit 4: Understanding and Using Electronic Music Synthesizers

- What's a Synthesizer?
- Properties of Sound
- Pitch, Timbre, Loudness
- Virtual Instruments
- Digital Samplers
- BPM
- Working on a grid
- Cross cultural music genres

#### Unit 5: Introduction to MIDI Sequencing

- MIDI Messages
- Patterns in Music
- Creating Patterns
- Building an Arrangement from Patterns
- Playing Against a Drum Track
- Playing with a click track

#### Unit 6: MIDI (continued), Microphone Technique, Podcasting

- MIDI Sequencing in Logic
- The Transport and Arrange Window
- MIDI Sequencing in Logic, Continued
- How a Sequencer Represents Time
- Bars, Beats, and Subdivisions
- Real-Time Recording
- Replace and Overdub
- Loop Recording
- Step Recording
- Punching in and out
- Importing and Exporting media
- Interview techniques and etiquette
- Voice and vocal recording

#### Unit 7: Editing and Live Recording

- Editing MIDI Sequences
- Exploring Tempo, Key, Song Length, Velocity, Dynamics, Gate Time, Delay,
- Fixing Mistakes
- Correcting Timing
- Correcting Durations
- Correcting Dynamics
- Editing Pitch
- Cut/Copy/Paste Operations
- Editing in the Arrange Window—The Logic Tools
- MIDI Mixing and Automation
- Live recording seminar, techniques, etiquette
- The relationship between the engineer, producer and artist

#### Unit 8: Common Mixer Configurations

- The Mixer
- Technical Issues in Mixing
- Aesthetic Issues in Mixing
- MIDI Tracks into Audio
- Bouncing MIDI Tracks to Audio Files

#### Unit 9: Effects, Mixing and Mastering

- Insert Effects
- Aux Send and Return Effects in Logic--Set Up a Reverb Send and Return
- Overview of Effects Types
- Spectrum Processing: Filters
- Equalization
- Mix Practice--Adding EQ and Reverb
- The mastering process

#### Unit 10: Mixing and mastering Part 2

- Dynamics Processing
- Compressing the Bass Track
- Gating
- Time-Based Effects
- Delay
- Doubling/Flanging/Chorus
- Reverb
- EQing, Compression, DB

#### Unit 11: Hard-Disk Recording and Editing

- Sampling Concepts
- Overview of Hard-Disk Recording
- Hard-Disk Issues
- Bouncing a Mix to Disk
- Non-Destructive Editing
- Defining Regions
- Editing a Song Form
- Defining Rhythm Loops
- Loops and Song Tempo
- Destructive Editing
- DSP (Digital Signal Processing)
- Using the Change Gain and Normalize Commands
- Using the Silence and Fade In/Out Commands

#### Unit 12: Preparing Files for Distribution

- Preparing Sequence Files for Distribution
- Importing and Exporting Standard MIDI Files
- Posting Sequence Files on the Web
- Audio Distribution Formats
- Final Master for CD, MP3, Vinyl
- Audio File Compression Overview
- Organizing and embedding in iTunes
- Distributing Audio Files via the Web

Unit 13: Properties of musical sound (Protools 101)

- Frequency
- Amplitude
- Timbre
- Rhythm
- Form

Unit 14: Introduction to computer-based digital audio workstations (Protools 101)

- Bits and Bytes
- CPU
- RAM
- Input & output devices
- Data storage devices
- Cables and connections
- File management
- Lab hardware and software
- Audio and MIDI hardware connections
- Audio and MIDI hardware settings
- Audio and MIDI software preferences

Unit 15: Introduction to MIDI (Protools 101)

- History of MIDI
- MIDI connections
- Local control
- MIDI modes
- Audio connections
- Benefits of MIDI
- Bits and bytes
- Channel voice messages
- Serial vs. parallel

Unit 16: Introduction to digital audio (Protools 101)

- History of digital audio recording
- Recording and playing back analog audio
- Analog-to-digital conversion
- Recording in digital format
- Waveform
- Frequency
- Amplitude
- Sample Rate
- Bit depth



- Dither

Unit 17: Basic digital audio importing and recording (Protools 101)

- Audio storage requirements
- Audio tracks & audio files
- Audio level adjustments
- Recording and managing audio

Unit 18: Basic MIDI importing and recording (Protools 101)

- Differences between audio and MIDI
- MIDI storage requirements
- Standard MIDI files
- MIDI and instrument tracks
- Sample-based vs. tick-based operation
- Time scales and rulers
- Setting the default meter, tempo and key signature
- Using plug-in virtual instruments
- Using standalone virtual instruments
- Viewing MIDI data
- Step MIDI recording
- Real-time MIDI recording

Unit 19: Editing and arranging (Protools 101)

- Adjusting session view
- Making edit selections
- Adding markers
- Selecting playback options
- The Regions menu
- Moving and editing regions
- Fade effects

Unit 20: Mixing (Protools 101)

- Inputs and outputs
- inserts
- Sends and returns
- Basic automation
- Real-time plug-ins

Unit 21: Finishing your work (Protools 101)

- Backing up a session
- Creating a stereo mix-down
- Burning stereo mixes to CD

#### Unit 22: Exploring a Career in Audio Production

- Sound engineer
- Music producer
- Sound mixer
- Song-writer/ artist
- Live sound technician
- Music score composer
- Foley artist

#### Unit 23: Final Project Critique and Course Wrap-Up

- Course Wrap-Up
- How to Grow Your Basic Setup
- Suggested Additional Reading and Further Study
- Preparation for Music Technology III

### **VI. Key Assignments:**

1. Genre and Instrumentation Identification: Listen to and respond in writing, via Google docs "discussion" ten songs found in teacher share drive. For each, identify the instrumentation, mixing techniques, and identify the genre or genres. Discussion projected on LCD projector, followed by sample listening and discussion. (3.1, 3.2, 3.3)

2. Research and Report: Make oral and written reports (including bibliography) on two music producers, one from the western tradition and one from another cultural perspective. Include biographical information and perceptual critical analyses of at least four works by that producer/artist. Discuss the role of the producer within the history of the audio medium. Compare and contrast like subject matter across cultures. Careers in the arts will be discussed in terms of particular artists and their work, especially looking at crossover artists who were able to work both as artists and as commercial producers. (3.4, 3.5, 3.6, 3.7, 3.8)

#### 3. Composition, Arranging, and Production Assignments

Students engineer, perform, compose, produce, and arrange music with traditional notation and several types of technology. Students reflect on the process, their role, and the end result for each project. Through the progression of these assignments, students develop their musical expression and the technical ability that can make money and earn a job. (2.6, 2.7, 2.8)

#### 4. Artist Assignments

Students analyze music that each member of the class chooses. Students explore issues of creativity, technique, and compositional techniques, as well as the cultural and historical impact and background. Students individually present an artist and a piece of music to the class. They also compose music that emulates a second piece of music from this artist. (1.4, 1.5, 1.6, 4.1, 4.2, 4.3)

#### 5. Composer Assignment

Students will research and report on a noted composer and will analyze the history and impact of their music. They will analyze instrumentation, technique, and style. They will take notes

that will be presented in historic progression. Students will analyze the differences between a composer's intention, recordings, and the use of compositions. Students will then create music with the intent of emulating a composer and a composition. (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 5.1)

6. Cultural Heritage Recording: Create a cultural song or sound-scape. Focus on microphone set-up and technique. Engineering skills, including patch-bay and wire-coiling. Compression, limiting. Lyric writing or sampling in native or learned language, other than English, celebrating a wide variety of cultural heritages. Revisit genre—jazz, world, techno, house, hip-hop, trance, electronica, classical, tribal--and BPM Have at least one live recorded track. Recording live instruments: a guitar, percussion, vocals, or all of the above. Mix in Logic and/or Protools. An introduction to mastering. (2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)

7. Create a Live Interview/Podcast: Create a radio-style interview with a musician, or create a radio segment on an established music or band in the industry. Record musician or import already mixed and mastered tracks into a Garageband, Logic or Protools session. Record live vocal presentation or interview as the basis for podcast. Emphasis on critical analysis, written copy, editing, live recording, interview techniques. Editing audio interviews, timing (fade ins and outs). Appropriate levels for vocal versus music being analyzed or discussed. Mastering technique for final mix. Publish podcasts to iTunes database, and make available on the web to the community at large. (5.2 5.3)

8. Live Recording: The Music Engineer: Engineer a multi-channel live recording: the school orchestra, jazz band, choir, guitar class, or a local band. Focus on mic techniques, studio etiquette, the role of the engineer in relationship to the producer and artist. Tracks will be mixed in the HD Protools main studio. Post production aspects: compression, EQing, adding effects, editing techniques, fading in and out, gate/limiting. Emphasis on mixing, remixing, and mastering. Media management, sharing with iTunes and the internet. A final presentation and agreement with the artist on final mix and master. (5.2, 5.3)

9. Sound Mix for Film, Television, Animation: Collaborate with a filmmaker or animator the Video Production or Animation class. Be responsible for creating music score, Foley art, or final sound mix for a segment of the morning announcements, a short film, or a moving animation piece. Work in tandem with visual artist, working as a team (with a partner from the Audio Production class) to create final mix to be exported back to Final Cut Pro or Adobe Suite. (5.2, 5.3)

#### 10. Class Collaborations

Students will work together to learn how to play music with guitars, basses, keyboards, and turntables. They will have the option of forming music groups, and they will also be assigned partners for many of the above assignments. These collaborations will foster student creativity, and will enable many small group learning opportunities. (2.1, 2.2, 2.3, 2.4, 2.5)

#### 11. School and Community Collaborations

Students will record the Orchestra, Band, Choir, the MUSE Club and other student and community groups and performers. Students will create music for Video Productions, Game Design, Drama, dance groups and athletic teams. In addition, the Art and Graphic Design classes can make album covers and posters, the Web Design class can create websites for musicians, bands, labels, and studios. (2.6, 2.7, 2.8)

## 12. Music Showcase

Students will perform or present music for listening and concert events. Student will be responsible for the selection, the actual presentation and the setup of the Music Showcase and listening events. There is also a possibility of competition between other schools. The concerts and listening events will recognize and award student talent, success, effort, and improvement. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)

## 13. Student Composition Portfolio

The student composition portfolio will be the summative project for this class. This portfolio will contain several student compositions, self and peer critiques, and personal reflections. All choices and aesthetic decisions in the compositional portfolio will be discussed in formal peer critique. The composition portfolio will demonstrate their creativity and technical ability with a high level of quality. (2.6, 2.7, 2.8)

14. Final Project: Produce, self-produce, or engineer a collection of songs as artist or for artist. Create an album, record or collection of songs (between 4 and 7, depending on length) in a particular genre of the artist's choosing. The task will require strict studio management, collaboration, media management, recording technique and style. Students will have to demonstrate their compositional creativity within a specified time frame, and satisfy the requirements and expectation of the collaboration. Final albums will be posted in iTunes and shared with school and general communities. (2.6, 2.7, 2.8 5.1, 5.2, 5.3)

## 15. Tests/ Midterm/ Final Examination

Students will have several tests throughout the year that will evaluate learning and application of music and technology concepts, skills, and techniques. The results of these tests will be to evaluate and the teacher will respond to this data through re-teaching and adjusting pacing. Midterm and final examinations will be given as summative examinations. (1.1, 1.2, 1.3, 5.2, 5.3)

### **I. Instructional Methods and/or Strategies:**

This course utilizes a combination of direct instruction, demonstration, student discovery, and cooperative learning through technology and product based activities. This methodology aligns with the course objective of producing musically and technologically enlightened students.

The instructor provides direct instruction through lectures and videos, and provides demonstration of skills with the class and small groups. The teacher also presents instruction individually to accommodate all types of student learning, English language skills, and cognitive abilities. The teacher checks all students for understanding daily and through student lab type assessment centered corresponding to each unit. The teacher adjusts instruction to reflect the outcome of assessments, which increases student learning.

Student discovery occurs through cooperative learning as students work together and utilize what they have learned to produce music through technology. Students teach each other and help to reinforce concepts and vocabulary. Project based learning occurs as student utilize these skills to complete assignments and create compositions. Students also discover how the elements of music and the principles of composition apply to actual work. Group cooperative learning will also take place through the discussion and analysis forum and through the presentation of assignments key. Student are expected to do work outside of class and



opportunities will be made available for students to collaborate with other students and community musicians.

- 1 Lecture
- 2 Demonstration
- 3 Modeling
- 4 Participation/ performance
- 5 Guest Speakers and Presenters
- 6 Cooperative Learning
- 7 Written/oral/listening tests and quizzes
- 8 Audio recordings
- 9 Compositions
- 10 Portfolio / résumé

#### **IX. Assessment Methods and/or Tools:**

The instructor formally and informally assesses students through demonstration and testing, as well as through participation and analysis. The instructor evaluates and assesses student learning during direct lecture, demonstration, and modeling. Students participate through a random name calling system. Participation in answering and commentary are recorded and calculated for a grade. The instructor also assesses students individually while students are working.

The instructor and students work as a class, group, and individually to teach aesthetic values and to engage the practice of composition. Students assess each other's knowledge in small groups. Students learn to critique their own work and that of their classmates using terms and phraseology that is both music industry recognized and that fosters an encouragement for the student's own goals for growth in the project and in music in general. Teacher led discussions and student reports further enhance the study of the music.

Students are assessed on their utilization and demonstration of small music theory or musical production skills tests, quizzes and in the recording of original compositions. Students are assessed on their application of the element of music and the principles of composition and career technology and to see advancement in the student's capabilities as the course progresses. The instructor creates a summative assessment through the grading of key assignments. Key assignments are presented and critiqued, and graded by rubric, recordings tests participation and analysis.

Students connect and apply what they have learned to other art forms, subject areas and especially to careers. Students learn about how to start a successful career in the music industry through the completion of **collaboration projects, participation in the music showcase, and the creation of a final portfolio**. Students apply what they learn in music across subject areas. They also develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. (5.1, 5.2, 5.3) [Key Assignments 4, 8, 10]

- Tests
- Subjective



- Objective
- Applied Knowledge
- Performance/ recordings
- Techniques
- Interpretation
- Presentations
- Written Assignments
- Evaluation
- Genre Classifications/ Comparisons
- Projects
- Group Work for practice/critique
- Performance/ recording development

#### Tools

- Test & Quizzes
- Straight Percentage Scale
- Allow Re-testing
- Performance/ recordings
- Rubrics Based on standards made available to students at the start of assignments
- Peer Evaluations
- Self-Evaluation
- Written Assignments
- Critiques/Self Evaluation – Rubrics Based on Language Arts Standards and Proper use of Arts Vocabulary & Aesthetic Valuing Content & Creativity

#### **X. Pacing Guide:**

First Quarter: Units 1-10

Second Quarter: Units 11-15

Third Quarter: Units 16-20

Fourth Quarter: Units 21-23

#### **XI. Materials:**

Textbooks: Protools 101 Official Courseware by Frank D. Cook Published by Thompson.  
ISBN: 54-128774848

Computers includes but is not limited to: iMacs, Power Macs, Mack Book Pros  
Software includes but is not limited to: Logic Pro, Protools (HD), Reason, Fruity Loops,  
Abelton

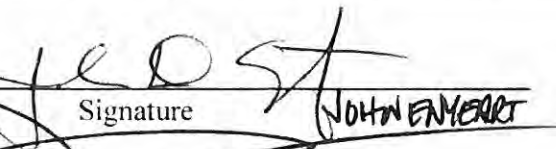
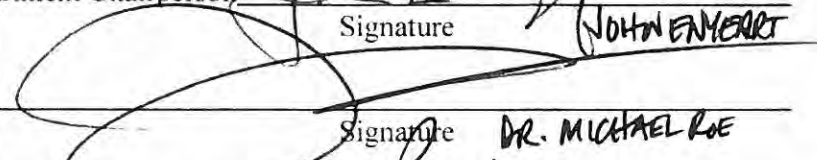
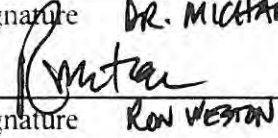

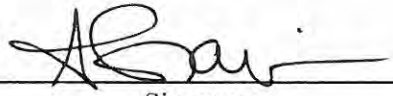
Hardware includes but is not limited to: MIDI keyboards, Instruments, External Hard  
Drives,

Headphones, Studio Monitors, DJ System, Speakers, Cables, Recording Interfaces, Mixers

Supplemental materials also include method books, magazines, instructional videos, audio and notation samples, composition exercises and recording sessions. Guest lecturers from different music industry professionals will also present information to the class.

RIVERSIDE UNIFIED SCHOOL DISTRICT  
NEW HIGH SCHOOL COURSE REQUEST  
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	 Signature	Date <u>3/4/16</u>
Principal	 Signature	Date <u>3/4/16</u>
Secondary Education Manager	 Signature	Date <u>3/9/16</u>
Director, Secondary Education	 Signature	Date <u>3/23/16</u>
Assistant Superintendent, Secondary Education	 Signature	Date <u>3/23/16</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course <u>Music Technology III</u>		Course Number _____

Name of person submitting request Robert J. Habereeder Date \_\_\_\_\_

Position Teacher School: Riverside Polytechnic High School

J-6 3-11-16

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**Secondary Education**  
**High School Course Proposal**

**COURSE TITLE:** Music Technology III

**DEPARTMENT:** CTE / VAPA

**HIGH SCHOOL SUBMITTING REQUEST:** Riverside Polytechnic High School

**DATE OF SUBMISSION:** March 3, 2016

**COURSE NUMBER:** Needs to be assigned

**LENGTH OF COURSE:** 1 year

**NUMBER OF CREDITS:** 10 credits

**HIGH SCHOOL GRADUATION CREDIT:** 10 credits

**TARGETED GRADE LEVELS:** 9-12

**TARGETED STUDENT POPULATIONS:** 9-12

**RECOMMENDED PREREQUISITE:** Music Technology II

**SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:** Yes \_\_\_\_\_  
No  X  \_\_\_\_\_  
(will be submitting to UC following Board approval)

## Instructional Services 7-12

# High School Course Proposal

- I. **Course Purpose:** Music Technology and Composition III focuses on an advanced curriculum based on the aesthetic qualities of sound production and analyzes the impact of digital audio technology as an inherent form of communication in today's society. Students will continue to convey creative expression and develop myriad of skills and ideas both individually and within groups. Projects will have a historical and cultural nature, and will reflect modern creative productions using state-of-the-art equipment and technology being used in studios around the world. Audio projects focus on students' original compositions, editing, overdubbing, and using affects to enhance a work. Following completion of a work, students use modern social media outlets to expose their work to peers, the school, and the community at large.

Students will write, record, mix and master original instrumental and vocal compositions in a variety of formats. They will work study and work in supplemental realms, completing public service announcements, recorded critiques and reviews of published music, and collaborating with the journalism department, producing news content relevant to the school community. Instruction in the creative process, that precedes any final project, includes reading, writing, rewriting, recording, editing, re-recording, mixing, and mastering. Students will also study the impact of audio and sound production on our society from social, economic, and political viewpoints. Students will further learn the history of sound production, and the technological advances in the art form since its incarnation, and through the present. Students will gain further knowledge and utilization of microphones (digital and analog) to obtain an excellent recording of an original work. Students will use computer-based audio recording and editing equipment, mainly (but not exclusively) the industry-standard software program, Pro Tools. Study and training in the Advanced Music Technology and Composition course will prepare students for careers as musical artists, producers, and engineers; also, students will be prepared for careers in radio broadcasting, sound recording and mixing for film and television, and live sound for theater and concerts. Students will develop Digital Audio Portfolios (collections of high quality, mixed and mastered audio productions) which, upon completion and through the use of modern social networks, will be available for the world to hear.

- II. **Course Description:** Study and training in the Music Technology III course will further prepare students for careers in music engineering and production, post-production for film and television, and live sound-mixing for theater and concerts. Students will develop an extensive Digital Audio Portfolio (a collection of sound designs, podcasts and produced songs). This course is modeled after Woodside High's Audio Production II course with added elements from Riverside Community College's Music Technology II course and Poly High School's Music Technology and Composition courses. This class is the capstone in the pathway and is intended to be repeatable.

- III. **Course Goals and/or Major Student Outcomes:** Music Composition and Technology III further enables students to gain technical and career skills in music and technology. The outline of this course reflects current music industry career demands, and as a result, students will leave this class further prepared for several entry level and skilled careers in the music and recording industry. Students will also learn about music and will create



original compositions. This is extremely beneficial to students who would otherwise not have decided to take music courses, and will also provide a creative outlet for students who already have a great deal of prior knowledge and education relating to music. Students will leave the class further prepared for a career in recording and will also have a collection of originally recorded music.

Students will process, analyze and respond to a vast variety of audio productions, constantly, through their own work, and the work of established producers and recording artists. Through research assignments, readings, lectures, documentary screenings and experience in the real and virtual (their own desktop computer in class), students will, through repetition, be exposed to the process and analysis to audio productions (Units 10, 11, 12). Their analysis will come through self-evaluation, in conjunction with the instructor, concerning their own work. Individual conferences between student and teacher will be protocol at the completion of each project.

Student response will mirror genres, artists and producers whose work they might admire or wish to emulate. In listening to and describing established artist's work, students will gain an understanding and a language unique to audio and music production (Unit 1). Through watching interviews with recording artists and producers, student will see how they reflect to their own work and will understand it as a model for their own work. Their projects and final project will be an opportunity for continual self-analysis and for gaining industry-standard vocabulary for processing and analyzing works of art in this particular art form.

Students will be trained to do formal critiques of their work and of others (Unit, 6). In this process, the following are the sort of questions students will ask themselves.

Describe: What instruments do you hear in this work? What else do you hear? What words would you use to describe this work? What other words might we use? How would you describe structure or arrangement of the song? How would you describe this work to a person who has not heard it?

Relate: What does this audio remind you of? What do you recognize as familiar in this work? What in it seems new to you? How is this work like the one we just listened to? What are some important differences? What do these two pieces have in common? How is this electronic recording different from an acoustic recording? What interests you most about this work of art?

Analyze: What do you think is the most important part of this audio production? How do you think the artist made this work? What questions would you ask the artist about this work, if s/he were here?

Interpret: What title would you give to this song? What made you decide on that title? What other titles could we give it? What else could be happening? What might be purposely left out? What images would this sound make (if it could)? Is the song personal? Is it about something or someone? How did you arrive at that idea? Pretend you are inside the sound. What does it feel like? Why do you suppose the artist made this work? What makes you think that? What do you think it would be like to live in this sound? What makes you think that?

Evaluate: What do you think is good about this sound/music? What is not so good? Do you think the person who created this did a good or bad job? What makes you think so? Why do you think other people should see this work of art? What do you think other people would say about this work? Why do you think that? What grade would you give the artist for this work? How did you arrive at that grade? What would you do with this work if you owned it? What do you think is worth remembering about this sound/music?

Students will continue to learn techniques and styles of other important influential artists. Students will continue to bring to the table their own figures in the industry who are significantly influential. Through this combination, students will apply what they have learned into their own work (Unit 2 and 3). Performance will happen as one records their own creation, as in a recording performance and student work will continually be shared on websites and social networked to create and perpetuate an audience. Also, student DJs will play Audio Production of other student's work during lunch for the whole school community. Students will highlight their music via their own social networking devices through the internet, which will serve as a form of individual performance, and they will also perform live at school talent shows. At the end of each semester, students will have a nighttime performance to which the community will be invited to see and hear the unique and individualized styles students have created over the course of the semester (Units 10-13).

Students will process, analyze and respond to audio productions of all kinds, constantly, through their own work, and the work of established producers and recording artists. Through research assignments, readings, lectures, documentary screenings and experience in the real and virtual (their own desktop computer in class), students will, through repetition, be exposed to the process and analysis of audio productions (Units 3,4,5). Their analysis will come through self-evaluation, in conjunction with the instructor, concerning their own work. Individual conferences between student and teacher will be protocol at the completion of each demo assignment.

Student response will mirror genres, artists and producers whose work they might admire or wish to emulate. In listening to and describing established artists work, students will gain an understanding and a language unique to audio and music production (Unit 1). Through watching interviews with recording artists and producers, student will see how they reflect to their own work and will understand it as a model for their own work. Their demo assignments and final project will be an opportunity for continual self-analysis and for gaining industry-standard vocabulary for processing and analyzing works of art in this particular art form.

1. Students will advance their knowledge in the terminology and vocabulary of audio production necessary to analyze and respond to the sensory, formal, and expressive properties of sound.
2. Students will acquire advanced technical skills (an understanding of analog and digital recording, mixing and mastering, overdubbing, effects, microphone technique, digital radio broadcasting, podcasting, and MIDI to communicate their ideas in through audio production.
3. Students will further learn to make more sophisticated aesthetic judgments and evaluations of their own audio creations, and others' creations, as distinct from personal preference or taste.

4. Students will advance their abilities to recognize and distinguish the historical and/or cultural underpinnings of sound, audio and music in further developing basic historical/cultural literacy.
5. Students will produce higher quality and increasingly more meaningful work that establishes links to further acknowledged cultural and artistic traditions in music and sound.
6. Students will further establish connections and meaning between the critical thinking skills to other subject areas, including art forms and potential future professional experience.
7. Students will further demonstrate their ability to critique, compare and contrast, and evaluate audio production content and mechanics.
8. Students will acquire the knowledge and capability to express creative ideas and concepts with audio production in relationship to other academic forums.
9. Students will do further research into the historical relationships between audio production and the modern world around them.
10. Students will further their investigations into recording techniques and creative shared secrets of renowned artists and music producers since the inception of audio recording.
11. Students will advance the writing and recording of their own music, relying on the combination of intuition and modern creation techniques to produce high quality works.
12. Students will further differentiate genre and the role of the musician, the music producer and the audio engineer in the mixed media industry.
13. Students will also have the opportunity to take the Protocols 110 exam and earn certification that is valuable in the industry.

#### IV. Course Objectives:

##### Arts Media and Entertainment

Music Technology and Composition students will reinforce appropriate **academic standards** necessary for success in post-secondary education and **employment in the music and recording industries**. Examples of this include many skills related to **Mathematics** required for writing and recording music as well as **Language Arts** skills required for writing songs and professional communication. In addition, this course will address the subjects of **Physics, History, Psychology, Anatomy, Physical Education, and Health**. (AME 1.0)

Music Technology and Composition students acquire music and technology specific **vocabulary** and procedures that are required for **communicating** in a post-secondary or career environment. Students will recognize elements of oral, written, and media communication and will work to eliminate barriers to accurate and appropriate communication. Students will interpret **verbal, nonverbal, and written communication** on a professional level. Students will communicate their ideas through music that are **safe, legal, and responsible**. (AME 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)

Music Technology and Composition students will develop a **career plan** and will make informed **career decisions**. They will do this after identifying interests, aptitudes, information, and skills. Students will develop a **digital audio portfolio** that will communicate their ability to use technology and make career decisions. Students will see the value of **industry certification** and will have the opportunity to earn certification in class. Students will research employment opportunities, professional organizations,



industry associations and unions. Students will also come up with their own **small business model** and will go through a mock **interview process** and potential **employee evaluation**. (AME 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9)

Music Technology and Composition students will utilize industry standard and state of the art **technology** including **recording interfaces and software**. Students will also use digital resources in order to reinforce and extend concepts as well as to gather information related to music and a **career in the industry**. Students will communicate through **SoundCloud** professionally and will develop an online **digital audio portfolio**. In addition, they will assess and discern the quality and value of this information and will understand the bias and intent of these sources. Students will research the **history of recording and music technologies** as well as the projected future technological advances. (AME 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

Music Technology and Composition students will conduct varied research to create **solutions to problems** related to **producing recorded music**. This will require critical and creative thinking, logical reasoning, analysis, inquiry and problem solving techniques. Students will identify and ask significant questions and explore different points of view. Students will solve work related problems using inductive and deductive reasoning. Students will analyze how different **music and technological components** interact in recorded music. Based on experience and analysis, students will interpret information, draw conclusions, and make informed decisions. (AME 5.1, 5.2, 5.3, 5.4)

Music Technology and Composition students will demonstrate **health and safety** procedures, regulation and practices. Students will locate and adhere to Material Safety Data Sheet instructions related to **music technology equipment**. Students will use health and safety practices related to equipment, and supplies such as **power supplies and microphones**. Students will practice personal safety when lifting, bending, or moving equipment and supplies for **recording sessions and live recording projects**. Students will learn about ergonomics and know how to maintain a safe and healthful working environment. Student will also learn about the OSHA laws and acts. (AME 6.1, 6.2, 6.3, 6.4, 6.5, 6.7)

Music Technology and Composition students will initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional **responsibility and flexibility**. Students will manage **project time and financial requirements**, adapt to different role such as **artist, engineer, and producer**, and grow in order to meet changing **requirements and applications**. Students will apply high-quality techniques to produce professional, high quality music and audio with a positivity and professionalism. Students will also explore and document issues of global significance and document the impact of music technology on the world. (AME 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8)

Music Technology and Composition students will learn and work **ethical and legal responsibility** and will access, analyze, and implement quality recording projects with high standards of practice. Students will identify agencies such as **ASCAP, BMI, AES, and SPARS**. Students will demonstrate ethical and legal practices consistent **audio engineering** workplace standards as well as the organizational culture and practices within the workplace environment. Students will also analyze the importance of **personal**

**integrity, confidentiality, and ethical behavior** in music technology. (AME 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7)

Music Technology and Composition students will identify the responsibilities, competencies, and behaviors of successful **leaders and teams**, including cooperation, collaboration, and effective decision-making. Students will understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting and will apply this to **compositions and audio engineering projects**. Students will understand the possibilities of working in an international team through the use of technology. Students will respect individual and cultural differences and recognize the importance of diversity and will work in teams to write and record music. (AME 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7)

Music Technology and Composition students will apply essential **technical knowledge and skills** common to Music Technology. These students will follow **procedures** and will interpret and explain the terminology related to music technology **vocabulary**. Students will comply with the rules, regulations, and expectations related to music technology such as **copyright law and artistic integrity**. Students will have projects and assignments specific to writing and recording music and will also have **work based assignments and commissions**. Students will also have the opportunity to learn from, collaborate with, and even work with industry experts for specific technical knowledge and skills. (AME 10.1, 10.2, 10.3, 10.4)

Music Technology and Composition students will **demonstrate and apply** their knowledge and skills through work based learning experiences such as **recording and engineering assignments**. Students also will have the opportunity to earn industry valued certification in **Protools 101**. Students will create a **small business model**, and will have knowledge of **freelance work** and other innovative career options. Students will create a **digital audio portfolios** as well as a **SoundCloud** webpage that will offer evidence of skills, knowledge, and competency. (AME 11.1, 11.2, 11.3, 11.4, 11.5)

### **Production and Managerial Arts**

Students will demonstrate knowledge of **industry safety standards and practices** in all areas of **music production** including power tools, electrical, and work place practices. Students will apply these safety related decision making and problem-solving techniques toward the production of recorded music. (PMA 1.1, 1.2, 1.3, 1.4)

Students will understand the **technical support** functions, including artistic competencies as well as production sequence and flow in the production of recorded music. Students will plan and implement a complete production from design to final products such as a **single or album**. (PMA 2.1, 2.2, 2.3)

Students will analyze, differentiate, and take on the role of the **function of the various members of a production team**. These roles include audio **engineer, producer, production manager, director, assistant director, etc.** (PMA 3.1)

Students will demonstrate key elements, responsibilities and **skills** and an understanding of the complexities of **production planning** and presentation. Students will analyze how the artistic processes, organizational structure, and business principles, including funding and



budgeting, are interrelated in the preproduction, production, and post-production of a **recorded music**. (PMA 4.1, 4.2, 4.3, 4.4, 4.5)

Students will apply knowledge of **services, equipment capabilities, the workflow process, data acquisition, and technology** to a timely completion of projects. Students will identify essential qualifications and technological competencies for each team member, including **artists, designers, performers, composers, writers, and technicians**. Students will plan the general coordination of various elements in a project or production. (PMA 5.1, 5.2)

Students will work through the chain of responsibility to **develop and promote a production** from **creation to distribution**, including designing a budget, flow chart, and promotional material for recorded music. Students will produce singles and albums of recorded music and will also work with other forms of audio such as **broadcast and film** (PMA 6.1, 6.2, 6.3, 6.4, 6.5)

Students will know various media **production, communication, and dissemination** techniques and methods, including written, oral, visual, and electronic media. They will also identify and describe **licensing** management for live and media based productions and **intellectual properties**. Students will identify successful business models and analyze various facets of those models, such as market analysis, marketing strategy, and product value. Students will explore the relationships between publishers, developers, distributors, marketers, and retailers as well as the role of audience and market research in promotional planning and distribution. (PMA 7.1, 7.2, 7.3, 7.4, 7.5, 7.6)

### **California Music Standards**

Music Composition and Technology students respond to, analyze, and make judgments about works of music. Students first do this in Artist, composer, and cultural projects, and carry this skill into **composing and producing** their own music. Students broaden their knowledge of music from different cultures, artists, composers, producers, and arrangers. They learn to value the aesthetics of music on a much deeper level and to create their own compositional style. (CMS 4.1, 4.2, 4.3) [Key Assignments 2, 4, 5-9]

Music Technology and Composition students participate in reading, composition, and performance assignments that allow them to express themselves creatively. Students use the computer as a creative instrument and also have the ability to express themselves vocally. They **learn the techniques necessary for a high level of harmonic and rhythmic expression** and **participate in many live performances, which will be used in recordings**. They **compose and arrange music, improvise melodies, variations, and accompaniments**, and utilize industry standard composition al and recording software. (CMS 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8) [Key assignments 1, 3, 5-9]

Music Technology and Composition students analyze, synthesize and evaluate the historical contributions and cultural dimensions of music **through artist, composer, and cultural studies**. Students analyze the role of many different types of music and composers. They understand the past and current context and **develop their own music and cultural identity**. Students **produce quality, recorded music** that demonstrates a historical and cultural context and also emulates chosen composers and cultures. (CMS 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8) [Key Assignments 1, 3, 4]

Music Technology and Composition students increase their artistic perception through listening, reading, and composition projects. They learn musical vocabulary and apply it towards **analysis of form, harmony, melody, rhythm**. They apply this knowledge by **creating original compositions**. Students learn how to read, transcribe, and compose music with a multitude of scores and current technology. Through this course, they have the ability to **critique music, develop quality recordings of many different types of compositions that demonstrate this perception**. (CMS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6) [Key assignments 2-10]

## V. Course Outline:

### Unit 1a: Introduction and Course Overview

- Requirements
- Studio Etiquette
- Lab Protocol
- Media Management
- Origins of Analogue Recording
- Origins of Digital Recording
- Portfolio
- Collaboration
- Introduction to Advanced Study in Pro Tools
- MIDI Recording and Editing
- Formal Critiques (describe, relate, analyze, interpret, evaluate)

### Unit 1b: Digital Audio: the Macintosh and Pro Tools Review

- Media Management
- The Finder
- Views
- Windows and Tabs
- Use of Multiple Applications Simultaneously
- Use of Effects
- Compression
- Organization in iTunes
- WAV
- AIFF
- MP3
- AAC
- MPEG 4 Files

### Unit 2: Digital Music Production and Pro Tools

- Introductions
- Reviews
- Media Management
- Optimal Work-flow
- Creating Loops
- Using GRID Mode
- Multi-tracking
- Busing MIDI to Audio

- Isolation Techniques
- Equalization
- Overdubbing
- Editing in SLIP Mode
- MIDI Versus Audio
- Playlists (multiple takes in Loop Record edited into one track)
- Listening and Analysis
- Re-recording
- Additional Editing
- Tasteful Use of Effects
- Using SENDS
- Analogue Synthesizers
- MIDI Sequencers
- Processors
- Arranging
- Additional Editing
- Mixing
- Remixing
- Mastering

#### Unit 3: Composition, Arrangement and Recording

- The Transport Window
- BPM and the Click Track
- Grid Mode
- Bars
- Beats
- Subdivisions
- Loop Recording
- The Workspace Browser
- Apple Loops and Pro Tools Loops
- Arrangement: verse, chorus, bridge, middle-eight, hooks, intro, coda
- Recording and Editing MIDI
- Personalizing Virtual Instruments for Authenticity
- Recording Real Instruments through digital interface and microphones
- Microphone Technique and Differentiation
- Producer Recording Techniques
  - George Martin, Phil Spector, Rick Rubin, Nigel Godrich, Eno, Flood, Daniel Lanois, Dr. Dre

#### Unit 4: Techniques of Editing and Mixing

- The Art of the Mix
- Equalization
- Levels and Panning
- Auxiliary Sends
- Master Fader
- Slip Mode
- Automation
- Bouncing a mix to Disc
- Critique and Analysis
- The Remix

#### Unit 5: Advanced MIDI Sequencing and Recording

- MIDI Messages
- The MIDI Editor
- MIDI Sequencing in Logic
- The Logic Tools
- Exporting OMF files from Logic
- Importing to Pro Tools
- Building an Arrangement from Patterns
- Playing with a Click Track
- Creating an Isolated Rhythm Section
- Busing
- Taping
- MIDI to Audio

#### Unit 6: Live Recording and Microphone Technique

- The Field Recording
- Building an Original Sound Library
- Real-Time Recording
- Replace
- Overdub
- Loop Recording
- Editing Playlists
- Cobbling and Promoting
- Quick-punch
- Importing and Exporting Audio Files
- Voice and Recording

#### Unit 7: Elastic Audio and Automation

- Tempo, Key, Song Length, Velocity, Dynamics
- Editing MIDI Sequences
- Gate Time, Delay, Correcting Timing
- Editing Pitch
- Correcting Dynamics
- Volume Automation
- Panning Automation
- Effects Automation

#### Unit 8: Advanced Live Recording

- Getting Optimum Performance
- Live Multi-Tracking
- Live Recording Seminar, Techniques and Etiquette
- The Power of Nice
- Troubleshooting
- Alternate Takes, Fixing Mistakes
- Relationship between Producer/Engineer and Artist
- Encouragement, Support and Collaboration

#### Unit 9: Internal Mixing In the Box

- The HD Pro Tools C-24Mixer

- Hardware in Main Studio
- The Logic Mixer
- Exporting OMF Logic Files to Pro Tools for final mix
- Advanced technical Issues in Mixing
- Advanced Aesthetic Issues in Mixing
- Bouncing MIDI Tracks to Audio Files
- Advanced Automation (volume, panning, effects)
- Bouncing a Final Mix for Mastering

#### Unit 10: Effects in Mixing

- Insert Effects
- Overview of Effects Types
- Aux Send and Return Effects in Logic and Pro Tools
- Set Up a Reverb Send and Return
- Spectrum Processing: Filters
- Adding EQ and Reverb
- The mastering process
- Mastering Volume
- Mastering EQ
- Mastering Sequencing and Transitions

#### Unit 11: Portfolio Album Project

- From first note of an instrument to mixing,
- From multi-track recording to digital distribution,
- Artists and engineers collaborate on a Final Album Project
- Creating a record that serves as a final portfolio
- Final mix and master of a work
- Scheduled throughout entire second semester

#### Unit 12: Advanced Recording and Editing

- Sampling Concepts
- Hard-Disk Issues
- Non-Destructive Editing
- Defining Regions
- Editing a Song Form
- Defining Rhythm Loops
- Loops and Song Tempo
- Destructive Editing
- DSP (Digital Signal Processing)
- Using the Change Gain
- Normalize Commands
- Using the Silence Command
- Using the Fade In/Out Commands

#### Unit 13: Advanced Mixing and Mastering

- Dynamics Processing
- Compressing the Bass Track
- Gating
- Time-Based Effects
- Delay



- Echo
- Flange
- Phase
- Chorus
- Digital Reverb
- Spring Reverb
- Transposer
- Harmonizer
- Looper
- EQ
- Compression
- DB levels
- Doubling

#### Unit 14: Preparing Files for Social Networking and Digital Distribution

- Preparing Sequence Files for Distribution
- Importing and Exporting Standard MIDI Files with Pro Tools
- Importing and Exporting Standard MIDI Files with Logic
- Posting Sequence Files on the Web
- Audio Distribution Formats
- Final Master
- Mastering for CD, MP3, Vinyl
- Audio File Compression Overview
- Making MP3 Files
- Organizing and embedding in iTunes
- Distributing Audio Files via the Web
- Creating Accounts: Soundcloud, Reverb Nation, Live 365, Bandcamp
- Self-Marketing with Taste and Style

#### Unit 15: Exploring Careers as an Artist or Engineer in Audio Production

Advanced research of careers of sound engineers, music producers, sound mixers, recording artists, song-writers, live sound engineers, music score, and sound in film (Foley artist, composer, sound mixer).

#### Unit 16: Advanced properties of musical sound

- Frequency and pitch perception
- Overtone series and timbre perception
- Decibels and aural perception of volume
- Equalization, balance & orchestration

#### Unit 17: Working with control surfaces

- Control surfaces
- Work surfaces
- Performance controllers
- Other input devices

#### Unit 18: Managing session data and media files

- Media browsers
- Importing media files
- Region groups

Unit 19: Advanced digital audio recording techniques

- Recording selections
- Loop recording
- Auditioning loop record takes

Unit 20: Advanced MIDI recording techniques

- Recording options
- Loop recording
- Auditioning loop record takes

Unit 21: Working with timebases

- Understanding timebases
- Tick-based behavior and operation
- Sample-based behavior and operation

Unit 22: Elastic Audio

- Elastic audio basics
- Elastic audio track views
- Elastic audio plug-in types
- Elastic audio and timebases
- Warp markers
- Warping audio
- Elastic audio
- MIDI

Unit 23: Virtual instruments

- Using plug-in virtual instruments
- Using standalone virtual instruments

Unit 24: MIDI track views

- MIDI editor
- Score editor

Unit 25: Time-adjusting MIDI and audio

- Quantizing
- MIDI real-time properties

Unit 26: Advanced digital audio editing techniques

- Track color coding
- Fades
- AudioSuite (rendered) plug-ins
- Working with the region list
- Region looping
- Grid editing

Unit 27: Beat Detective

- Analyzing audio and MIDI
- Capturing selection
- Bar|Beat marker generation

- Groove template extraction
- Region separation
- Region conform
- Edit smoothing

#### Unit 28: Advanced automation techniques

- Automation modes
- Enabling and suspending automation
- Recording automation
- Viewing automation
- Graphical editing of automation data
- Cutting, copying and pasting automation data
- Deleting automation data
- MIDI vs. audio automation

#### Unit 29: Advanced mixing techniques

- Inserts
- Using the plug-in window
- Sends and returns
- RTAS plug-ins
- Submaster faders
- Master faders
- Grouping tracks and faders
- Layback vs. bounce to disk

#### Unit 30: Final Project Critique and Course Wrap-Up

- Course Wrap-Up (review all major concepts and incorporate into final album project)
- How to Grow as an Artist and Engineer
- Suggested Additional Reading and Study, Film, Practicum, Internships, Employment,
- Preparation for Life as an Artist, Producer, Engineer

### VI. **Key Assignments:**

Students will study a multitude of influential artists from diverse cultures, some they might relate to and others with whom they may be more unfamiliar. It is important for the students to learn about a variety of cultures to help in the appreciation and the strength of our differences. Students will be encouraged to react to these discoveries and apply this into their own work. (Units 2, 3, 6, 8, 10). Students will study recording from all genres, from the Indian sitar music to Schubert, from Schoenberg to Patti Smith, from John Coltrane to Cornelius (Unit 1, 3, 6). Students will research, exemplify and discuss genre in relation to, or not in relation to, cultural heritage and the history of music production long before the ability to record.

1. Genre and Instrumentation Identification: Listen to and respond in writing, via Google docs "discussion" ten songs found in teacher share drive. For each, identify the instrumentation, mixing techniques, and identify the genre or genres. Discussion projected on LCD projector, followed by sample listening and discussion. (3.1, 3.2, 3.3)

2. Research and Report: Make oral and written reports (including bibliography) on two music producers, one from the western tradition and one from another cultural perspective. Include biographical information and perceptual critical analyses of at least four works by that

producer/artist. Discuss the role of the producer within the history of the audio medium. Compare and contrast like subject matter across cultures. Careers in the arts will be discussed in terms of particular artists and their work, especially looking at crossover artists who were able to work both as artists and as commercial producers. (3.4, 3.5, 3.6, 3.7, 3.8)

### 3. Composition, Arranging, and Production Assignments

Students engineer, perform, compose, produce, and arrange music with traditional notation and several types of technology. Students reflect on the process, their role, and the end result for each project. Through the progression of these assignments, students develop their musical expression and the technical ability that can make money and earn a job. (2.6, 2.7, 2.8)

### 4. The Workspace Browser

Explore the Workspace Browser and select and audition pre-made loops. Create a rhythm section by importing a series of drum tracks, bass, and rhythm guitar. Quantize to the grid and set about choosing original melodies or additional beats and percussion for authenticity.

### 5. Vocal Recording

Engineer a vocal track using studio etiquette, microphone and collaborative techniques. Focus on the multi-track recording of one voice using the playlist function to cobble together one great track. Create backing vocals using a multitude of voices on one microphone, or one mic per voice, also using playlists as an editing device. Focus on harmony and doubling vocals. Experiment with appropriate vocal effects and levels. Mix vocals into a Stem.

### 6. Creating Loops with MIDI Instruments

In GRID mode, create multiple loops with a variety of instruments to set up a grid for arrangement. Create a perfect loop that is rhythmically sound and mathematically correct. Make four individual tracks with four MIDI Instruments and duplicate loops to 32 bars and to arrange for overdubbing. Arrange and mix, bounce final mix to disc.

### 7. Elastic Audio and Quantization

Import files into a session. Find the BPM using Beat Detective. Create a Perfect Grid based on the beats-per-minute. Now change the tempo of the song with Elastic Audio, converting samples to ticks. Quantize to the grid and overdub two additional tracks to add rhythm and melody.

### 8. Live Recording and Playlists

Record live with MIDI keyboards in Loop Record mode, create playlists from which to grab the best takes. Exercise knowledge of live microphone recording techniques by choosing a real-life instrument or human voice to record, again using playlists (multiple takes) from which to cobble and create a great simulated take.

### 9. Mix and Critique Another Artist's work

Relying on mixing techniques, choose a classmates project to mix, or remix. Focus on busing, Aux sends, panning, levels, gate, re-amping and bouncing WAV. files to disc, ready for mastering. Focusing on positive reinforcement and constructive criticism, learn how to listen, evaluate, discuss and write about others work. Through a workshop learn the difference between positive direct, collaborative feedback, and a critical review. Students will read reviews from industry magazines and The Arts section of the NY Times for the latter.

#### 10. Write, Edit, Mix and Produce Original Song

Using MIDI, The Workspace Browser, Busing and Live Recording, write, record, arrange, engineer, and mix your own single. Choose any genre. Collaborate with an assistant engineer. Collaborate with someone to help with the mix. Does the piece need editing? Rearranging? A tempo or key change? Practice making big and challenging changes with Elastic Audio. Quantization and re-recording techniques to improve the piece. Bring in a different producer for an alternate or expanded vision to help see yours' through.

#### 11. Multi-Cultural/ Multi Genre Live Recording

Phase One: Engineer a multi-channel live recording: the school orchestra, jazz band, choir, guitar class, or a local band. Focus on mic techniques, studio etiquette, the role of the engineer in relationship to the producer and artist. Tracks will be mixed in the HD Pro Tools main studio. Post production aspects: compression, EQ-ing, adding effects, editing techniques, fading in and out, gate/limiting. Phase Two: mixing, remixing, and mastering. Final presentation to, and agreement with, the artist on final mix and master. Post-master media management, organizing in iTunes and preparation and compression for the internet.

#### 12. Artist Assignments

Students analyze music that each member of the class chooses. Students explore issues of creativity, technique, and compositional techniques, and the cultural and historical impact and background. Students individually present an artist and a piece of music. They also compose music that emulates a second piece of music from this artist. (1.4, 1.5, 1.6, 4.1, 4.2, 4.3)

#### 13. Composer Assignment

Students will research and report on a noted composer and will analyze the history and impact of their music. They will analyze instrumentation, technique, and style. They will take notes that will be presented in historic progression. Students will analyze the differences between a composer's intention, recordings, and the use of compositions. Students will then create music with the intent of emulating a composer and a composition. (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 5.1)

14. Cultural Heritage Recording: Create a cultural song or sound-scape. Focus on microphone set-up and technique. Engineering skills, including patch-bay and wire-coiling. Compression, limiting. Lyric writing or sampling in native or learned language, other than English, celebrating a wide variety of cultural heritages. Revisit genre—jazz, world, techno, house, hip-hop, trance, electronica, classical, tribal--and BPM Have at least one live recorded track. Recording live instruments: a guitar, percussion, vocals, or all of the above. Mix in Logic and/or Protools. An introduction to mastering. (2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)

15. Create a Live Interview/Podcast: Create a radio-style interview with a musician, or create a radio segment on an established music or band in the industry. Record musician or import already mixed and mastered tracks into a Garageband, Logic or Protools session. Record live vocal presentation or interview as the basis for podcast. Emphasis on critical analysis, written copy, editing, live recording, interview techniques. Editing audio interviews, timing (fade ins and outs). Appropriate levels for vocal versus music being analyzed or discussed. Mastering technique for final mix. Publish podcasts to iTunes database, and make available on the web to the community at large. (5.2 5.3)

16. Live Recording: The Music Engineer: Engineer a multi-channel live recording: the school orchestra, jazz band, choir, guitar class, or a local band. Focus on mic techniques, studio



etiquette, the role of the engineer in relationship to the producer and artist. Tracks will be mixed in the HD Protocols main studio. Post production aspects: compression, EQing, adding effects, editing techniques, fading in and out, gate/limiting. Emphasis on mixing, remixing, and mastering. Media management, sharing with iTunes and the internet. A final presentation to an agreement with the artist on final mix and master. (5.2, 5.3)

17. Sound Mix for Film, Television, and Animation: Collaborate with a filmmaker or animator the Video Production or Animation class. Be responsible for creating music score, Foley art, or final sound mix for a segment of the morning announcements, a short film, or a moving animation piece. Work in tandem with visual artist, working as a team (with a partner from the Audio Production class) to create final mix exported back to Final Cut Pro or Adobe Suite. (5.2, 5.3)

#### 18. Class Collaborations

Students will work together to learn how to play music with guitars, basses, keyboards, and turntables. They will have the option of forming music groups, and they will also be assigned partners for many of the above assignments. These collaborations will foster student creativity, and will enable many small group learning opportunities. (2.1, 2.2, 2.3, 2.4, 2.5)

#### 19. School and Community Collaborations

Students will record the Orchestra, Band, Choir, the MUSE Club and other student and community groups and performers. Students will create music for Video Productions, Game Design, Drama, dance groups and athletic teams. In addition, the Art and Graphic Design classes can make album covers and posters, the Web Design class can create websites for musicians, bands, labels, and studios. (2.6, 2.7, 2.8)

#### 20. Music Showcase

Students will perform or present music for listening and concert events. Student will be responsible for the selection, the actual presentation and the setup of the Music Showcase and listening events. There is also a possibility of competition between other schools. The concerts and listening events will recognize and award student talent, success, effort, and improvement. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)

#### 21. Student Composition Portfolio

The student composition portfolio will be the summative project for this class. This portfolio will contain several student compositions, self and peer critiques, and personal reflections. All choices and aesthetic decisions in the compositional portfolio will be discussed in formal peer critique. The composition portfolio will demonstrate their creativity and technical ability with a high level of quality. (2.6, 2.7, 2.8)

22. Final Project: Produce, self-produce, or engineer a collection of songs as artist or for artist. Create an album, record or collection of songs (between 4 and 7, depending on length) in a particular genre of the artist's choosing. The task will require strict studio management, collaboration, media management, recording technique and style. Students will have to demonstrate their compositional creativity within a specified time frame, and satisfy the requirements and expectation of the collaboration. Final albums will be posted in iTunes and shared with school and general communities. (2.6, 2.7, 2.8 5.1, 5.2, 5.3)

#### 23. Tests/ Midterm/ Final Examination

Students will have several tests throughout the year that will evaluate learning and application of music and technology concepts, skills, and techniques. The results of these tests will be to evaluate and the teacher will respond to this data through re-teaching and adjusting pacing. (1.1, 1.2, 1.3, 5.2, 5.3)

#### VIII. Instructional Methods and/or Strategies:

This course utilizes a combination of direct instruction, demonstration, student discovery, and cooperative learning through technology and product based activities. This methodology aligns with the course objective of producing musically and technologically enlightened students.

The instructor provides direct instruction through lectures and videos, and provides demonstration of skills with the class and small groups. The teacher also presents instruction individually to accommodate all types of student learning, English language skills, and cognitive abilities. The teacher checks all students for understanding daily and through student lab type assessment centered corresponding to each unit. The teacher adjusts instruction to reflect the outcome of assessments, which increases student learning.

Student discovery occurs through cooperative learning as students work together and utilize what they have learned to produce music through technology. Students teach each other and help to reinforce concepts and vocabulary. Project based learning occurs as student utilize these skills to complete assignments and create compositions. Students also discover how the elements of music and the principles of composition apply to actual work. Group cooperative learning will also take place through the discussion and analysis forum and through the presentation of assignments key. Student are expected to do work outside of class and opportunities will be made available for students to collaborate with other students and community musicians.

- 1 Lecture
- 2 Demonstration
- 3 Modeling
- 4 Participation/ performance
- 5 Guest Speakers and Presenters
- 6 Cooperative Learning
- 7 Written/oral/listening tests and quizzes
- 8 Audio recordings
- 9 Compositions
- 10 Portfolio / rrésumé

#### IX. Assessment Methods and/or Tools:

The instructor formally and informally assesses students through demonstration and testing, as well as through participation and analysis. The instructor evaluates and assesses student learning during direct lecture, demonstration, and modeling. Students participate through a random name calling system. Participation in answering and commentary are recorded and calculated for a grade. The instructor also assess students individually while students are working.

The instructor and students work as a class, group, and individually to teach aesthetic values and to engage the practice of composition. Students assess each other's knowledge in small groups. Students learn to critique their own work and that of their classmates using terms and phraseology that is both music industry recognized and that fosters an encouragement for the student's own goals for growth in the project and in music in general. Teacher led discussions and student reports further enhance the study of the music.

Students are assessed on their utilization and demonstration of small music theory or musical production skills tests, quizzes and in the recording of original compositions. Students are assessed on their application of the element of music and the principles of composition and career technology and to see advancement in the student's capabilities as the course progresses. The instructor creates a summative assessment through the grading of key assignments. Key assignments are presented and critiqued, and graded by rubric, recordings tests participation and analysis.

Students connect and apply what they have learned to other art forms, subject areas and especially to careers. Students learn about how to start a successful career in the music industry through the completion of **collaboration projects, participation in the music showcase, and the creation of a final portfolio**. Students apply what they learn in music across subject areas. They also develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. (5.1, 5.2, 5.3) [Key Assignments 4, 8, 10]

- Tests
- Subjective
- Objective
- Applied Knowledge
- Performance/ recordings
- Techniques
- Interpretation
- Presentations
- Written Assignments
- Evaluation
- Genre Classifications/ Comparisons
- Projects
- Group Work for practice/critique
- Performance/ recording development

#### Tools

- Test & Quizzes
- Straight Percentage Scale
- Allow Re-testing
- Performance/ recordings
- Rubrics Based on standards made available to students at the start of assignments
- Peer Evaluations
- Self-Evaluation
- Written Assignments
- Critiques/Self Evaluation – Rubrics Based on Language Arts Standards
- Proper use of Arts Vocabulary & Aesthetic Valuing Content & Creativity

**X. Pacing Guide:**

First Quarter: Units 1-15

Second Quarter: Units 15-20

Third Quarter: Units 21-25

Fourth Quarter: Units 24-30

**XI. Materials:**

Textbooks: Protools 110 Official Courseware by Frank D. Cook Published by Thompson.  
ISBN: 54-128774848

Computers includes but is not limited to: iMacs, Power Macs, Mack Book Pros  
Software includes but is not limited to: Logic Pro, Protools (HD), Reason, Fruity Loops,  
Abelton Hardware includes but is not limited to: MIDI keyboards, Instruments, External  
Hard Drives, Headphones, Studio Monitors, DJ System, Speakers, Cables, Recording  
Interfaces, Mixers

Supplemental materials also include method books, magazines, instructional videos, audio  
and notation samples, composition exercises and recording sessions. Guest lecturers from  
different music industry professionals will also present information to the class.

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## Riverside Unified School District

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

### Board Meeting Agenda

April 11, 2016

Topic: Out-of-State Field Trip – Martin Luther King High School

Presented by: Darel Hansen, Director, Secondary Education

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

Type of Item: Consent

Short Description: The King High School Distributive Education Clubs of America (DECA) Chapter is requesting to travel to Nashville, Tennessee, to compete in an International Career Development Competition on April 22-27, 2016.

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

The King High School DECA Chapter is requesting to travel to Nashville, Tennessee, to compete in an International Career Development Competition on April 22-27, 2016. The trip will be funded by fundraising activities and parent donations.

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**FISCAL IMPACT:** Not to exceed \$4,500

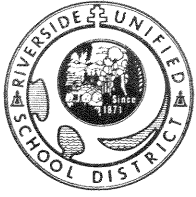
**RECOMMENDATION:** Approval is requested for a King High School multiple-day field trip to Tennessee.

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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

MAR 14 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: MARTIN LUTHER KING HIGH SCHOOL Grade Level: 9-12  
Teacher's Name: DEBORAH A. BLUE Teaching (Subject): CTE Phone #: 789-5690 ext. 67011  
Field Trip Dates: APRIL 22-27, 2016 Location (City and State): NASHVILLE, TENNESSEE  
Number School Days Missed: 3 Number Students: 16 <sup>APPROX.</sup> Number Adults: 2 Ratio Adult to Student: 1 To 8  
Name and Title of Adults: DEBORAH A. BLUE - CTE INSTRUCTOR / DECA ADVISOR  
MICHAEL WEST - PRINCIPAL

Administrator Accompanying Group  Yes  No Name(s): MIKE WEST (PRINCIPAL)  
Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): MARTIN LUTHER KING DECA CHAPTER  
Name of Event (ATTACH INFORMATION DESCRIBING EVENT): INTERNATIONAL CAREER DEVELOPMENT COMPETITION  
Link to course of study: FASHION MERCHANDISING, SPORTS MARKETING, RETAIL SALES & MERCHANDISING, HOSPITALITY & TOURISM AND ENTREPRENEURSHIP  
Estimated cost per student: \$1200.00 Detailed Funding Plan: YES

Transportation By:  Bus -- Check one: \_\_\_\_\_ RUSD or \_\_\_\_\_ Charter  
 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 \_\_\_\_\_

Insurance for Host Organization (if applicable): \_\_\_\_\_  
Housing Accommodations: GAYLORD OPRYLAND RESORT, 2800 OPRYLAND DRIVE, <sup>NASHVILLE</sup> TN 37214

SIGNATURES:

[Signature] 3/11/16  
Teacher Date  
[Signature] 3/15/16  
Director, Elementary - Secondary Education Date  
[Signature] 3/16/16  
\*Deputy - Assistant Superintendent, Instruction Date  
[Signature] 3/11/16  
Principal Date  
[Signature] 3-14-16  
Transportation Manager 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.

Completed 3-14-16

Riverside Unified School District  
Instructional Services

RECEIVED  
INSTRUCTIONAL SERVICES 7-12

MAR 14 2016

MULTIPLE-DAY PRE APPROVAL CHECKLIST SECONDARY EDUCATION

School: Martin Luther King Name of Group: DECA

Field Trip: DECA International Competition Date of Event: April 22-27, 2016

Teacher or Administrator Requesting Pre-Approval: Elborah A. Blue

Principal's Signature [Signature] Date March 8, 2016

Destination:  California  Tennessee 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

need to transport to airport  
TYPE OF TRANSPORTATION: One of the following is required.

SCHOOL BUS  CHARTER BUS  RENTAL VEHICLE  PRIVATE VEHICLE  AIRLINE  TRAIN shuttle

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 3-14-16

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 [Signature] Date 3/16/16

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.

## INTERNATIONAL CAREER DEVELOPMENT COMPETITION

**FRIDAY, APRIL 22**

12:00 PM – 9:00 PM	HEADQUARTERS + TOURS BOOTH <i>Registration for Chartered Association Advisors, Tours</i>	Hall A & B Prefunction Area
12:00 PM – 9:00 PM	SHOP DECA <i>(including blazer sales)</i>	Level 2 Registration
12:00 PM – 9:00 PM	DECA 5K Pre-Registration	Hall A & B Prefunction Area
6:00 PM	CHARTERED ASSOCIATION ADVISOR DINNER <i>(by invitation only)</i>	105A

**SATURDAY, APRIL 23**

7:00 AM – 8:00 PM	HEADQUARTERS + TOURS BOOTH	Hall A & B Prefunction Area
7:00 AM – 8:00 PM	SHOP DECA <i>(including blazer sales)</i>	Level 2 Registration
7:30 AM	DECA 5K	Shelby Park
9:00 AM	OFFICER CANDIDATE INTERVIEWS	203A
9:00 AM – 5:00 PM	DECA DAY IN NASHVILLE <i>(Enjoy museums on your own)</i>	
11:00 AM – 1:00 PM	GENERAL JACKSON SHOWBOAT <i>(Advance ticket purchase required)</i>	
1:00 PM – 5:00 PM	EXHIBIT + CAMPAIGN BOOTH SET-UP	Exhibit Hall B
2:00 PM – 4:00 PM	GENERAL JACKSON SHOWBOAT <i>(Advance ticket purchase required)</i>	
5:00 PM	PARADE OF CHARTERED ASSOCIATIONS REHEARSAL	Bridgestone Arena
6:00 PM	EXECUTIVE MENTOR DINNER <i>(by invitation only)</i> <i>Sponsored by Marriott International, Inc.</i>	Renaissance Nashville Hotel
6:00 PM – 7:30 PM	CHARTERED ASSOCIATION PHOTOGRAPHS	Demonbreun Lobby Staircase
8:30 PM	GRAND OPENING SESSION <i>Fashion Show sponsored by FIDM/Fashion Institute of Design &amp; Merchandising</i>	Bridgestone Arena
10:30 PM – 11:30 PM	CHARTERED ASSOCIATION PHOTOGRAPHS	Demonbreun Lobby Staircase
12:30 AM	CURFEW	

**SUNDAY, APRIL 24**

7:00 AM	VIRTUAL BUSINESS CHALLENGE BRIEFING <i>(required)</i>	104
7:00 AM – 5:30 PM	HEADQUARTERS + TOURS BOOTH	Hall A & B Prefunction Area
8:00 AM – NOON	COMPETITIVE EVENT TESTING + BRIEFING	
8:00 AM – 4:00 PM	CAREER EXHIBITS + CAMPAIGN BOOTHS	Exhibit Hall B
8:00 AM – 4:00 PM	DECA IMAGES	Exhibit Hall B
8:00 AM – 4:00 PM	SHOP DECA <i>(including blazer sales)</i>	Level 2 Registration
8:30 AM – 4:00 PM	EMERGING LEADER SERIES	
8:30 AM – 4:00 PM	SCHOOL-BASED ENTERPRISE ACADEMY <i>Sponsored by ARYZTA (Ots Spunkmeyer, Inc.)</i>	
9:00 AM – 3:00 PM	ADVISOR ACADEMY <i>(New and Developing Advisors)</i> <i>Sponsored by PepsiCo Chilled DSD</i>	208
9:30 AM – 1:00 PM	EXECUTIVE MENTOR PROGRAM <i>Sponsored by Marriott International, Inc.</i>	
1:00 PM – 5:00 PM	COMPETITIVE EVENT TESTING + BRIEFING	
3:00 PM – 5:00 PM	GENERAL JACKSON SHOWBOAT <i>(Advance ticket purchase required)</i>	
4:00 PM	VOTING DELEGATES' BRIEFING + CANDIDATE CAMPAIGN SESSION	101
7:00 PM 9:00 PM	DECA NIGHT AT THE GRAND OLE OPRY <i>(Advance ticket purchase required)</i>	Grand Ole Opry
12:30 AM	CURFEW	



## MONDAY, APRIL 25

7:00 AM – 7:00 PM	HEADQUARTERS	Hall A & B Prefunction Area
7:00 AM – 7:00 PM	SHOP DECA <i>(Including blazer sales)</i>	Level 2 Registration
7:30 AM	JUDGES' ORIENTATION	Grand Ballroom A
8:00 AM – 4:00 PM	CAREER EXHIBITS + CAMPAIGN BOOTHS	Exhibit Hall B
8:00 AM – 4:00 PM	DECA IMAGES	Exhibit Hall B
8:00 AM – 7:00 PM	COMPETITIVE EVENT PRELIMINARY COMPETITION	Exhibit Halls A, C and D
8:30 AM – 10:30 AM	JOHNSON & WALES SCHOLARSHIP AWARD BREAKFAST <i>Sponsored by Johnson &amp; Wales University (by invitation only)</i>	201A
8:30 AM – 3:30 PM	EMERGING LEADER SERIES	
9:00 AM – 2:00 PM	ADMINISTRATOR DAY	203
9:00 AM – 3:00 PM	ADVISOR ACADEMY <i>(New and Developing Advisors)</i> <i>Sponsored by PepsiCo Chilled D50</i>	208
NOON – 1:30 PM	CHARTERED ASSOCIATION OFFICER/ADVISOR LUNCHEON <i>Sponsored by Piper Jaffray &amp; Co. (by invitation only)</i>	Grand Ballroom A2
12:30 PM	JUDGES' ORIENTATION	Grand Ballroom A1
3:00 PM	EMERGING LEADER FINALE	Grand Ballroom
3:30 PM – 4:30 PM	COMPETITIVE EVENTS UPDATE WORKSHOP <i>(Advisors Only)</i>	208
7:05 PM	DECA NIGHT AT THE NASHVILLE SOUNDS <i>(Advance ticket purchase required)</i>	Herschel Greer Stadium
12:30 AM	CURFEW	

## TUESDAY, APRIL 26

7:30 AM – 10:30 AM	JUDGES' ORIENTATION	Grand Ballroom A
7:30 AM – 6:00 PM	HEADQUARTERS	Hall A & B Prefunction Area
7:30 AM – 6:00 PM	SHOP DECA	Level 2 Registration
7:30 AM – 6:00 PM	SHOP DECA YARD SALE	210
8:00 AM	MINI-AWARDS SESSION	Bridgestone Arena
8:00 AM – 5:00 PM	FINALIST T-SHIRT + RECOGNITION ITEMS	Exhibit Hall D Foyer
9:00 AM – 6:00 PM	COMPETITIVE EVENT FINAL COMPETITION	Exhibit Hall D
11:00 AM	BUSINESS + ELECTION SESSION	Davidson Ballroom A
1:00 PM – 2:30 PM	LEADERSHIP LUNCHEON <i>Sponsored by US Army (by invitation only)</i>	208
2:00 PM – 3:00 PM	WRITTEN REPORT + CERTIFICATE RETURN <i>(Chartered Association Advisor or Designee Only)</i>	207
2:00 PM – 4:00 PM	GENERAL JACKSON SHOWBOAT <i>(Advance ticket purchase required)</i>	
6:00 PM – 7:30 PM	CHARTERED ASSOCIATION PHOTOGRAPHS	Demonbreun Lobby Staircase
7:00 PM – 8:00 PM	SCHOLARSHIP + NATIONAL ADVISORY BOARD RECEPTION <i>Sponsored by National Advisory Board Partners (by invitation only)</i>	Lexus Lounge at the Bridgestone Arena
8:30 PM	GRAND AWARDS SESSION	Bridgestone Arena
12:30 AM	CURFEW	

## WEDNESDAY, APRIL 27

8:30 AM – 3:00 PM	NEW EXECUTIVE OFFICER ORIENTATION	Renaissance Nashville Hotel
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EVENTS WILL BE HELD IN THE MUSIC CITY CENTER UNLESS OTHERWISE NOTED.



## Riverside Unified School District

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

### Board Meeting Agenda April 11, 2016

Topic: Board of Education Representatives – Head Start Family Engagement Conference

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

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

Type of Item: Consent

Short Description: Requesting Board of Education approval to designate parents as representatives of the Board and to reimburse parent representatives for expenses incurred while participating in local, state, and national conferences and trainings.

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#### DESCRIPTION OF AGENDA ITEM:

Diana Gonzalez, Jose Martinez, Iris Rodas and Alma Beltran are parents of Head Start students and members of the Riverside Unified School District Head Start Policy Committee who will be attending the Head Start Family Engagement Conference held at the Riverside County Office of Education on April 29, 2016. Parent involvement is part of the auditable compliance provisions of the Head Start Program and reimbursements to low-income committee members for reasonable expenses in fulfilling their responsibilities are provided by grant funds.

Per Education Code §35044, the governing board of each school district shall provide for the payment of the traveling expenses of any representatives of the Board when performing services directed by the Board.

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**FISCAL IMPACT:** \$150.00

**RECOMMENDATION:** It is recommended that the Board of Education designate Diana Gonzalez, Jose Martinez, Iris Rodas and Alma Beltran as Board Representatives to the Head Start Family Engagement Conference held at the Riverside County Office of Education on April 29, 2016. It is further recommended that the Board of Education authorize payment of expenses related to the conference.

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**ADDITIONAL MATERIAL:** None



**Board Meeting Agenda  
April 11, 2016**

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

Presented by:        Kyley Ybarra, Director, Certificated Personnel–Leadership and Development  
                              Robin Mesa, Interim 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.

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**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, Increase in Hours/Work Year, Leaves, New Hires, New Hires-Probationary 1, Resignations, Retirements, Substitutes, Temporarily Assigned to a Higher Classification, and Voluntary Demotions/Reassignments/Reductions/Transfers.

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**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.

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

Attached:        Yes

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

April 11, 2016

### CERTIFICATED PERSONNEL

#### New Hires – Probationary 1

##### Mountain View Elementary School

Leitermann, James	Teacher		03/10/16
Lozoya, Kristina	Teacher		04/11/16

#### Resignations

##### University Heights Middle School

Lembo, Lily	Teacher	7 years of service	06/10/16
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#### Retirements

##### Benjamin Franklin Elementary School

Larremore, Bobby	Teacher	34 years of service	09/01/15
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#### Substitutes

Bernath, Kathrin	Substitute Teacher		03/10/16
Bezim Acevedo, Florenta	Substitute Teacher		03/10/16
Billions, Marisa	Substitute Teacher		03/18/16
*Chelette, Matthew	Substitute Teacher		03/10/16
*Clendenen, Bruce	Substitute Teacher		03/14/16
Gess, Michael	Substitute Teacher		03/17/16
Gomez, Jr. David	Substitute Teacher		03/09/16
Gonzalez, Guadalupe	Substitute Teacher		03/14/16
Gutierrez, Martha	Substitute Teacher		03/14/16
*McMane, Samantha	Substitute Teacher		03/09/15
*Rue, Beth	Substitute Teacher		03/16/16
Sanchez, Larissa	Substitute Teacher		03/18/16
Thomas II, Melvin	Substitute Teacher		03/14/16

*\*Pursuant to Board Policy #4112.8*

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

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

Patricia Beatty Elementary School	Devoe, Akimi L.	Health Assistant	10 months, 6 hours	03/21/16
Emerson Elementary School	Gomez, Karina	Instructional Assistant – Special Education I	10 months, 5 hours	03/07/16
Henry W. Longfellow Elementary School	Ayala, Areli	Cafeteria Worker I	10 months, 2 hours	03/18/16
Mountain View Elementary School	Ortega, Juan C.	Instructional Assistant – Special Education II	10 months, 6 hours	03/17/16
Riverside Polytechnic High School	Ekeroma, Aisne A.	Cafeteria Worker I	10 months, 3 hours	03/25/16
Sunshine Early Childhood Center	Ammerman, Elizabeth	Instructional Assistant – Special Education II	10 months, 4 hours	03/22/16
Victoria Elementary School	Scott, Tammy Jo	Instructional Assistant – Special Education II	10 months, 4 hours	03/21/16
Woodcrest Elementary School	Melendrez, Caleb S.	Cafeteria Worker I	10 months, 2 hours	03/28/16

**Increase in Hours/Work Year**

Sierra Middle School Clark, Tori C.	Instructional Assistant – Special Education II	From: 6 hours/day To: 8 hours/day	08/21/15
Special Education Irineo, Irma	Intensive Behavior Interventions Assistant	From: 6 hours/day To: 6.4 hours/day	02/17/16

**Leaves**

15/16-262359

		Paid Administrative Leave	03/18/16 – Undetermined
Woodcrest Elementary School Crozier, Julie A.	Cafeteria Worker I	Personal Leave	03/14/16 – 03/25/16

**New Hires**

Louisa May Alcott Elementary School Guzman, Shawna M.	Instructional Assistant – Special Education I	10 months, 6 hours	03/14/16
Madison Elementary School Thomas, Jessica M.	Instructional Assistant – Special Education II	10 months, 6 hours	03/21/16
Project TEAM Jimenez, Darlene J.	Occupational Trainer	10 months, 3 hours	03/15/16
Martinez, Marissa K.	Occupational Trainer	10 months, 3 hours	03/14/16
Publications Deleon, George G.	Bindery Worker I	12 months, 8 hours	03/28/16
Pupil Services Tatenco, Patricia	Student Assistant Plan (SAP) Counselor	10 months, 8 hours	03/17/16

**New Hires - Continued**

Victoria Elementary  
School

Cortez, Julie B.      School Office Assistant      10 months, 8 hours      03/14/16

**Promotions**

Jaimes, Aide

From: Riverside  
Polytechnic High School,  
Attendance Assistant I,  
10 months, 8 hours

To: Riverside  
Polytechnic High  
School,  
Assistant Principal's  
Secretary,  
10 months, 8 hours

03/21/16

**Resignations**

Pupil Services

Adams, Edward J.      Student Health Care  
Specialist      1 year, 6 months of  
service      03/15/16  
*Amendment to  
03/21/16 Board*

Special Education

Sutherland, David G.      Instructional Assistant –  
Special Education I      9 years, 2 months      03/19/16

**Retirements**

University Heights Middle  
School

Norberto, Roberta L.      Attendance Assistant II      20 years of service      09/06/16

**Temporarily Assigned to a Higher Classification**

Business Services

Harpster, Gloria F.      From: Attendance  
Technician      To: Accounting  
Technician      03/16/15 –  
03/31/16

Emerson Elementary  
School

Gastelum, Denise R.      From: Cafeteria  
Worker II      To: Elementary Kitchen  
Operator      03/07/16 –  
03/30/16



**Temporarily Assigned to a Higher Classification - Continued**

Matthew Gage Middle School

Schafer, Antonia G.	From: Instructional Assistant – Special Education I	To: Instructional Assistant – Special Education II	02/15/16 – 06/09/16
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Thomas Jefferson Elementary School

Brattain, Sandy L.	From: Cafeteria Worker II	To: Elementary Kitchen Operator	02/19/16 – 03/11/16 <i>Amendment to 03/21/16 Board</i>
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Meza, Gail	From: Cafeteria Worker I	To: Cafeteria Worker II	01/04/16 – 03/11/16 <i>Amendment to 03/21/16 Board</i>
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Maintenance & Operations

Larios, Fernando	From: Custodian	To: Lead Custodian	03/03/16 – 03/11/16
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Mora, David A.	From: Grounds Maintenance Worker	To: Lead Grounds Maintenance Worker I	02/22/16 – 03/31/16
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Sanchez, Abran S.	From: Grounds Maintenance Worker	To: Stockroom/Warehouse, Stockroom/Mailroom Delivery Driver	03/03/16 – 03/18/16
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John W. North High School

Stine, Jennifer L.	From: Secondary Library Media Assistant	To: Accounting Assistant – High School	01/16/16 – 03/15/16
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Victoria Elementary School

Miera, Sophia	From: Cafeteria Worker II	To: Elementary Kitchen Operator	03/14/16 – 04/01/16
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Sierra, Fabiola	From: Cafeteria Worker I	To: Cafeteria Worker II	03/14/16 – 04/01/16
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**Voluntary Demotions/Reassignments/Reductions/Transfers**

Colquette, Catherine J.	From: Mountain View Elementary School, Instructional Assistant – Special Education II, 10 months, 6 hours	To: Mountain View Elementary School, Instructional Assistant – Special Education II, 10 months, 7 hours	03/15/16
Flores, Marisol	From: Special Education – REACH Academy, Instructional Assistant – Special Education II, 10 months, 6.4 hours	To: Chemawa Middle School, Instructional Assistant – Special Education II, 10 months, 6.4 hours	02/11/16

**NON-CLASSIFIED PERSONNEL**

**New Hires**

Childers, Monica	Substitute Instructional Assistant	03/10/16
Gonzalez, Jasmin	Substitute Custodian	03/10/16
Ochoa, Michael	Substitute Campus Supervisor	03/10/16
Quiroz, Paula	Noon Playground Supervisor	03/10/16
Salazar, Maria Teresa	Noon Playground	03/03/16

**New Hires – \*\*Athletic Coaches**

Martin Luther King High School		
Betancur, William Larry	Girls Softball/Frosh Head	03/22/16

\*\*The temporary athletic coaches listed above are knowledgeable of the assigned sports and meet the qualifications and competencies required by law.

**Board Meeting Agenda  
April 11, 2016**

Topic: Measure B Citizens’ Oversight Committee 2014 Annual Report

Presented by: Mark Cloud, Chairperson, Measure B Citizens’ Oversight Committee

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

Type of Item: Report/Discussion

Short Description: Mr. Mark Cloud, Chairperson of the Measure B Citizens’ Oversight Committee (COC), will present the Board of Education with the 2014 Annual Report.

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**DESCRIPTION OF AGENDA ITEM:**

As required by Proposition 39 regulations, the COC prepared an annual report that includes the committee findings, project status reports, project financial reports, and performance and financial audits. The report is a cumulative history of the projects implemented with Measure B funds. Mr. Mark Cloud will present the Measure B COC 2014 Annual Report and the findings of the committee to the Board of Education.

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**FISCAL IMPACT:** None.

**RECOMMENDATION:** This is an information item. No action is necessary.

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**ADDITIONAL MATERIAL:** Measure B Citizens’ Oversight Committee 2014 Annual Report and presentation.

Attached: Yes

# **Measure B Citizens' Oversight Committee**

## **2014 Annual Report**

**April 2016**



**Riverside Unified School District**



# Riverside Unified School District

## Measure B Citizens' Oversight Committee

### 2014 Annual Report

September 2014

#### Committee Members

Mark Cloud, Chairperson  
Christal Pennington, Vice Chairperson  
Jim Goldenetz, Member  
Diane Huntley, Member  
Jaime Hurtado, Member  
Kevin Milligan, Member  
Chad Sisco, Member  
Lewis Vanderzyl, Member  
Terry Walling, Member

#### Support Staff

David C. Hansen, District Superintendent  
Michael Fine, Deputy Superintendent  
Kirk R. Lewis, Assistant Superintendent Operations  
Annette Alvarez, Manager, Fiscal Services  
Naomi Dillon, Accountant  
Hayley Calhoun, Director, Planning and Development  
Orin Williams, Director, Maintenance and Operations  
Kevin Hauser, Assistant Director, Facilities Projects  
Lizette Delgado, Executive Secretary

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## EXECUTIVE SUMMARY

### Committee Findings

1. In summary, the Committee finds that, based upon all information presented in its review of Measure B fund expenditures that such funds are committed to eligible Measure B projects and were not disbursed for any teacher or administrative salaries or other school operating expenses.
2. The following findings are detailed in the *2014 Project Reports* (Appendix A):
  - Our on-site reviews, along with review of all published data, have provided a clear and comprehensive description of these projects. Each project reviewed is either on target for completion or schedule changes have been accounted for.
  - All projects have been completed at or under budget. Some projects were finished beyond the original completion date but without adverse impact to the operation of the schools or to the project budgets.
  - The *Project Financial Reports* have been reviewed by the Committee with Riverside Unified School District (RUSD) staff, and to the best of our knowledge, are accurate and complete.
  - The RUSD staff has been appropriately responsive to the Oversight Committee's requests for information on project progress reports and Measure B fund accountability.
3. The Committee has reviewed the *General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit* (Measure B Independent Performance Audit 2013-2014) (Appendix B) and the *Riverside Unified School District 2013-2014 Annual Financial Audit* (Appendix C), and finds that Audit findings are in accord with the restricted expenditure of Measure B funds.

### Committee Comments and Recommendations

1. The Committee has determined that these funds are being judiciously used and recommends that RUSD continue the present program and Measure B fund accountability procedures.
2. The Committee recommends continued regular review of the progress of Measure B projects for timeliness and appropriate fund expenditures and a complete review and report on an annual basis.
3. The Committee is pleased with RUSD's responsible use of Measure B funds and their efficient approach to projects and reviews.

4. Bi-monthly visits to Measure B school sites have enabled direct interactions with Citizens' Oversight Committee members and school administrators. The Committee has been deeply impacted by the infectious enthusiasm displayed by the administrators with respect to Measure B funded improvements. The passionate pride exuded by the administrators regarding their respective campuses surely reflects an elevated morale among the teachers, support staffs, and students at these sites. We need look no further than the heart-felt appreciation expressed by these administrators to understand the success of the impact of Measure B funds.

## **INTRODUCTION**

The 2014 annual report is the eleventh report to the Riverside community by the Citizens' Oversight Committee. The purpose of this report is to provide clear, succinct information regarding the appropriate use of Measure B funds by RUSD. An electronic copy of this report can be accessed on the RUSD website, "Departments" tab, Measure B, COC Annual Reports (<http://www.rusdlink.org/Page/312>).

### **Measure B – History and Purpose**

In 1999, the District performed a needs analysis of school facilities. In the fall of 2000, the Facilities Financing Advisory Committee comprised of twenty-five community and staff members began meeting to identify needs, set priorities, and review the potential funding options available. Over \$210,000,000 in critical renovation and new construction needs at schools throughout the District were identified in the Facilities Improvement Plan (FIP). The FIP was approved by the Board of Education on May 7, 2001. A copy of the FIP is available at all schools, the District Administration Building, and on the RUSD website at <http://www.rusdlink.org/cms/lib3/CA01001728/Centricity/Domain/88/FIP%20and%20Resolutions%20%20Final%20Complete%205-5-15.v9.pdf>. To finance these needs, the committee recommended to the Board of Education that a \$175,000,000 general obligation bond be presented to the voters of the District. The Board of Education called for the bond election in May 2001. The bond measure was designed to meet Proposition 39 guidelines (requiring passage by a simple majority, tax rate no greater than \$60 per \$100,000 of assessed valuation, and accountability by a Citizens' Oversight Committee.) Ms. Cheryl Tavaglione chaired and organized an extremely successful citizens' campaign which culminated with the voters of Riverside passing Measure B, the local bond, in November 2001 by a 68.3% margin.

The sale of bond issues was projected to take place over twelve years. The first series of bonds were sold and RUSD received the first issuance of Measure B funds (\$60,000,000) in March 2002. A District Prioritization Committee has been responsible for identifying the projects to be addressed with Measure B funds. The design and construction of over thirty Measure B projects (first issuance) impacting virtually every RUSD school been completed. The second issuance (\$65,000,000), consisting of approximately eighteen projects, was funded in April 2006. Most of these projects have been completed. The third and final issuance (\$50,000,000) consisting of approximately sixteen projects was funded on May 6, 2008. Many of these projects have been designed and are in some stage of implementation. The Board of Education is in the process of identifying the projects to be funded with remaining Measure B funds.

Measure B funds are leveraged with all available State matching funds and other sources of revenue to meet the facilities needs of RUSD schools. To date, \$175,619,947 in State matching funds has been secured. The District has accessed State funds from Propositions 1A, 47, 55, and 1D. RUSD will continue to aggressively pursue all available state funding opportunities.



## COMMITTEE PURPOSE AND RESPONSIBILITY

The Rules of Order of the Independent Citizens' Oversight Committee as provided in Education Code Sections 15278, et. seq. states that:

“The purpose of the Citizens' Oversight Committee (COC) shall be to inform the public concerning the expenditure of the bond proceeds. The committee shall:

- Actively review and report on the proper expenditure of taxpayers' money for school construction;
- Advise the public as to whether the school district is in compliance with the requirements of Article XIII A, Section 1(B) (3); and
- Convene to provide oversight, but not limited to:
  - Ensuring that bond revenues are expended only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities;
  - Ensuring that no funds are used for any teacher or administrative salaries or other school operating expense.
- The Committee will also engage in the following activities:
  - Receive and review copies of the independent performance audit.
  - Receive and review copies of the required annual, independent financial audit.

### Committee Selection

The Citizens' Oversight Committee members represent a diverse group of the Riverside community and were originally appointed by the Board of Education on February 4, 2002 pursuant to Proposition 39 regulations.

The original appointment of Measure B Citizens' Oversight Committee members was as follows:

1. Kathy Allavie
2. Linda Coe
3. Jacqueline Corina
4. Thomas D'Arco
5. Malcomb Davis
6. Ronald L. Ellis
7. Kathleen M. Gonzales
8. Ronald Huber
9. Brad Hyman
10. Enrique Martinez

District staff members serve as support to the Committee in an ex-officio capacity and are non-voting members.

As of September 10, 2014, there were nine members on the Citizens' Oversight Committee who were specifically involved during the inclusive period of the 2013 Annual Report:

1. Mark Cloud
2. Jim Goldenetz
3. Diane Huntley
4. Jaime Hurtado
5. Kevin Milligan
6. Christal Pennington
7. Chad Sisco
8. Lewis Vanderzyl
9. Terry Walling

Mr. Mark Cloud was the Committee's chairperson and Mrs. Christal Pennington served as the vice-chairperson.

### **Meeting Dates, Times, and Locations**

Meetings of the COC are called, noticed, held, and conducted subject to the Ralph M. Brown Act and are open to the public. Typically, meetings have been held at 4:30 p.m., unless stated otherwise, at the District Office or at one of the schools that have benefited from Measure B funds. Following is a list of the meeting dates of the COC to date:

November 19, 2002  
December 11, 2003  
January 15, 2003  
February 19, 2003 (meeting held at John F. Kennedy Elementary School)  
April 23, 2003 (meeting held at Arlington High School)  
June 25, 2003 (meeting held at Highland Elementary School)  
August 13, 2003  
October 29, 2003  
November 10, 2003 (Ad Hoc Committee only)  
December 3, 2003 (Ad Hoc Committee and Full Committee)  
January 7, 2004 (Ad Hoc Committee only)  
January 14, 2004  
March 31, 2004  
May 26, 2004  
July 14, 2004 (meeting held at Woodcrest Elementary School)  
September 15, 2004 (meeting held at John W. North High School)  
November 17, 2004 (meeting held at Riverside Polytechnic High School)  
January 19, 2005 (meeting held at Harrison Elementary School)  
March 23, 2005  
June 1, 2005 (meeting held at Ramona High School)  
August 10, 2005  
October 11, 2005 (meeting held at Bryant Elementary School)  
January 11, 2006 (meeting held at Central Middle School)  
March 15, 2006 (meeting held at Chemawa Middle School)

May 17, 2006 (meeting held at Henry W. Longfellow Elementary School)  
July 12, 2006 (meeting held at Martin Luther King High School)  
September 20, 2006 (meeting held at Chemawa Middle School)  
November 8, 2006  
January 10, 2007  
March 14, 2007  
May 9, 2007 (meeting held at Louisa May Alcott Elementary School)  
July 11, 2007 (meeting held at Patricia Beatty Elementary School)  
September 12, 2007  
November 14, 2007 (meeting held at (New) Nathaniel Hawthorne Elementary School)  
January 23, 2008 (meeting held at Magnolia Elementary School)  
March 12, 2008  
May 14, 2008 (meeting held at Ramona High School)  
July 9, 2008 (meeting held at John W. North High School)  
September 10, 2008 (meeting held at Liberty Elementary School)  
November 12, 2008 (meeting held at Mathew Gage Middle School)  
January 14, 2009  
March 11, 2009  
June 24, 2009  
August 19, 2009 (meeting held at Frank Augustus Miller Middle School)  
October 21, 2009  
December 2, 2009  
April 4, 2010 (meeting held at Ralph Waldo Emerson Elementary School)  
June 16, 2010  
August 11, 2010 (meeting held at Pachappa Elementary School)  
November 17, 2010 (meeting held at Central Middle School)  
January 12, 2011 (meeting held at Mt. View Elementary School)  
March 23, 2011 (meeting held at Ramona High School)  
May 18, 2011 (meeting held at Ralph Waldo Emerson Elementary School)  
July 13, 2011 (meeting held at Riverside Polytechnic High School)  
September 21, 2011 (meeting held at Highgrove Elementary School)  
November 16, 2011  
March 14, 2012 (meeting held at Arlington High School)  
May 23, 2012 (meeting held at Ramona High School)  
July 18, 2012 (meeting held at Arlington High School)  
September 19, 2012 (meeting held at Ramona High School)  
November 14, 2012 (meeting held at Riverside Polytechnic High School)  
January 16, 2013 (meeting held at John W. North High School)  
March 20, 2013 (meeting held at Arlington High School)  
May 15, 2013 (meeting held at Riverside Polytechnic High School)  
July 31, 2013 (meeting held at John W. North High School)  
November 13, 2013  
January 14, 2014  
May 14, 2014 (meeting held at Longfellow Elementary School)  
July 9, 2014  
September 10, 2014 (meeting held at Alcott Elementary School)

All COC activity including meeting dates, agendas, and meeting minutes is posted on the RUSD website under the “Departments” tab, Measure B (<http://rusdlink.org/domain/88>).

### **General Meeting Characteristics**

Meetings are generally held on the third Wednesday every other month. The agendas follow a traditional format for public meetings. Typical “Discussion Items” include staff presentations on the progress of construction and financial status for active Measure B construction projects. “Action Items” have been generally limited to the approval of meeting minutes and for setting the next/future meeting dates. Sections of the meetings are reserved for “Public Comments” and “Committee Member Comments.”

**APPENDICES**

**A. 2014 Project Reports**

**B. General Obligation Bonds, Election 2001 (Series A, B, and C) 2013-2014 Performance Audit (Measure B Independent Performance Audit)**

**C. Riverside Unified School District 2013-2014 Annual Financial Audit**



# Riverside Unified School District

## Measure B Citizens' Oversight Committee

### 2014 Project Reports

September 2014

#### Committee Members

Mark Cloud, Chairperson  
Christal Pennington, Vice Chairperson  
Jim Goldenetz, Member  
Diane Huntley, Member  
Jaime Hurtado, Member  
Kevin Milligan, Member  
Chad Sisco, Member  
Lewis Vanderzyl, Member  
Terry Walling, Member

#### Support Staff

David C. Hansen, District Superintendent  
Michael Fine, Deputy Superintendent  
Kirk R. Lewis, Assistant Superintendent Operations  
Annette Alvarez, Manager, Fiscal Services  
Naomi Dillon, Accountant  
Hayley Calhoun, Director, Planning and Development  
Orin Williams, Director, Maintenance and Operations  
Kevin Hauser, Assistant Director, Facilities Projects  
Lizette Delgado, Executive Secretary

**Riverside Unified School District**

**Measure B Citizens' Oversight Committee  
2014 Project Reports  
September 2014**

This report is documentation of all Measure B projects listed by site, Project Implementation Master Plan, individual project status report, and detailed project financial summary.

**Findings**

The Citizens' Oversight Committee finds:

**Finding Number One:**

According to RUSD staff reportings, and based on several site visitations by the Committee, the following Measure B projects have been completed or are in progress as shown in the following table:

**Status of Measure B First, Second and Third Issuance Projects as of September 10, 2014**

<b>Site</b>	<b>Project</b>	<b>% Completed (Construction)</b>	<b>FIP Page Number</b>	<b>Project Status Page Number</b>
<b>Elementary Schools</b>				
Adams	Playground Equipment Upgrade	100%	12	139
	Modernization – Group J	100%		30
	Technology Program Pilot Schools	100%		137
	Campus Access Control/Security – Phase I	85%		145
	Campus Access Control/Security – Phase III	100%		145
Alcott	Playground Equipment Upgrade	100%	13	139
	Modernization – Group J	100%		31
	Technology Program Pilot Schools	100%		137
	Workroom Modernization	100%		32
	Energy Management Systems Upgrades	100%		142
	Campus Access Control/Security – Phase I	85%		145
Beatty	School Construction	100%	54	33
Bryant	Playground Equipment Upgrade	100%	15, 54	139
	2-Story Classroom/Library Building	100%		34
	Technology Program Pilot Schools	100%		137
	Landscaping	100%		35

<b>Site</b>	<b>Project</b>	<b>% Completed (Construction)</b>	<b>FIP Page Number</b>	<b>Project Status Page Number</b>
Bryant	Campus Access Control/Security – Phase II	85%		145
Castle View	Playground Equipment Upgrade	100%	16	139
	Modernization – Group H	100%		36
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase II	100%		138
	Landscaping and Irrigation Upgrades	100%		37
	Parking Lot	100%		38
	ADA Restrooms Upgrades	100%		141
	Campus Access Control/Security – Phase II	85%		145
Elementary School #34	School Construction	Cancelled	54	39
Emerson	Playground Equipment Upgrade	100%	20	139
	Modernization – Group J	100%		40
	Technology Program Pilot Schools	100%		137
	Modernization – Group K	100%		41
	Wing Addition	100%		42
	Campus Access Control/Security – Phase I	85%		145
	Parking Lot Lighting, Priority A	100%		149
	Franklin	Playground Equipment Upgrade		100%
Technology Program Pilot Schools		100%	137	
Energy Management Systems Upgrades		100%	142	
Campus Access Control/Security – Phase III		100%	145	
Fremont	Playground Equipment Upgrade	100%	22, 54	139
	Electrical Services Upgrade	100%		43
	Modernization – Group G	100%		44
	MPR and Portable Replacement	100%		45
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase I	100%		138
	Parking Lot Lighting, Priority A	100%		149
	ADA Restrooms Upgrades	100%		141
	Campus Access Control/Security – Phase III	100%		145
	Grant	Playground Equipment Upgrade		100%
Technology Program Pilot Schools		100%	137	
Restroom Renovations – Phase I		100%	138	
Harrison	Playground Equipment Upgrade	100%	25, 54	139
	Electrical Service Upgrade	100%		46
	Modernization – Group G	100%		47
	Multipurpose Room Addition	100%		48

Site	Project	% Completed (Construction)	FIP Page Number	Project Status Page Number
Harrison	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase I	100%		138
	Parking Lot Expansion	Cancelled		49
	Asphalt Addition	100%		50
	Campus Access Control/Security – Phase III	100%		145
Hawthorne	Playground Equipment Upgrade	100%	26	139
	Modernization – Group J (Terminated)	100%		51
	Technology Program Pilot Schools	100%		137
	School Relocation	100%		52
Highgrove	Playground Equipment Upgrade	100%	27	139
	Office Expansion	100%		53
	Modernization – Group J	100%		54
	Technology Program Pilot Schools	100%		137
	Modernization – Group J Extension	100%		55
	Energy Management Systems Upgrades	100%		142
Highland	Playground Equipment Upgrade	100%	28	139
	Modernization – Group J	100%		56
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase II	100%		138
	Campus Access Control/Security – Phase I	85%		145
Hyatt	Playground Equipment Upgrade	100%	29	139
	Modernization – Group G	100%		57
	Multipurpose Room Addition	100%		58
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase I	100%		138
Jackson	Playground Equipment Upgrade	100%	30	139
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase I	100%		138
	Parking Lot (Funding Source Change)	Cancelled		59
	Restroom (ADA)	100%		60
	Energy Management Systems Upgrades	100%		142
	Campus Access Control/Security – Phase I	85%		145
Jefferson	Playground Equipment Upgrade	100%	31	139
	Technology Program Pilot Schools	100%		137
	Energy Management Systems Upgrades	100%		142
	Campus Access Control/Security – Phase I	85%		145
Kennedy	School Construction*	100%	*	61
	ADA Ramp	100%		62

<b>Site</b>	<b>Project</b>	<b>% Completed (Construction)</b>	<b>FIP Page Number</b>	<b>Project Status Page Number</b>
Kennedy	Campus Access Control/Security – Phase III	100%		145
Liberty	Playground Equipment Upgrade	100%	32, 54	139
	Electrical Service Upgrade	100%		63
	Multipurpose Building	100%		64
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase II	100%		138
	Landscaping	100%		65
	Modernization – Group J	100%		66
	ADA Restrooms Upgrades	100%		141
Longfellow	Playground Equipment Upgrade	100%	34, 54	139
	2-Story Classroom/Library Bldg.	100%		67
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase II	100%		138
	Landscaping	100%		68
	Fence Hedge and Irrigation System Modification	100%		69
	Energy Management Systems Upgrades	100%		142
	Campus Access Control/Security – Phase III	100%		145
Madison	Playground Equipment Upgrade	100%	35	139
	Modernization – Group J	100%		70
	Technology Program Pilot Schools	100%		137
	Lunch Shelter Addition	100%		71
	Campus Access Control/Security – Phase I	85%		145
	Campus Access Control/Security – Phase III	100%		145
	Parking Lot Lighting, Priority A	100%	149	
Magnolia	Playground Equipment Upgrade	100%	36	139
	Modernization – Group H	100%		72
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase II	100%		138
	Landscaping, Irrigation and Shade Structure Upgrades	100%		73
	ADA Restrooms Upgrades	100%		141
	Campus Access Control/Security – Phase II	85%		145
Monroe	Playground Equipment Upgrade	100%	38	139
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase I	100%		138
	Energy Management Systems Upgrades	100%		142
	ADA Restrooms II – Upgrade	99%		144



<b>Site</b>	<b>Project</b>	<b>% Completed (Construction)</b>	<b>FIP Page Number</b>	<b>Project Status Page Number</b>
Mt. View	Playground Equipment Upgrade	100%	39	139
	Modernization – Group J	100%		74
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase I	100%		138
	Restroom (ADA)	100%		75
	Wing Addition and Modernization – Group K	100%		76
Pachappa	Playground Equipment Upgrade	100%	41	139
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase I	100%		138
	Lunch Shelter Addition	100%		77
	Modernization – Group K	100%		78
	Wing Addition	100%		79
Rivera	Playground Equipment Upgrade	100%	11A	139
	Technology Program Pilot Schools	100%		137
	Energy Management Systems Upgrades	100%		142
	Campus Access Control/Security – Phase III	100%		145
Sunshine	Playground Equipment Upgrade	100%	47	139
	Restroom Renovations – Phase I	100%		138
	Restroom Renovation (ADA)	100%		80
	Shade Shelter Addition	100%		81
	Campus Access Control/Security – Phase III	100%		145
Taft	Playground Equipment Upgrade	100%	48	139
	Technology Program Pilot Schools	100%		137
	Campus Access Control/Security – Phase III	100%		145
Victoria	Playground Equipment Upgrade	100%	50	139
	Modernization – Group J	100%		82
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase I	100%		138
	Energy Management Systems Upgrades	100%		142
	ADA Restrooms Upgrades	100%		141
	Measure B Contingency – Support	100%		148
	Completion of Parking Lot			
Washington	Playground Equipment Upgrade	100%	51	139
	Modernization – Group H	100%		83
	Technology Program Pilot Schools	100%		137
	Measure B Deferred Maintenance – Replace Roofing	100%		143
Woodcrest	School Reconstruction	100%	52, 54	84
	Technology Program Pilot Schools	100%		137

Site	Project	% Completed (Construction)	FIP Page Number	Project Status Page Number
Woodcrest	Concrete Modification	100%		85
<b>Middle Schools</b>				
Central	Technology Program Pilot Schools	100%	17	137
	Fencing Repair/Replacement	100%		86
	Wing Addition	100%		87
	Modernization – Group J	100%		88
	Landscaping	100%		89
	Multipurpose Room			90
	Phase I	100%		
	Phase II	100%		
	Campus Access Control/Security – Phase II	85%		145
	Parking Lot Lighting, Priority A	100%		149
Chemawa	Technology Program Pilot Schools	100%	18	137
	Wing Addition	100%		91
	Landscaping	100%		92
	Modernization – Group J	100%		93
Earhart	Technology Program Pilot Schools	100%	19	137
	Health Office Improvements	100%		94
	Restroom Renovations – Phase II	100%		138
Gage	Modernization – Group G	100%	23	95
	Shade Structure and Security Addition	100%		96
	Technology Program Pilot Schools	100%		137
	Energy Management Systems Upgrades	100%		142
Miller	School Construction	100%	54	97
Riverside STEM Academy	Energy Management Systems Upgrades	100%		142
	Campus Access Control/Security – Phase III	100%	29	145
Sierra	Electrical Service Upgrade	100%	46	98
	Technology Program Pilot Schools	100%		137
	Modernization – Group J	100%		99
	ADA Restrooms Upgrades	100%		141
	Campus Access Control/Security – Phase II	85%		145
University	Modernization	100%	49	100
	Technology Program Pilot Schools	100%		137
	Fencing Project	100%		101
	Campus Access Control/Security – Phase III	100%		145

Site	Project	% Completed (Construction)	FIP Page Number	Project Status Page Number
<b>High Schools</b>				
Arlington	Modernization – Group F	100%	14	102
	Science Wing Addition	100%		103
	Technology Program Pilot Schools	100%		137
	Energy Management Systems (EMS)	100%		104
	Portable Relocations	100%		105
	Bleacher ADA Repair	100%		106
	Stucco Repair	100%		107
	Athletic Facilities Master Plan	100%		108
	Campus Access Control/Security – Phase II	85%		145
	Measure B Contingency – Support Completion of Athletics Facilities Master Plan and Sam Pecchia Memorial	100%		148
King	Stadium	100%	37	109
	Technology Program Pilot Schools	100%		137
	Aquatic Center	100%		110
	Lunch Shelters	100%		111
	Student Parking Lot and Portable Classroom Infrastructure	100%		112
	Athletic Facilities Master Plan Completion	100%		113
North	Modernization – Group F	100%	40	114
	Science Wing Addition	100%		115
	Technology Program Pilot Schools	100%		137
	Portable Project	100%		116
	Field Renovation	100%		117
	Measure B Deferred Maintenance – Replace Roofing	100%		143
	Athletic Facilities Master Plan Completion	99%		118
	Campus Access Control/Security – Phase I	85%		145
	Measure B Contingency – Support Completion of Athletics Facilities Master Plan	100%		148
Poly	Modernization – Group F	100%	42	119
	Science Wing Addition	100%		120
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase II	100%		138
	Fencing Project	100%		121

Site	Project	% Completed (Construction)	FIP Page Number	Project Status Page Number
	Portable Project	100%		122
	Athletic Facilities Master Plan	100%		123
	ADA Restrooms Upgrades	100%		141
	Measure B Deferred Maintenance – Repair and Rebuild South Chiller	100%		143
	Measure B Contingency – Support Completion of Athletics Facilities Master Plan	100%		148
Ramona	Science Lab Wing Remodel	100%	44	124
	Technology Program Pilot Schools	100%		137
	Restroom Renovations – Phase II	100%		138
	Performing Arts Center	100%		125
	Modernization – Group J	100%		126
	M & O Athletic Projects	100%		127
	Stadium and Field Renovation	100%		128
	Athletic Facilities Master Plan	100%		129
	Interior Landscaping	100%		130
	Theater Renovation – Career Tech	0%		131
<b>Other Sites</b>				
District Operations Center	Publications Relocation from Poly to District Operations Center	100%	54	132
Lincoln	Energy Management Systems Upgrades	100%	33	142
Raincross/ EOC	Energy Management Systems Upgrades	100%	43	142
<b>Various Sites</b>				
Various	ADA Transition Plan	100%		133
Various	Technology Training Lab	100%		134
Various	Asphalt and Concrete Repair/ Replacement	Cancelled		135
Various	Energy Management Systems	Cancelled		136
Various	Technology Program Pilot Schools	100%		137
Various	Restroom Renovations Project District- wide	100%		138
Various	Playground Equipment Upgrade	100%		139
Various	Communications System	100%		140
Various	ADA Restrooms Upgrades	100%		141
Various	Energy Management Systems Upgrades	100%		142
Various	Measure B Deferred Maintenance	85%		143
Various	ADA Restrooms II – Upgrade	99%		144
Various	Campus Access Control/Security	85%		145

<b>Site</b>	<b>Project</b>	<b>% Completed (Construction)</b>	<b>FIP Page Number</b>	<b>Project Status Page Number</b>
Various	Energy Efficiency Projects	1%		147
Various	Measure B Contingency	56%		148
Various	Parking Lot Lighting, Priority A	100%		149

\*Measure B funds reimbursed by State and/or CFD funds.

See *Measure B Projects Implementation Master Plan* (Appendix I) for a comprehensive schedule of first, second, and third issuance projects. See *Project Status Reports* (Appendix II) for a detailed description and status report for each project.



Finding Number Two:

- a. That the amount of \$175,000,000 of the first, second, and third issuances of Measure B funds has been appropriated.
- b. Bond premium dollars refunded to Measure B amounts to \$1,212,745.
- c. Interest generated (as of June 30, 2014) is \$10,480,150
- d. Total funds available to Measure B projects are \$186,692,895
- e. \$183,916,655 has been appropriated to specific projects.
- f. \$2,776,240 has not been committed to specific projects.

**Progress of Measure B Project Implementation Master Plan**

In the course of its regular meetings, the Committee has continuously reviewed and monitored the ongoing progress of the implementation of Measure B funded projects. The Committee finds that consistent and deliberate progress has occurred on all projects. Reasonable and prudent adjustments have been made to the master plan and are consistent with the overall goal of implementing the projects with due diligence and care to insure the best utilization of taxpayer funds.

**Summary**

The Measure B Citizens' Oversight Committee has reviewed all of the projects currently underway.

Our on-site reviews, along with review of all published data, have provided a clear and comprehensive description of these projects. Each project reviewed is either on target for completion or schedule changes have been accounted for. The only exceptions (in schedule only) are the projects covered in the September 10, 2014, report titled *Measure B Projects With Extended Completion Dates* (Appendix III). These delays were caused by unforeseen events that RUSD had no control over, but the District has adjusted to compensate to reduce the impact to schools. No financial impact is expected to the project budgets.

The *Project Financial Reports* (Appendix IV) have been reviewed, and to the best of our knowledge, are accurate and complete.

All projects have been completed at or under budget.

## **Recommendations**

The committee is pleased with Riverside Unified School District's responsible use of Measure B funds and their serious approach to projects and reviews. The committee has determined that these funds are being judiciously used and recommends that RUSD continue the present program and procedures.

## **Appendices:**

- I. Measure B Project Implementation Master Plan**
- II. Project Status Reports**
- III. Measure B Projects With Extended Completion Dates**
- IV. Project Financial Reports**

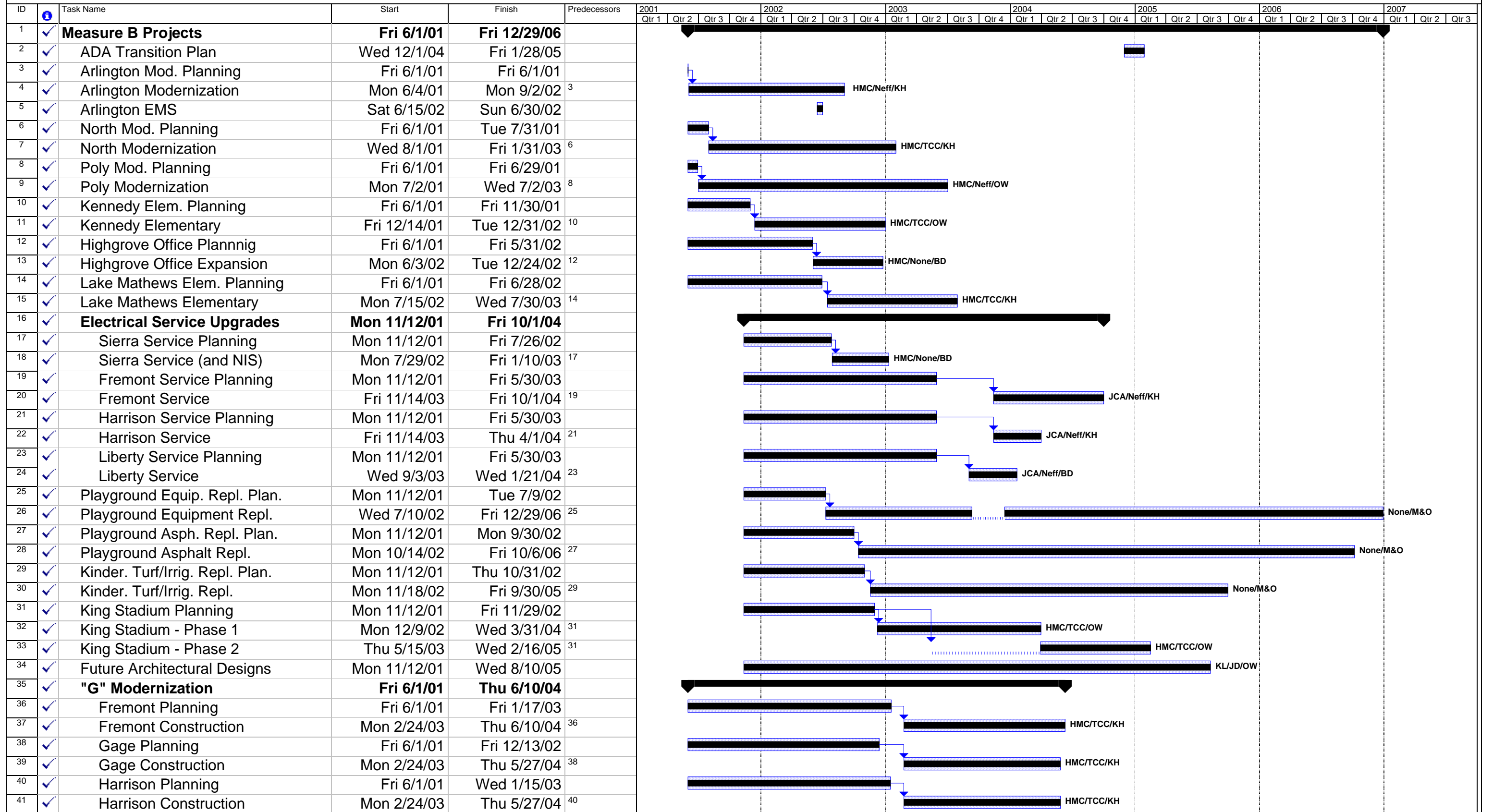
**Riverside Unified School District**

**Measure B Projects Implementation Master Plan**

**September 2014**

**Measure B Projects Implementation Masterplan**

First Issuance

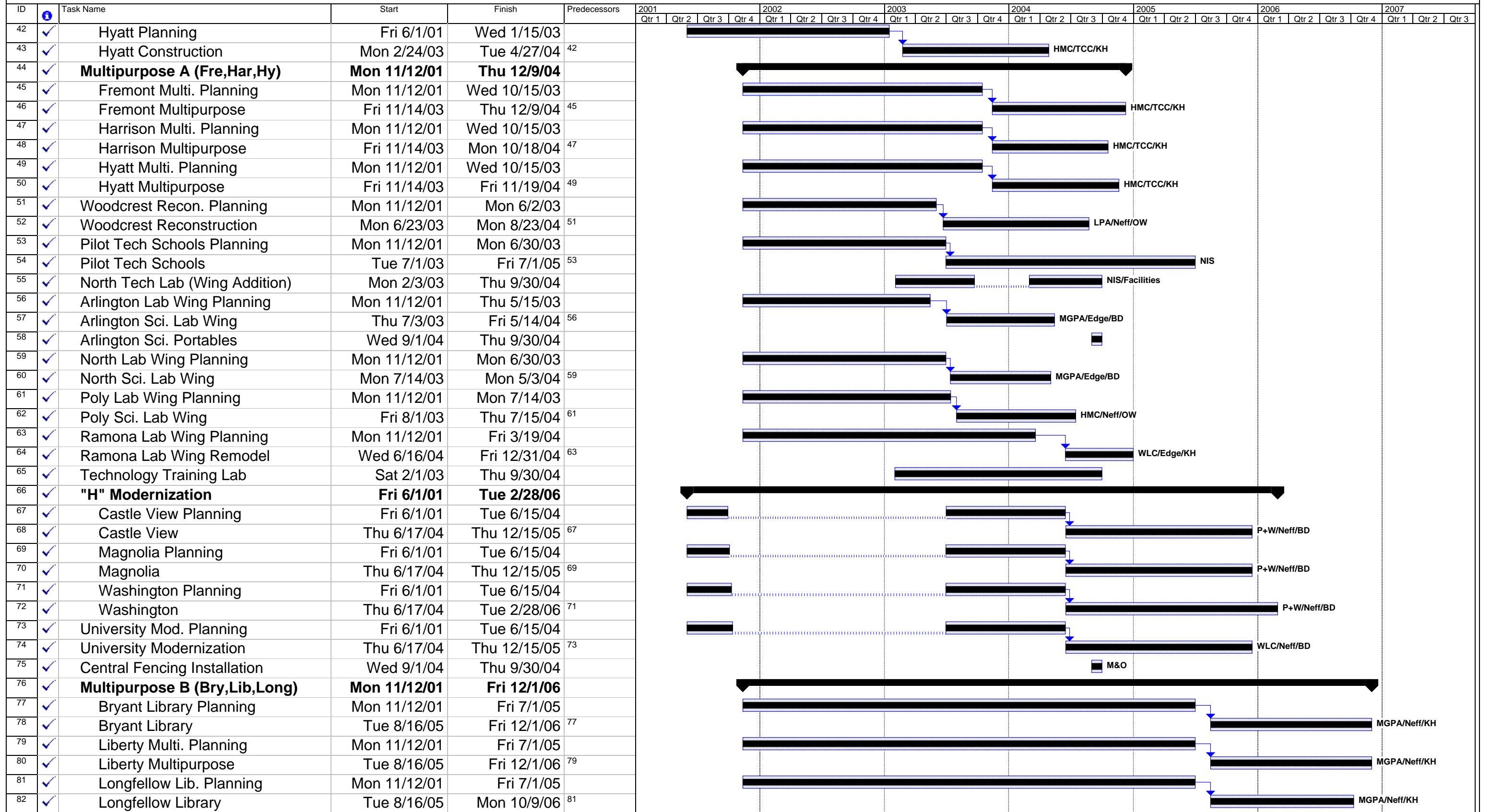


Measure B Projects Implementation M  
Facilities Projects- Kevin Hauser  
Date: September 10, 2014



**Measure B Projects Implementation Masterplan**

First Issuance



Measure B Projects Implementation M  
Facilities Projects- Kevin Hauser  
Date: September 10, 2014





**Measure B Implementation Masterplan**  
Second Issuance

ID	Task Name	Start	Finish	2003		2004		2005		2006		2007		2008		2009		2010		2011		2012	
				H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1
1	<b>Measure B Projects</b>	<b>Mon 1/20/03</b>	<b>Wed 10/5/11</b>																				
2	✓ <b>Second Bond Issuance</b>	Wed 4/5/06	Wed 4/5/06	◆ 4/5																			
3	✓ Future Designs (3rd Issuance)	Tue 2/1/05	Fri 11/14/08	KL/JD/OW																			
4	✓ Poly Portable Project	Mon 1/20/03	Sun 8/15/04	MMA/KH																			
5	✓ North Portable Project	Tue 6/1/04	Tue 6/14/05	MMA/KH																			
6	✓ Technology Program Pilot Schools	Tue 7/1/03	Fri 7/1/05	MMA/OW																			
7	✓ Earhart Health Office Improvement (Plan)	Fri 2/27/04	Tue 6/1/04	MMA/TBD																			
8	✓ Earhart Health Office Improvement	Mon 6/14/04	Tue 8/31/04	WLC/OW																			
9	✓ Publications Relocation (Plan)	Mon 1/12/04	Fri 10/22/04	WLC/OW																			
10	✓ Publications Relocation	Mon 7/11/05	Mon 12/12/05	HMC/TCC/JD																			
11	✓ King Aquatic Center (Plan)	Thu 4/1/04	Thu 8/25/05	HMC/TCC/OW																			
12	✓ King Aquatic Center	Mon 9/19/05	Tue 5/30/06	WLC/HMC & MGPA/Neff/JD																			
13	✓ "J" Modernization - 14 Sites (Plan)	Mon 1/12/04	Tue 5/31/05	◆ 5/17																			
14	✓ <b>"J" Modernization - 14 Sites</b>	<b>Thu 6/16/05</b>	<b>Tue 9/2/08</b>	WLC/Neff/KH																			
15	✓ Hawthorne - 0	Wed 5/17/06	Wed 5/17/06	WLC/Neff/KH																			
16	✓ Alcott - 1	Mon 10/17/05	Mon 8/21/06	WLC/Neff/KH																			
17	✓ Emerson - 1	Thu 6/16/05	Wed 11/23/05	WLC/Neff/KH																			
18	✓ Highgrove - 1	Thu 6/16/05	Wed 11/23/05	WLC/Neff/KH																			
19	✓ Madison - 1	Thu 6/16/05	Wed 11/23/05	HMC/Neff/KH																			
20	✓ Adams - 2	Wed 7/5/06	Tue 3/20/07	HMC/Neff/KH																			
21	✓ Highland - 2	Wed 7/5/06	Mon 8/20/07	HMC/Neff/KH																			
22	✓ Mt. View - 2	Wed 11/1/06	Mon 8/20/07	HMC/Neff/KH																			
23	✓ Sierra - 2	Tue 5/1/07	Thu 9/20/07	HMC/Neff/KH																			
24	✓ Victoria - 2	Thu 7/20/06	Fri 6/29/07	MGPA/Neff/KH																			
25	✓ Central - 2b	Fri 6/16/06	Thu 8/30/07	MGPA/Neff/KH																			
26	✓ Chemawa - 2b	Fri 6/16/06	Wed 1/30/08	WLC/Neff/BD																			
27	✓ Liberty - 3	Fri 6/1/07	Tue 9/2/08	WLC/Neff/BD																			
28	✓ Ramona - 3	Fri 6/1/07	Tue 9/2/08	WLC/BD																			
29	✓ Liberty Landscaping	Tue 6/19/07	Fri 8/17/07	MMA/KH																			
30	✓ Jackson Restroom (ADA)	Tue 6/19/07	Mon 8/20/07	MMA/KH																			
31	✓ Mt. View Restroom (ADA)	Mon 7/2/07	Mon 8/20/07	KH																			
32	✓ Harrison Asphalt Addition	Sat 3/1/08	Mon 3/10/08	OW																			
33	✓ Woodcrest Concrete Modification	Wed 7/30/08	Fri 8/15/08	MGPA/Neff/JD																			
34	✓ Central Wing Addition (Plan)	Mon 1/12/04	Thu 4/28/05	MGPA/Neff/OW																			
35	✓ Central Wing Addition	Tue 7/12/05	Fri 6/9/06	MGPA/Neff/JD																			
36	✓ Chemawa Wing Addition (Plan)	Mon 1/12/04	Thu 4/28/05	MGPA/Neff/OW																			
37	✓ Chemawa Wing Addition	Tue 7/12/05	Fri 6/9/06	HMC/TCC/JD																			
38	✓ Mark Twain Elementary School (#31) (Plan)	Mon 1/12/04	Fri 4/29/05																				

Measure B Implementation Masterplan  
Facilities Projects - Kevin Hauser  
Date: September 10, 2014

Construction Progress   
Split Duration Milestone

Summary   
Planning

External Milestone   
External Milestone

Deadline

**Measure B Implementation Masterplan**  
Second Issuance

ID	Task Name	Start	Finish	2003		2004		2005		2006		2007		2008		2009		2010		2011		2012	
				H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1
39	✓ Mark Twain Elementary School (#31)	Mon 7/18/05	Wed 11/15/06																				
40	✓ Ramona Perf. Arts Studio (Plan) - Phase II	Tue 1/2/07	Fri 5/18/07																				
41	✓ Ramona Perf. Arts Studio - Phase II	Mon 5/21/07	Fri 8/17/07																				
42	✓ New Communication System (Plan)	Mon 6/13/05	Wed 2/22/06																				
43	✓ New Communication System	Wed 3/1/06	Fri 2/27/09																				
44	✓ Hawthorne Elementary Relocation (Plan)	Mon 4/21/03	Fri 6/30/06																				
45	✓ Hawthorne Elementary Relocation	Mon 7/17/06	Mon 11/19/07																				
46	✓ Patricia Beatty Elementary School (33)(Plan)	Mon 1/12/04	Tue 6/27/06																				
47	✓ Patricia Beatty Elementary School (#33)	Tue 8/1/06	Thu 10/18/07																				
48	✓ King HS Lunch Shelter (Plan)	Wed 11/30/05	Thu 6/29/06																				
49	✓ King HS Lunch Shelter	Mon 7/17/06	Fri 11/17/06																				
50	✓ Fencing Project at University (Plan)	Wed 11/1/06	Thu 2/1/07																				
51	✓ Fencing Project at University	Wed 2/21/07	Tue 5/15/07																				
52	✓ Fencing Project at Poly (Plan)	Wed 11/1/06	Thu 2/1/07																				
53	✓ Fencing Project at Poly	Wed 2/21/07	Tue 5/15/07																				
54	✓ Landscape and Irrigation at Castle View (P)	Thu 3/1/07	Fri 6/1/07																				
55	✓ Landscape and Irrigation at Castle View	Mon 6/18/07	Fri 11/30/07																				
56	✓ Landscape and Irrigation at Magnolia (Plan)	Thu 3/1/07	Fri 6/1/07																				
57	✓ Landsc., Irrig., & Shade Shelter at Magnolia	Mon 6/18/07	Fri 11/30/07																				
58	✓ King Student Parking & Portable Pads (P)	Thu 6/1/06	Wed 6/20/07																				
59	✓ King Student Parking & Portable Pads	Mon 7/16/07	Mon 9/17/07																				
60	✓ ADA RR Renov. at Jack., Mt. V. & Sun. (P)	Thu 3/1/07	Fri 6/15/07																				
61	✓ ADA RR Renov. at Jack., Mt. V. & Sun.	Mon 7/2/07	Mon 8/20/07																				
62	✓ Shelters at Gag., Mad., Sie., Sun. & Pac. (P)	Thu 3/1/07	Fri 11/23/07																				
63	✓ Shelters at Gag., Mad., Sie., Sun. & Pac.	Mon 11/26/07	Wed 1/30/08																				
64	✓ Parking at Harr., Jack., Mt. View. (P)	Thu 3/1/07	Fri 10/26/07																				
65	✓ Parking at Harr., Jack., Mt. View.	Thu 11/1/07	Mon 1/7/08																				
66	✓ Landscape and Irrigation at 5 Sites (Plan)	Thu 6/1/06	Thu 6/28/07																				
67	✓ Landscape and Irrigation at 5 Sites	Mon 7/9/07	Thu 11/29/07																				
68	✓ Frank Augustus Miller Middle School (#7) Plan	Mon 1/12/04	Fri 11/23/07																				
69	✓ Frank Augustus Miller Middle School (#7)	Mon 1/7/08	Fri 1/29/10																				
70	✓ Restroom Renovation (Plan)	Tue 6/1/04	Fri 4/15/11																				
71	✓ Restroom Renovation	Mon 6/6/11	Wed 10/5/11																				
72	Maxine Frost Elementary School (32)(Plan)	Mon 1/12/04	Wed 4/30/08																				
73	Maxine Frost Elementary School (#32)[TBD]	Mon 5/5/08	Thu 7/16/09																				
74	Elementary School (#34 COS) (Plan)[TBD]	Mon 1/12/04	Fri 4/25/08																				
75	Elementary School (#34 COS) [TBD]	Mon 6/2/08	Fri 8/7/09																				

Measure B Implementation Masterplan  
Facilities Projects - Kevin Hauser  
Date: September 10, 2014

Construction		Progress		Summary		External Milestone		Deadline	
Split Duration		Milestone		Planning		External Milestone			

**Measure B Implementation Master Plan**  
Third Issuance

ID	Task Name	Start	Finish	2004		2005		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015		2016	
				H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2
1	<b>Measure B Projects</b>	<b>Tue 3/25/08</b>	<b>Mon 8/15/16</b>																										
2	✓ District-wide ADA Survey	Fri 5/23/08	Mon 3/30/09																										
3	✓ Castleview Parking Lot (Plan)	Mon 3/1/10	Fri 4/30/10																										
4	✓ Castleview Parking Lot	Mon 8/2/10	Fri 8/20/10																										
5	✓ North Field Renovation (Plan)	Tue 3/25/08	Fri 4/25/08																										
6	✓ North Field Renovation	Mon 6/2/08	Thu 10/23/08																										
7	✓ Central Multi-purpose (Plan)	Mon 9/1/08	Fri 8/14/09																										
8	✓ Central Multi-purpose Phase I	Mon 6/15/09	Mon 8/24/09																										
9	✓ Central Multi-purpose Phase II	Mon 12/21/09	Fri 4/15/11																										
10	✓ Ramona M&O Athletic Projects	Tue 6/1/10	Mon 8/23/10																										
11	✓ Ramona Stadium and Athletic Field Renovation (Plan)	Mon 6/23/08	Fri 8/7/09																										
12	✓ Ramona Stadium and Athletic Field Renovation	Sat 12/19/09	Thu 6/30/11																										
13	✓ Pachappa Wing Addition (Plan)	Thu 6/5/08	Fri 8/28/09																										
14	✓ Pachappa Wing Addition	Mon 11/30/09	Mon 4/30/12																										
15	✓ Pachappa Mod K	Fri 6/18/10	Mon 5/30/11																										
16	✓ Mt. View Wing Addition (Plan)	Thu 6/5/08	Fri 8/14/09																										
17	✓ Mt. View Wing Addition & Mod K	Mon 12/14/09	Thu 6/30/11																										
18	✓ Emerson Wing Addition (Plan)	Thu 6/5/08	Fri 7/31/09																										
19	✓ Emerson Wing Addition	Thu 1/14/10	Mon 11/4/13																										
20	✓ Emerson Mod K	Fri 6/18/10	Wed 11/30/11																										
21	✓ Ramona Interior Landscaping (Plan)	Fri 10/30/09	Tue 6/15/10																										
22	✓ Ramona Interior Landscaping	Mon 8/9/10	Sun 9/1/13																										
23	✓ Alcott Workroom Modernization (Plan)	Mon 11/16/09	Mon 6/21/10																										
24	✓ Alcott Workroom Modernization	Fri 7/30/10	Sun 10/31/10																										
25	✓ Sunshine Grading & Drainage Improvements	Mon 4/4/11	Mon 4/18/11																										
26	✓ Victoria Parking Lot (Plan)	Mon 3/1/10	Fri 6/3/11																										
27	✓ Victoria Parking Lot	Mon 6/11/12	Fri 7/6/12																										
28	✓ Highgrove Mod J	Mon 6/6/11	Thu 9/15/11																										
29	✓ King Track and Field Renovation	Mon 1/18/10	Thu 10/28/10																										
30	✓ North Athletic Facilities Master Plan Completion (Plan)	Mon 1/18/10	Mon 4/30/12																										
31	✓ North Athletic Facilities Master Plan Completion Phase I	Mon 6/6/11	Mon 8/15/11																										
32	✓ North Athletic Facilities Master Plan Completion Phase II	Wed 7/25/12	Sun 9/14/14																										
33	✓ Arlington Athletic Facilities Master Plan (Plan)	Mon 1/18/10	Fri 10/14/11																										
34	✓ Arlington Athletic Facilities Master Plan Phase I	Thu 12/1/11	Wed 10/31/12																										
35	✓ Arlington Athletic Facilities Master Plan Phase II	Fri 6/8/12	Wed 5/15/13																										
36	✓ King Athletic Facilities Master Plan Completion (Plan)	Mon 1/18/10	Fri 4/29/11																										
37	✓ King Athletic Facilities Master Plan Completion	Mon 5/16/11	Wed 11/2/11																										
38	✓ King Athletic Facilities Master Plan M&O	Mon 5/17/10	Mon 8/15/11																										
39	✓ Poly Athletic Facilities Master Plan (Plan)	Mon 1/18/10	Fri 11/18/11																										
40	✓ Poly Athletic Facilities Master Plan Phase I	Mon 6/6/11	Fri 10/21/11																										
41	✓ Poly Athletic Facilities Master Plan Phase II	Sun 4/1/12	Wed 5/15/13																										
42	✓ Ramona Athletic Facilities Master Plan Completion (Plan)	Mon 1/18/10	Wed 12/14/11																										
43	✓ Ramona Athletic Facilities Master Plan Completion	Sat 3/10/12	Fri 11/2/12																										
44	✓ Meas B Deferred Maintance, Various Proj. and Sites	Fri 6/15/12	Fri 8/24/12																										
45	✓ Longfellow Fence Hedge and Irrigation Modification	Fri 3/1/13	Fri 3/1/13																										
46	✓ Energy Management Systems Upgrades	Sat 6/8/13	Fri 12/20/13																										
47	✓ Measure B Contingency Projects	Tue 1/1/13	Wed 12/31/14																										
48	✓ Campus Access Control/Security	Tue 4/1/14	Fri 11/7/14																										
49	✓ Parking Lot Lighting, Priority A	Thu 7/18/13	Thu 8/21/14																										
50	✓ ADA Restroom Upgrades Phase II	Mon 6/16/14	Fri 8/22/14																										
51	✓ Energy Projects to Assist the General Fund	Mon 6/15/15	Fri 8/14/15																										
52	✓ Ramona High School Theater - Career Tech	Mon 6/15/15	Mon 8/15/16																										

Measure B Implementation Master Plan  
Facilities Projects - Kevin Hauser  
September 10, 2014

Construction Progress Summary External Milestone Deadline

Split Duration Milestone Planning External Milestone

**Riverside Unified School District**

**Project Status Reports**

**September 2014**

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

May 09, 2007

***Adams Elementary School  
Modernization – Group J***

*General Information:*

- ❑ Account Numbers: 21-741-0000-0-0000-8500  
35-741-7710-0-0000-8500
- ❑ Funding Source: 60% State Building Fund and 40% Measure B
- ❑ Project Budget Amount: \$1,227,624
- ❑ Amount Expended: \$1,112,759 (Final)
- ❑ Project Duration: Start Date: 7/28/06 Completion Date: 4/18/07
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The project is complete

*Scope of Work:*

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, interior lighting, and replacement of interior finishes; renovation of restrooms, and renovation or addition of disabled accessible facilities (including designated restrooms).



New floor for the MPR



Remodeled accessible restroom



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 8, 2006

***Alcott Elementary School  
Modernization – Group J***

*General Information:*

- ❑ Account Numbers: 21-742-0000-0-0000-8500  
35-742-7710-0-0000-8500
- ❑ Funding Source: 60% State Building Fund and 40% Measure B
- ❑ Project Budget Amount: \$1,250,933
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$1,016,895 (Final)
- ❑ Project Duration: Start Date: 6/16/05 Completion Date: 8/21/06
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, interior lighting, and replacement of interior finishes; renovate restrooms, and renovation or addition of disabled accessible facilities (including designated restrooms).



Administration Reception Counter



Completed Staff Restroom

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 12, 2011

***Alcott Elementary School  
Workroom Modernization***

***General Information:***

- ❑ Account Numbers: 21/35-708-7710-0-9660-8511
- ❑ Funding Source: 100 % Project Savings from North Modernization F
- ❑ Project Budget Amount: \$235,338
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$219,236 (Final)
- ❑ Project Duration: Start Date: 6/2010 Completion Date: 10/31/10
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The project is complete.

***Scope of Work:***

As a follow up to Alcott's recently completed modernization project, this project will install new lighting, casework, work surfaces, flooring, food preparation area, and restroom alterations.



Completed Teacher Workroom



Completed Storage Room

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Patricia Beatty Elementary School (#33)***

*General Information:*

- Account Numbers: 21-757-0000-0-0000-8500  
35-757-7710-0-0000-8500
- Funding Source: 35% State, 51% Measure B, 14% CFD
- Project Budget Amount: \$33,577,393
- Amount Expended: \$33,020,755 (Final)
- Construction Duration: Start: 8/01/06 Completion: Phase I: 8/25/07  
Phase II: 10/20/07
- Contract Percent Complete: 100%

*Scope of Work:*

This project provides a new 53,576 square foot elementary school in the northern portion of the district to relieve overcrowded conditions at Fremont and to accommodate student growth.



Front of New Administration/Library Building



Inside of New Multi-purpose Room

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 11, 2007

***Bryant Elementary School  
2-Story Classroom/Library Building***

General Information:

- ❑ Account numbers: 21-727-0000-0-0000-8500  
35-727-7710-0-0000-8500
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$5,614,751
- ❑ Amount Expended: \$5,739,470 (Final)
- ❑ Project Duration: Start Date: 7/20/05    Completion Date: 5/11/07
- ❑ Contract Percent Complete: 100%

Scope of Work:

The project includes the addition of a 14,210 square foot two-story building consisting of 10 classrooms and a library, plus the conversion of the former staff lounge into a serving kitchen. In addition, portable classrooms were also relocated or replaced to improve campus space utilization and supervision.

Expenditures exceeded the budget because landscaping was added to the project that had been inadvertently left off the original plans.



New Serving Kitchen Equipment



New Kitchen Sinks



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Bryant Elementary School  
Landscaping***

*General Information:*

- ❑ Account Numbers: 21/35-727-7710-0-0000-8500-6270
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$90,994
- ❑ Amount Expended: \$80,847 (Final)
- ❑ Project Duration: Start Date: 7/6/07 Completion Date: 10/29/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The project includes landscaping and hardscape for the Bryant Wing Addition.



Bryant Playfield and Wing Addition



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

*MEASURE B CITIZENS' OVERSIGHT COMMITTEE*

Project Status Report

July 12, 2006

*Castle View Elementary School  
Modernization – Group H*

General Information:

- ❑ Account Numbers: 21-738-0000-0-0000-8500  
35-738-7710-0-0000-8500
- ❑ Funding Source: 80 % State Building Fund and 20 % Measure B
- ❑ Project Budget Amount: \$3,025,953
- ❑ Amount Expended (Final): \$3,159,048 (Final)
- ❑ Construction Duration: Start: 6/17/04 Completion: ~~11/15/05~~ 8/14/06
- ❑ Construction Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, replacing interior finishes, and renovation of disabled accessible facilities.

Expenditures exceeds budget due to construction bids coming in higher than estimates. Project duration exceeded expected completion date due to



MPR top of stage wheelchair lift platform



MPR front view of new wheelchair lift entry point

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION**

MAINTENANCE AND OPERATIONS DEPARTMENT

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 23, 2008

***Castle View Elementary School  
Landscaping and Irrigation Upgrades***

General Information:

- ❑ Account Number: 21-XXX-0000-0-0000-8500-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$376,664
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$376,664 (Final)
- ❑ Project Duration: Start Date: 3/1/2006      Completion Date: 12/31/07
- ❑ Project Percent Complete: 100%

Scope of Work:

The scope includes the renovation of landscape and irrigation system along Century Ave., and a full renovation of the irrigation system and turf playfield.

Expenditures match the Budget because additional funding was added when bids came in higher than estimated.



Renovated playfield and interior slope

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION**

MAINTENANCE AND OPERATIONS DEPARTMENT

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 12, 2011

*Castle View Elementary School  
Parking Lot*

General Information:

- ❑ Account Number: 21-703-0000-0-0000-8500-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$107,764
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$107,764 (Final)
- ❑ Project Duration: Start Date: 8/2/10 Completion Date: 11/15/10
- ❑ Project Percent Complete: 100%
- ❑ Current Activities: The project is complete.

Scope of Work:

New parking lot at Castle View Elementary.

Expenditures match the Budget because additional funding was added when bids came in higher than estimated.



New Parking Lot

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

May 9, 2007

*Eastside Elementary COS School (#34)*

General Information:

- Accounts Numbers: 21-767-0000-0-000-8500  
35-767-0000-0-0000-8500
- Funding Source: 40% State, 60% Measure B
- Project Budget Amount: \$12,000,000 Originally approved for land cost
- Amount Encumbered: \$ 0.00
- Amount Expended: \$260,288 (Final)
- Construction Duration: Start Date: TBD      Completion Date: TBD
- Contract Percent Complete: 0%
- Current Activities: The Board of Education at its May 7, 2012, Board meeting took action to repurpose all remaining funds to fund other Measure B project priorities.

Scope of Work:

This project was to provide a new elementary school in the Eastside area of the District to relieve overcrowded conditions at Longfellow and Pachappa Elementary Schools.

This project was terminated by the Board of Education.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 12, 2006

***Emerson Elementary School  
Modernization – Group J***

*General Information:*

- ❑ Account Numbers: 21-745-0000-0-0000-8500  
35-745-7710-0-0000-8500
- ❑ Funding Source: 80 % State Building Fund and 20 % Measure B
- ❑ Project Budget Amount: \$830,335
- ❑ Amount Expended: \$641,926 (Final)
- ❑ Project Duration: Start Date: 6/16/05 Completion Date: 11/23/05
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, interior lighting, and replacement of interior finishes; renovate restrooms, and renovation or addition of disabled persons' accessible facilities (including designated restrooms and wheelchair lift).



New MPR Flooring



New Wheelchair Lift in the MPR



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

March 14, 2012

***Emerson Elementary School  
Modernization – Group K***

General Information

- ❑ Account Numbers: 21/35-780-7710-0-0000-8500
- ❑ Funding Source: 75% Measure B, 25% State
- ❑ Project Budget Amount \$1,161,061
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$1,161,061 (Final)
- ❑ Construction Duration Start Date: 6/18/10 Completion Date: ~~5/30/11~~ 11/30/11
- ❑ Percent Complete: 100%
- ❑ Current Activities: The project is complete.

Scope of Work:

Conversion of the existing library back into two classrooms, re-arrangement of existing portables and removal of old ones that were replaced by the new classrooms.

Expenditures match the Budget because we received more state funds than expected, so more Measure B funds were added to meet the 20% match that is required and the scope of work was increased to meet the funded amount.

Construction Duration was extended due to the added scope of work.



Completed Project

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 13, 2013

***Emerson Elementary  
Wing Addition***

General Information:

- Accounts # 21/35-777-7710-0-0000-8500
- Funding Source: 4% Measure B, 56% CFD's, 40% State
- Project Budget Amount \$7,514,272
- Amount Encumbered: \$0
- Amount Expended: \$6,712,927
- Construction Duration Start Date: 01/14/10 Completion Date: ~~7/30/11~~ 11/4/13
- Percent Complete: 100%
- Current Activities: The project is complete.

Scope of Work:

Replacement of aging portable classrooms with a new split-level classroom wing; a new bus drop-off; and a new library.

Construction duration was longer than expected due to weather delays.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Fremont Elementary School  
Electrical Services Upgrade***

*General Information:*

- ❑ Account Number: 21-114-0000-0-9604-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$186,970
- ❑ Amount Expended: \$ 57,640 (Final)
- ❑ Project Duration: Start Date: 11/15/03      Completion Date: 12/31/03
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The project consists of upgrading the electrical capacity for the school which includes the installation of a transformer. This project is in conjunction with the multi-purpose room project.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Fremont Elementary School  
Modernization – Group G***

General Information:

- Account Numbers: 35/30-114-0000-0-0000-8500  
21-114-0000-0-0000-8500
- Funding Source: 80% State Building Fund and 20% Measure B
- Project Budget Amount: \$2,315,145
- Amount Expended: \$1,889,207 (Final)
- Project Duration: Start Date: 2/24/03 Completion Date: 7/1/04
- Contract Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, enlarging the school office, exterior lighting, replacement of windows and interior finishes, renovate restrooms, and renovation or addition of disabled persons accessible facilities (including designated restrooms). The school building area is 53,077 square feet.



Accessible Restroom



Completed Administration Office

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**OPERATIONS DIVISION**  
FACILITIES PROJECTS DEPARTMENT

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 19, 2005

***Fremont Elementary School  
Multipurpose Room Addition and  
Portable Replacement***

*General Information:*

- Account Numbers: 35-114-0000-0-9643-8500  
21-114-0000-0-9643-8500
- Funding Source: 26 % State Building Fund and 74 % Measure B
- Project Budget Amount: \$3,92204,669
- Amount Expended: \$3,646,169 (Final)
- Project Duration: Start Date: 11/15/03 Completion Date: ~~11/1/04~~ 12/17/04
- Contract Percent Complete: 100%

*Scope of Work:*

The project consists of the addition of a multipurpose room and relocation/replacement of existing portable classrooms.

Project duration was exceeded due to adding landscaping that was left off the original plans.



New MPR Interior



Serving breakfast at the new Kitchen



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Harrison Elementary School  
Electrical Service Upgrade***

*General Information:*

- ❑ Account Number: 21-118-0000-0-9643-8500
- ❑ Funding Source: 100 % Measure B
- ❑ Project Budget Amount: \$157,470
- ❑ Amount Expended: \$ 58,435 (Final)
- ❑ Project Duration: Start Date: 11/15/03      Completion Date: 12/31/03
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The project consists of upgrading the electrical capacity for the school which includes the installation of a transformer. This project is in conjunction with the multi-purpose room project.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Harrison Elementary School  
Modernization – Group G***

*General Information:*

- ❑ Account Numbers: 35-118-0000-0-0000-8500  
21-118-0000-0-0000-8500
- ❑ Funding Source: 80 % State Building Fund and 20 % Measure B
- ❑ Project Budget Amount: \$1,999,402
- ❑ Amount Expended: \$1,421,156 (Final)
- ❑ Project Duration: Start: 2/24/03 Completion: ~~5/1/04~~ 5/27/04
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm and communications systems, enlarge administrative offices, renovate restrooms, replacement of interior finishes and windows, and renovation or addition of disabled persons accessible facilities (including designated restrooms). The school building area is 40,415 square feet.

Project Duration was extended a few days for a small scope of work increase at the end of the project.



Completed Administration Office



New Entry Gates

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 19, 2005

***Harrison Elementary School  
Multipurpose Room Addition***

*General Information:*

- ❑ Account Numbers: 35-118-0000-0-9643-8500  
21-118-0000-0-9643-8500
- ❑ Funding Source: 37% State Building Fund and 63% Measure B
- ❑ Project Budget Amount: \$2,589,293
- ❑ Amount Expended: \$2,479,049 (Final)
- ❑ Project Duration: Start Date: 11/14/03      Completion Date: ~~9/9/04~~ 10/24/04
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The project consists of constructing a multi-purpose room and relocation or replacement of existing portable classrooms.

Project duration was exceeded due to adding landscaping that was left off the original plans.



New Multi-purpose Room Dedication



Lunch Shelter Dedication BBQ

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Harrison Elementary School  
Parking Lot Expansion***

*General Information:*

- ❑ Account Number: 21-7XX-7710-0-0000-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$30,000
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$0
- ❑ Project Duration: Start Date: TBD      Completion Date: TBD
- ❑ Contract Percent Complete: 0%
- ❑ Current Activities: Project cancelled

*Scope of Work:* Construct a parking lot to provide concurrent staff parking due to the discontinuation of the Year-Round Education program.



View of Project Site

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 19, 2009

***Harrison Elementary School  
Asphalt Addition***

*General Information:*

- ❑ Account Numbers: 21-713-7710-0-9660-8519-XXXX (20%)  
35-713-7710-0-9660-8519-XXXX (80%)
- ❑ Funding Source: Project Savings, Harrison Elementary School Modernization G
- ❑ Project Budget Amount: \$8,427
- ❑ Amount Expended: \$6,479 (Final)
- ❑ Project Duration: Start: 3/1/08 Completion: 3/10/08
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

An asphalt walkway was widened to improve site circulation.



Completed Asphalt Addition



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

March 14, 2007

***Hawthorne Elementary School  
Modernization – Group J***

*General Information:*

- Account Number: 21-746-0000-0-0000-8500
- Funding Source: Measure B
- Project Budget Amount: \$110,279
- Amount Expended: \$110,279 (Final)
- Project Duration: Start Date: 1/1/2004    Completion Date: 6/30/06
- Contract Percent Complete: 100%
- Current Activities: None. Project terminated

*Scope of Work:*

This project was to include the modernization of the MPR, restroom buildings and relocatable classrooms at the existing Hawthorne Elementary School. The design process commenced, and the plans were approved through the Division of the State Architect. The District then chose to pursue an application with the State to instead replace the entire campus at another location under a facilities hardship application due to the proximity of the site to busy railroad tracks, a power station, and the 91 Freeway. The facilities hardship application was approved by the state, and all subsequent work on the current Hawthorne site was terminated.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 23, 2008

***Hawthorne Elementary School Relocation***

*General Information:*

- ❑ Account Numbers: 21-764-7710-0-0000-8500  
35-764-7710-0-0000-8500
- ❑ Funding Source: 40% State, 9% CFD, 41% Measure B, 10% Sale of Surplus Site
- ❑ Project Budget Amount: \$21,330,579
- ❑ Amount Expended: \$20,636,600 (Final)
- ❑ Construction Duration: Start Date: 7/17/06 Completion Date: 11/30/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The existing Hawthorne Elementary School is being replaced due to its need of modernization, close proximity to the 91 Freeway, BNSF Railroad tracks, excessive electromagnetic fields, and its undersized campus. The new facility will provide approximately 53,692 square feet of space and will house 750-800 students. This project site consists of 9.62 acres located at the northwest corner of the intersection of Victoria Avenue and Irving Street in the city of Riverside.



Kindergarten Classroom Finishes



Administration Building at Library Walkway

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

*MEASURE B CITIZENS' OVERSIGHT COMMITTEE*

**Project Status Report**

**November 17, 2004**

*Highgrove Elementary School  
Office Expansion*

General Information:

- Account Numbers:           06-122-0000-0-0000-8500  
  21-122-0000-0-0000-8500
- Funding Source:            67 % Redevelopment Funds and 33 % Measure B
- Project Budget Amount:    \$668,769
- Amount Encumbered:        \$0
- Amount Expended:         \$668,769 (Final)
- Project Duration:         Start: 7/18/02    Completion: 2/01/03
- Contract Percent Complete: 100%

Scope of Work:

The addition of approximately 2,500 square feet to the existing office resolves space and technology needs due to increased student and staff growth. The school consists of 41,095 square feet of building area.

Expenditures match the Budget because the project was originally funded from other sources and then back funded with Measure B funds after the project was complete.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 12, 2006

***Highgrove Elementary School  
Modernization – Group J***

General Information:

- Account Numbers: 21-747-0000-0-0000-8500  
35-747-7710-0-0000-8500
- Funding Source: 80 % State Building Fund and 20 % Measure B
- Project Budget Amount: \$811,922
- Amount Expended: \$810,774 (Final)
- Project Duration: Start: 9/6/05 Completion: ~~11/15/05~~ 12/1/05
- Contract Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, interior lighting, and replacement of interior finishes; renovate restrooms, and renovation or addition of disabled persons' accessible facilities (including designated restrooms and walkways).

Construction duration was slightly increased due to weather delays.



Renovated Classroom



New Accessible Walkway

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 21, 2011

***Highgrove Elementary School  
Modernization – Project J Extension  
Multipurpose Room Seismic Retrofit***

*General Information:*

- ❑ Account Numbers: 21/35-747-7710-0-0000-8500
- ❑ Funding Source: 29% Measure B, 27% CFD's, 44% State
- ❑ Project Budget Amount \$827,922
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$810,774 (Final)
- ❑ Construction Duration Start Date: 06/06/11 Completion Date: 9/15/11
- ❑ Percent Complete: 100%
- ❑ Current Activities: The project is complete.

*Scope of Work:*

This is an extension of the Modernization Group J previously done at the campus. The scope on this phase includes seismic improvements to the Multi-Purpose Room including heating, ventilation, and air conditioning replacement.



Completed MPR



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 23, 2008

***Highland Elementary School  
Modernization – Group J***

General Information:

- ❑ Account Numbers: 21-748-7710-0-0000-8500  
35-748-7710-0-0000-8500  
14-748-6205-0-0000-8500
- ❑ Funding Source: 30% State Building Fund, 50% Measure B, and 20% Deferred Maintenance
- ❑ Project Budget Amount: \$2,632,281
- ❑ Amount Expended: \$3,318,831 (Final)
- ❑ Project Duration: Start: 7/28/06 Completion: 11/15/07
- ❑ Contract Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, interior lighting, and replacement of interior finishes; renovate restrooms, and renovation or addition of disabled persons' accessible facilities (including designated restrooms and walkways).

Expenditures exceeded Budget amount when additional State money was received and we had to match it with local funds. That allowed more scope of work to be added to the project.



New Accessible Drop-Off Area



New MPR Air Conditioner

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Hyatt Elementary School  
Modernization – Group G***

General Information:

- ❑ Account Numbers: 35/30-126-0000-0-0000-8500  
21-126-0000-0-0000-8500
- ❑ Funding Source: 80 % State Building Fund and 20 % Measure B
- ❑ Project Budget Amount: \$1,206,316
- ❑ Amount Expended: \$1,135,084 (Final)
- ❑ Project Duration: Start: 2/24/03 Completion: ~~5/1/04~~ 7/15/04
- ❑ Contract Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, replacement of fire alarm systems, replace or upgrade existing HVAC, renovation of restrooms, replace interior finishes, and renovation or addition of accessible facilities for disabled persons (included designated restrooms). The school consists of 24,636 square feet of building area.

Project Duration was exceeded due to weather delays and small additional scope of work being added to the project.



Remodeled Administration Workroom



New Two-Story Wheelchair Lift

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 19, 2005

***Hyatt Elementary School  
Multipurpose Room Addition***

*General Information:*

- ❑ Accounts Numbers: 35-126-0000-0-9643-8500  
21-126-0000-0-9643-8500
- ❑ Funding Source: 10 % State Building Fund and 90 % Measure B
- ❑ Project Budget Amount: \$2,290,504
- ❑ Amount Expended: \$2,261,024 (Final)
- ❑ Project Duration: Start Date: 11/15/03 Completion Date: ~~10/1/04~~ 11/20/04
- ❑ Contract Percent Complete: 100%

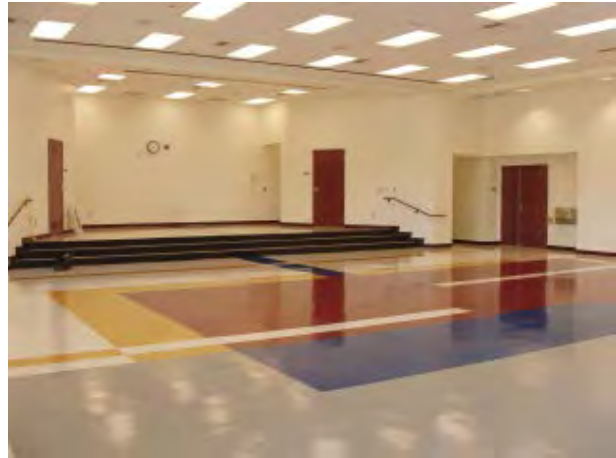
*Scope of Work:*

The project consists of the addition of a multi-purpose room and relocation/replacement of existing portable classrooms.

Project duration was exceeded due to adding landscaping that was left off the original plans.



New Multi-purpose Room (MPR)



New MPR Interior

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Jackson Elementary School  
Parking Lot***

General Information:

- ❑ Account Number: 21-7XX-7710-0-0000-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$30,000
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$0
- ❑ Project Duration: Start Date: TBD Completion Date: TBD
- ❑ Contract Percent Complete: 0%
- ❑ Current Activities: Project being funded by another funding source.

Scope of Work: Construct a parking lot to provide concurrent staff parking due to the discontinuation of the Year-Round Education program.



View of Project Site

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Jackson Elementary School  
Restroom (ADA)***

*General Information:*

- ❑ Account Numbers: 21-712-0000-0-9661-8524  
35-712-0000-0-9661-8524
- ❑ Funding Source: 100% Measure B Savings from Gage Modernization G
- ❑ Project Budget Amount: \$158,110
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$117,263 (Final)
- ❑ Project Duration: Start Date: 6/19/07 Completion Date: 8/20/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Construct a required accessible relocatable restroom to meet DSA approval standards.



Completed Accessible Restroom



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***John F. Kennedy Elementary School***

*General Information:*

- ❑ Account Numbers: 25-132-0000-0-0000-8500  
21-132-0000-0-0000-8500
- ❑ Funding Source: 50% State Building Fund and 50% Measure B (Reimbursed by CFD)
- ❑ Project Budget Amount: \$13,051,936
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$13,208,079 (Final)
- ❑ Project Duration: Start Date: 12/20/01 Completion Date: 1/3/03
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

This project consisted of the construction of a new elementary school in the Orangecrest area of Riverside. The school consists of 54,148 square feet of building area, 35 classrooms and auxiliary teaching spaces on an approximately 10 acre campus.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

February 10, 2010

***John F. Kennedy Elementary School  
ADA Ramp***

*General Information:*

- ❑ Account Numbers: 21/35-705-7710-0-9660-8526
- ❑ Funding Source: 100 % Measure B Project Savings from Kennedy Elementary School
- ❑ Project Budget Amount: \$31,364
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$26,393 (Final)
- ❑ Project Duration: Start Date: 11/23/09      Completion Date: 12/11/09
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The project is complete.

*Scope of Work:*

Make an Americans with Disabilities Act accessible ramp at Kennedy Elementary School



Completed Walkway



Completed Retaining Wall

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Liberty Elementary School  
Electrical Service Upgrade***

**General Information:**

- ❑ Account Number: 21-134-0000-0-9604-8500
- ❑ Funding Source: 100 % Measure B
- ❑ Project Budget Amount: \$170,450
- ❑ Amount Expended: \$ 62,282 (Final)
- ❑ Project Duration Start: 9/3/03 Completion: 1/21/04
- ❑ Contract Percent Complete: 100%

**Scope of Work:**

Due to growth in the student population and increased electrical needs for air conditioning, computers, overhead projectors, the new MPR, etc., the capacity for the electrical service must be increased. This project includes replacement of the main electrical service and power distribution to applicable portions of the campus.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

May 9, 2007

***Liberty Elementary School  
Multipurpose Building***

General Information:

- ❑ Accounts Numbers: 21-731-0000-0-0000-8500  
35-731-7710-0-0000-8500
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$4,432,306
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$4,382,859 (Final)
- ❑ Project Duration: Start Date: 7/20/05    Completion Date: ~~9/06/06~~ 3/22/07
- ❑ Contract Percent Complete: 100%

Scope of Work:

The project consists of the addition of a 6,175 square foot multipurpose building and relocation/replacement of existing portable classrooms.

Project duration was exceeded due to rerouting of electrical around portables and an added landscape package.



View of the Kitchen



View of the Multipurpose Room Stage



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 23, 2008

***Liberty Elementary School  
Landscaping***

*General Information:*

- ❑ Account Numbers: 21-731-7110-0-0000-8500-6270  
35-731-7110-0-0000-8500-6270
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$313,438
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$298,299 (Final)
- ❑ Project Duration: Start Date: 9/15/07 Completion Date: 11/15/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

This project includes the addition of landscape and irrigation surrounding the Liberty multi-purpose room addition and other nearby areas affected by its construction.



New Multi-purpose Room



Landscaping at the New Multi-purpose Room



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 12, 2008

***Liberty Elementary School  
Modernization – Group J***

*General Information:*

- ❑ Account Numbers: 21-749-7710-00000-8500  
35-749-7710-00000-8500
- ❑ Funding Source: 60% State Building Fund and 40% Measure B
- ❑ Project Budget Amount: \$2,432,473
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$2,379,193 (Final)
- ❑ Project Duration: Start: 6/1/07 Completion: 9/2/08
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

This project consists of the administration wing renovation (Building A), refurbishment of the former kitchen, parking lot expansion, restrooms, and instructional spaces. Also included are the removal of hazardous substances, adding energy conservation measures, upgrading fire alarms and interior lighting, upgrading interior finishes, and the addition of a covered entry structure. The project is being constructed concurrently with the Ramona Modernization project.



Completed Teacher's Work Room



Completed Classroom

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 8, 2006

***Longfellow Elementary School  
2-Story Classroom/Library Building***

*General Information:*

- ❑ Account Numbers: 21-732-0000-0-0000-8500  
35-732-7710-0-0000-8500
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$6,715,108
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$5,598,433 (Final)
- ❑ Project Duration: Start: 7/20/05 Completion: ~~09/06/06~~ 10/13/06
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The project consists of the addition of a 14,210 square foot 2-story building consisting of 10 classrooms and a library.

Project duration was exceeded due to landscaping scope of work that was not in original plans.



Classroom Portion of the New Wing



Library Interior Photo

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 23, 2008

***Longfellow Elementary School  
Landscaping***

*General Information:*

- ❑ Account Numbers: 21-732-7710-0-0000-8500-6270  
35-732-7710-0-0000-8500-6270
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$196,339
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$196,339 (Final)
- ❑ Project Duration: Start Date: 7/6/07 Completion Date: 10/29/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The project includes the landscaping for both the Longfellow new wing addition in addition to landscaping and concrete paving in the school's existing quadrangle.

Expenditures match the Budget because additional funding was added when the scope of work for the project was increased.



New Longfellow Quad Planter



Grass at the Parking Strip



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

*MEASURE B CITIZENS' OVERSIGHT COMMITTEE*

Project Status Report

March 20, 2013

*Longfellow Elementary School  
Fence Hedge and Irrigation System Modification*

General Information:

- ❑ Account Number: 1-796-9911-0-0000-8500-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$7,100
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$6,129 (Final)
- ❑ Construction Duration: Start Date: 3/1/13    Completion Date: 3/2/13
- ❑ Percent Complete: 100%
- ❑ Current Activities: The project is complete.

Scope of Work:

Installation of wax privet shrubs along the south perimeter of the existing chain link fence adjacent to the alley with modifications to the irrigation system as needed.



Completed Hedge

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 12, 2006

***Madison Elementary School  
Modernization – Group J***

***General Information:***

- ❑ Account Numbers: 21-750-0000-0-0000-8500  
35-750-7710-0-0000-8500
- ❑ Funding Source: 80 % State Building Fund and 20 % Measure B
- ❑ Project Budget Amount: \$1,144,987
- ❑ Amount Expended: \$1,088,188 (Final)
- ❑ Project Duration: Start: 6/16/05 Completion: 11/23/05
- ❑ Contract Percent Complete: 100%

***Scope of Work:***

This project included the replacement of portable classroom buildings and a childcare building, a restroom renovation, and new disabled accessible ramps.



New Accessible Ramp



Completed New Portables



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 12, 2008

***Madison Elementary School  
Lunch Shelter Addition***

General Information:

- ❑ Account Numbers: 21/35-712-7710-0-9660-8530 (18%)  
21/35-713-7710-0-9660-8530 (82%)
- ❑ Funding Source: Measure B Project Savings from Modernization G Gage and Harrison and Modernization Mod J Liberty
- ❑ Project Budget Amount: \$298,346
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$298,081 (Final)
- ❑ Project Duration: Start: 6/13/08 Completion: 10/10/08
- ❑ Contract Percent Complete: 100%

Scope of Work:

Relocate existing portable classroom to provide space to install a suitable lunch shelter and other required site improvements.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 12, 2006

***Magnolia Elementary School  
Modernization – Group H***

*General Information:*

- ❑ Account Numbers: 21-739-0000-0-0000-8500  
35-739-7710-0-0000-8500
- ❑ Funding Source: 80 % State Building Fund and 20 % Measure B
- ❑ Project Budget Amount: \$3,663.296
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$2,898,133 (Final)
- ❑ Project Duration: Start: 6/17/04 Completion: ~~11/15/05~~ 8/14/06
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, replacing interior finishes, and renovation or addition of various disabled accessible facilities.

Project duration was extended because a portion of the project had to be put on hold until the following summer while students were not on site.



MPR Front of Stage Area



Outside MPR New ADA Ramp/Stairs

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION**

MAINTENANCE AND OPERATIONS DEPARTMENT

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 23, 2008

***Magnolia Elementary School  
Landscaping, Irrigation, and  
Shade Structure Upgrades***

General Information:

- ❑ Account Number: 21-XXX-0000-0-0000-8500-XXXX  
21-XXX-0000-0-9630-8501-XXXX
- ❑ Funding Source: 60% Measure B, 40% School Facilities Improvement
- ❑ Project Budget Amount: \$470,187
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$470,187 (Final)
- ❑ Project Duration: Start Date: 3/1/2006 Completion Date: 12/31/07
- ❑ Project Percent Complete: 100%

Scope of Work:

Renovation of landscape and irrigation system along Magnolia Avenue and Maplewood Place. Full renovation of irrigation system and turf playfields and construct a 40'x30' lunch shelter.

Expenditures match the Budget additional funding was added when bids came in higher than estimated.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Mountain View Elementary School  
Modernization – Group J***

General Information:

- Account Numbers: 21-751-0000-0-0000-8500  
35-751-7710-0-0000-8500
- Funding Source: 60% State Building Fund and 40% Measure B
- Project Budget Amount: \$583,859
- Amount Encumbered: \$0
- Amount Expended: \$583,859 (Final)
- Project Duration: Start Date: 11/27/06 Completion Date: 9/5/07
- Contract Percent Complete: 100%

Scope of Work:

This project includes installation of new ductwork, suspended ceilings, new lighting, accessible sinks and drinking fountains, new casework, fire alarm upgrades, accessible ramps and walkways, and modifications to restrooms.

Expenditures match the Budget because we received more state funds than expected, so more Measure B funds were added to meet the 20% match that is required and the scope of work was increased to meet the funded amount.



Completed Restroom Renovation



New Drinking Fountains



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Mountain View Elementary School  
Restroom (ADA)***

**General Information:**

- ❑ Account Numbers: 21/35-713-0000-0-9661-8533
- ❑ Funding Source: 100% Measure B Project Savings from Harrison Modernization G
- ❑ Project Budget Amount: \$97,213
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$94,935 (Final)
- ❑ Project Duration: Start Date: 7/2/07 Completion Date: 8/20/07
- ❑ Contract Percent Complete: 100%

**Scope of Work:**

Construct a required accessible relocatable restroom to meet DSA approval standards.



New Accessible Restroom



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 21, 2011

***Mountain View Elementary  
Wing Addition and Modernization – Group K***

General Information:

- ❑ Account Numbers: 21/35-778-7710-0-0000-8500
- ❑ Funding Source: 63% Measure B, 15% CFD's, 22% State
- ❑ Project Budget Amount \$7,344,962
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$6,262,980 (Final)
- ❑ Construction Duration Start Date: 12/14/09 Completion Date: ~~6/30/11~~ 8/28/11
- ❑ Percent Complete: 100%
- ❑ Current Activities: The project is complete.

Scope of Work:

Replacement of aging portable classroom wing (former Camp Anza military barracks) with a new classroom wing, a new bus drop-off, and a new library; safety and security alterations to the administration office, and conversion of the existing library back into two classrooms.

Construction duration was exceeded when scope of work was added to the project when additional state funds were received.



Completed Administration Addition

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 12, 2008

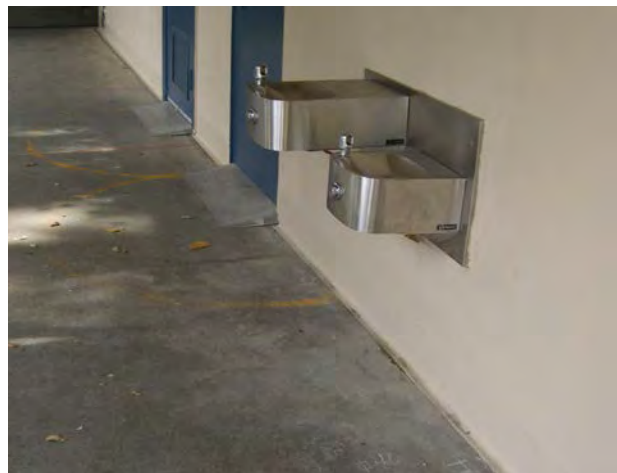
***Pachappa Elementary School  
Lunch Shelter Addition***

*General Information:*

- ❑ Account Numbers: 21-713-0000-0-9660-8534  
35-713-0000-0-9660-8534
- ❑ Funding Source: Project Savings, Harrison Elementary School Group G
- ❑ Project Budget Amount: \$153,987
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$109,819 (Final)
- ❑ Project Duration: Start: 6/13/08 Completion: 10/10/08
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The project is complete.

*Scope of Work:*

Install lunch shelter, relocate parking lot and storage containers, and provide required site improvements to meet DSA approval standards. The lunch shelter was removed from the project and moved to the new classroom wing project.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

May 18, 2011

***Pachappa Elementary School  
Modernization – Group K***

General Information:

- ❑ Account Numbers: 21/35-781-0000-0-0000-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount \$1,397,908
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$1,130,410 (Final)
- ❑ Construction Duration Start Date: 11/30/09 Completion Date: ~~3/30/11~~ 4/15/11
- ❑ Percent Complete: 100%
- ❑ Current Activities: The project is complete.

Scope of Work:

Renovation of staff restrooms in the administration office, safety and security alterations to the administration office entrance and conversion of the existing library back into two classrooms.

Project duration was exceeded due to some weather delay.



Administration Office Addition

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 18, 2012

***Pachappa Elementary School  
Wing Addition***

General Information:

- ❑ Account Numbers: 21/35-779-7710-0-0000-8500
- ❑ Funding Source: 41% Measure B, 9% CFD's, 50% State
- ❑ Project Budget Amount \$8,534,368
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$7,781,889 (Final)
- ❑ Construction Duration Start Date: 11/30/09 Completion Date: 6/30/12
- ❑ Percent Complete: 100%
- ❑ Current Activities: The project is complete

Scope of Work:

Replacement of aging portable classrooms with a new two-story classroom wing, a new bus drop-off, a new lunch shelter, and a new library.



New Booster Pump



Playfield to Receive Sod

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Sunshine Early Childhood Center  
Restroom Renovation (ADA)***

*General Information:*

- ❑ Account Numbers: 21-713-0000-0-9661-8555  
35-713-0000-0-9661-8555
- ❑ Funding Source: 100% Measure B Savings from Harrison Modernization G
- ❑ Project Budget Amount: \$78,129
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$73,991 (Final)
- ❑ Project Duration: Start: 7/2/07 Completion: 8/20/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Construct ADA required restroom improvements to meet DSA approval standards.



Completed Restroom



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

March 12, 2008

***Sunshine Early Childhood Center  
Shade Shelter Addition***

General Information:

- Account Numbers: 21-708-7710-0-9660-8554  
35-708-7710-0-9660-8554
- Funding Source: 19% Measure B Projects Savings (North Mod F), 81% Non-Measure B Funding
- Project Budget Amount: \$17,046
- Amount Encumbered: \$0
- Amount Expended: \$11,463 (Final)
- Project Duration: Start: 11/26/07 Completion: 1/7/08
- Contract Percent Complete: 100%

Scope of Work:

Install shade shelter over metallic play equipment for disabled student use year-round.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 11, 2007

***Victoria Elementary School  
Modernization – Group J***

General Information:

- ❑ Account Numbers: 21-754-0000-0-0000-8500  
35-754-7710-0-0000-8500
- ❑ Funding Source: 60% State Building Fund and 40% Measure B
- ❑ Project Budget Amount: \$519,150
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$519,150 (Final)
- ❑ Project Duration: Start: 7/20/06 Completion: 6/30/07
- ❑ Contract Percent Complete: 100%

Scope of Work:

This project included restroom modifications, a classroom renovation, disabled accessible ramps and walkways, gates, parking lot modifications, and two lunch shelters.

Expenditures match the Budget because the scope of work was increased after the project was started, so additional funding was found to cover the scope.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 12, 2006

***Washington Elementary School  
Modernization – Group H***

General Information:

- ❑ Account Numbers: 21-740-0000-0-0000-8500  
35-740-7710-0-0000-8500
- ❑ Funding Source: 80% State Building Fund and 20% Measure B
- ❑ Project Budget Amount: \$3,168,195
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$3,168,195 (Final)
- ❑ Construction Duration: Start: 6/17/04 Completion: ~~12/25/05~~ 8/14/06
- ❑ Construction Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, replacing interior finishes, and addition of disabled person's accessible facilities.

Expenditures match the Budget because we received more state funding than expected, so more Measure B funds were added to meet the 20% match that is required and the scope of work was increased to meet the funded amount. This also made the project duration exceed the scheduled completion date.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Woodcrest Elementary School  
School Reconstruction***

General Information:

- Account Numbers: 35/14/25-156-0000-0-0000-8500  
21-156-0000-0-0000-8500
- Funding Source: Modernization: 80% State and 20% Measure B  
Growth: 50% State and 50% Measure B
- Project Budget Amount: \$11,158,639
- Amount Encumbered: \$0
- Amount Expended: \$10,998,775 (Final)
- Project Duration: Start: 6/23/03 Completion: ~~6/30/04~~ 7/7/04
- Contract Percent Complete: 100%

Scope of Work:

This project consists of the demolition of existing portable classrooms, as well as, the construction of a new administration building, library, and 27 permanent classrooms. Additionally, the scope of work includes the renovation of the existing Multi-purpose Room. When complete, the new school area will be 40,183 square feet.

Project duration exceeded the scheduled completion date for small projects that were added to the scope of work at the end of the project.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 19, 2009

***Woodcrest Elementary School  
Concrete Modification***

*General Information:*

- ❑ Account Numbers: 21-705-7710-0-9660-8539-XXXX (20%)  
35-705-7710-0-9660-8539-XXXX (80%)
- ❑ Funding Source: Project Savings from Kennedy Elementary School
- ❑ Project Budget Amount: \$12,100
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$10,500 (Final)
- ❑ Project Duration: Start: 7/30/08 Completion: 8/15/08
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

An accessible drop-off/loading zone was added to the front of the school.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE & OPERATION DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Central Middle School  
Fencing Repair/Replacement***

*General Information:*

- ❑ Account Number: 21-0-0000-9630-8500-6100
- ❑ Funding Source: 100 % Measure B
- ❑ Project Budget Amount: \$22,027
- ❑ Amount Expended: \$25,788 (Final)
- ❑ Project Duration: Start: 8/23/04 Completion: 9/24/04
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Install 382 Lin. ft. of 6 ft. high chain link fencing with gates and 238 Lin. ft of 6 ft. high heavy ornamental iron fencing with gates. This will provide us the ability to secure the entire campus.

Expenditures exceeded the budget due to the estimates not including Builder's Risk Insurance and Colbi Accountability payments.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 20, 2006  
*Central Middle School  
Wing Addition*

General Information:

- ❑ Account Numbers: 21-759-0000-0-0000-8500  
35-759-7710-0-0000-8500
- ❑ Funding Source: 5% Measure B, 45% State, 10% Other
- ❑ Project Budget Amount: \$5,849,079
- ❑ Amount Expended: \$5,107,724 (Final)
- ❑ Construction Duration: Start Date: 7/15/05 Completion Date: 6/9/06
- ❑ Contract Percent Complete: 100%

Scope of Work:

This project will provide a new 16,700 square foot building which includes four new permanent science classrooms, a computer lab, and seven standard classrooms. The purpose of this new structure is to both accommodate growth and replace deteriorating portable classrooms.



Views of the Building from the Exterior of the Campus (Street View)

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 12, 2007

***Central Middle School  
Modernization – Group J***

General Information:

- ❑ Accounts Numbers:           21-742-7710-0-0000-8500  
  35-742-7710-0-0000-8500  
  21-713-7710-0-9660-8544  
  35-713-7710-0-9660-8544
- ❑ Funding Source:               49% State Building Fund; 29% Measure B; 20% CFD; 9%  
  Project Savings from Harrison Modernization
- ❑ Project Budget Amount:       \$1,936,193
- ❑ Amount Expended:            \$1,901,295 (Final)
- ❑ Project Duration:             Start Date: 6/16/06    Completion Date: 8/30/07
- ❑ Contract Percent Complete:  100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, interior lighting, and replacement of interior finishes; renovating restrooms, and renovation or addition of disabled accessible facilities (including designated restrooms).



One of Two New Drinking Fountains



New Trash Enclosure

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 23, 2008

***Central Middle School  
Landscaping***

*General Information:*

- ❑ Account Numbers: 21-759-7710-0-0000-8500-6270  
35-759-7710-0-0000-8500-6270
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$69,700
- ❑ Amount Expended: \$69,700 (Final)
- ❑ Project Duration: Start Date: 10/9/07 Completion Date: 11/15/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The project includes the landscaping for the Central Wing Addition.

Budget and expenses balance because the project was funded after the proposal was received.



Completed Landscaping



Completed Lawn and Planter



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

May 18, 2011

***Central Middle School  
Multipurpose Room***

*General Information:*

- ❑ Account Numbers: 21/35-772-7710-0-0000-8500
- ❑ Funding Source: 68% Measure B, 24% Various CFDs, 8% State SFP Funds
- ❑ Project Budget Amount: \$9,970,314
- ❑ Amount Expended: \$8,675,066 (Final)
- ❑ Project Duration: Phase I: 6/12/09 –8/14/09  
Phase II: 12/21/09 – ~~11/15/10~~ 4/15/11
- ❑ Contract Percent Complete: Phase I: 100%, Phase II: 100%
- ❑ Current Activities: The project is complete.

*Scope of Work:*

Construction of a Multipurpose Room at Central Middle School.

The project duration was exceeded because of design issues with the stage pipe grid.



Completed MPR



Completed Band Classroom



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 20, 2006

***Chemawa Middle School  
Wing Addition***

*General Information:*

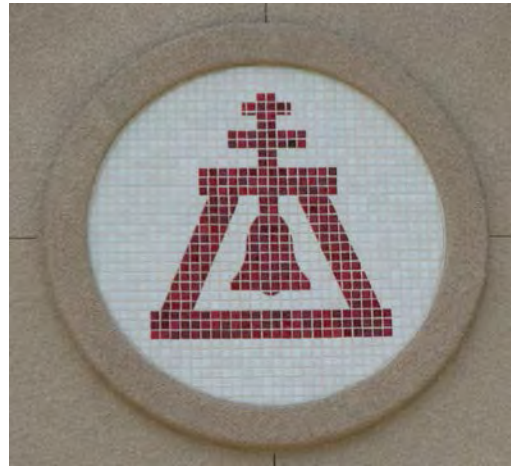
- ❑ Account Numbers: 21-760-0000-0-0000-8500  
35-760-7710-0-0000-8500
- ❑ Funding Source: 45% Measure B, 45% State, 10% Other
- ❑ Project Budget Amount: \$4,777,404
- ❑ Amount Expended: \$3,674,782 (Final)
- ❑ Construction Duration: Start Date: 7/15/05 Completion Date: 7/15/06
- ❑ Contract Percent Complete: 100 %

*Scope of Work:*

This project will provide a 13,853 square foot building with nine new permanent classrooms and one computer lab classroom. The purpose of the building is to accommodate growth and replace deteriorating portable classrooms.



Exterior View



Raincross Detail

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 23, 2008

***Chemawa Middle School  
Landscaping***

*General Information:*

- ❑ Account Numbers: 21-744-7710-0-0000-8500-6270  
35-744-7710-0-0000-8500-6270
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$74,650
- ❑ Amount Expended: \$74,650 (Final)
- ❑ Project Duration: Start Date: 10/9/07 Completion Date: 11/30/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

The project includes landscaping surrounding the Chemawa Wing Addition.

Budget and expenditures match because the funds were applied after the proposal was received.



Completed Landscaping



Completed Landscaping

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

March 12, 2008

***Chemawa Middle School  
Modernization – Group J***

*General Information:*

- ❑ Account Numbers: 21-742-7110-0000-0-8500  
35-742-7110-0000-0-8500
- ❑ Funding Source: 60% State Building Fund and 40% Measure B
- ❑ Project Budget Amount: \$4,506,837
- ❑ Amount Expended: \$3,399,121 (Final)
- ❑ Project Duration: Start Date: 6/16/06 Completion Date: 8/30/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, interior lighting, replacement of interior finishes; renovating restrooms, renovation or addition of disabled accessible facilities (including designated restrooms), and demolishing obsolete portable classrooms. A lunch shelter was added by change order.



Completed Lunch Shelter



Lunch Shelter Lighting

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE & OPERATION DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Earhart Middle School  
Health Office Improvements***

*General Information:*

- ❑ Account Number: 21-230-0000-0-9660-8500-XXXX
- ❑ Funding Source: 100 % Measure B
- ❑ Project Budget Amount: \$10,000
- ❑ Amount Expended: \$ 7,147 (Final)
- ❑ Project Duration: Start: ~~6/30/05~~ 7/1/04 Completion: ~~8/29/05~~ 8/31/04
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Add an exterior door to the school's health office and address related accessibility and privacy issues.

The project was originally set to start in the summer of 2005, but it was determined that it could be done in less time, so it was added to the 2004 project schedule.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Matthew Gage Middle School  
Modernization – Group G***

General Information:

- ❑ Account Numbers: 35/30-240-0000-0-0000-8500  
21-240-0000-0-0000-8500
- ❑ Funding Source: 80% State Building Fund and 20% Measure B
- ❑ Project Budget Amount: \$3,678,557
- ❑ Amount Expended: \$3,074,698 (Final)
- ❑ Project Duration: Start Date: 2/24/03 Completion Date: ~~8/1/04~~ 5/27/04
- ❑ Contract Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, replacement of fire alarm systems, upgrade interior lighting, interior finishes replacement, renovation of restrooms, and renovation or addition of ADA accessible facilities including designated restrooms. The school building area is 100,861 square feet.

Construction Duration was less than estimated due to no real surprises on the project.



Modernized Science Classroom



New Entry Gate



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 12, 2008

***Matthew Gage Middle School  
Shade Structure and Security Addition***

**General Information:**

- ❑ Account Numbers: 21-712-7710-0-9660-8547 (20%)  
35-712-7710-0-9660-8547 (80%)
- ❑ Funding Source: Project Savings Gage Middle School Modernization G
- ❑ Project Budget Amount: \$93,578
- ❑ Amount Expended: \$83,239 (Final)
- ❑ Project Duration: Start: 6/13/08 Completion: 9/26/08
- ❑ Contract Percent Complete: 100%

**Scope of Work:**

Install shade structure and security related site improvements to meet DSA approval standards.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 12, 2011

*Frank Augustus Miller Middle School*

General Information:

- ❑ Account Numbers: 21/35-758-7710-0-0000-8500-0000
- ❑ Funding Source: 9% Measure B, 47% CFD's, and 44% State Funding
- ❑ Project Budget Amount: \$54,047,026
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended (Final): \$45,996,316
- ❑ Construction Duration: Start Date: 3/5/08  
Completion Date: ~~4/01/10~~ ~~8/01/10~~ 12/30/10
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The Attendance window, new fencing and gates, and stage lighting are complete. These were the last projects at the site.

Scope of Work:

Frank Augustus Miller Middle School is located in the Woodcrest/Mission Ranch area of Riverside. This 20-acre site is located at the southwest corner of the intersection of Krameria Avenue and the future Alta Cresta Road. The school will initially accommodate 900 students, with plans for future expansion to 1,200 students. This new middle school will relieve overcrowded conditions at both Chemawa and Earhart middle schools and accommodate potential growth.

Construction duration was exceeded because of a late start on the MPR and weather delays.



Stage Spot Light Array



Stage Flood Light Array

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

**Sierra Middle School  
Electrical Service Upgrade**

General Information:

- ❑ Account Number: 21-250-0000-0-9604-8500
- ❑ Funding Source: 100 % Measure B
- ❑ Project Budget Amount: \$250,000
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$168,814 (Final)
- ❑ Project Duration: Start: 12/2/02 Completion: 1/6/03
- ❑ Contract Percent Complete: 100%

Scope of Work:

Due to growth in the student population and increased electrical needs for air conditioning, computers, classroom equipment, etc., the capacity for the electrical service needed to be increased. This project included replacement of the main electrical service. Sierra consists of 106,507 square feet of building area.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Sierra Middle School  
Modernization – Group J***

*General Information:*

- ❑ Account Numbers: 21-753-0000-0-0000-8500  
35-753-7710-0-0000-8500
- ❑ Funding Source: 60% State Building Fund and 40% Measure B
- ❑ Project Budget Amount: \$934,480
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$927,295 (Final)
- ❑ Project Duration: Start: 5/1/07 Completion: 9/20/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

This project includes the renovation of a classroom wing, staff and student restrooms, parking lot lighting, and modifications to the sidewalk and parking lot to comply with accessibility requirements.



New Illuminated Walkway Bollards



New Parking Lot Lighting



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

May 17, 2006

***University Heights Middle School  
Modernization***

General Information:

- Account Numbers: 21-734-0000-0-0000-8500  
35-734-7710-0-0000-8500
- Funding Source: 80% State Building Fund and 20% Measure B
- Project Budget Amount: \$4,309,445
- Amount Encumbered: \$0
- Amount Expended: \$4,309,445 (Final)
- Construction Duration: Start: 6/04 Completion: ~~11/15/05~~ 3/28/06
- Contract Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of instructional spaces, as well as facility infrastructure. Scope includes removal of hazardous substances, energy conservation measures, replacing interior finishes, addition of disabled accessible facilities, and office space reconfiguration.

Expenditures match the Budget because we received more state funding than expected, so more Measure B funds were added to meet the 20% match that is required and the scope of work was increased to meet the funded amount. This also made the project duration exceed the scheduled completion date.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE AND OPERATIONS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 12, 2007

***University Heights Middle School  
Fencing Project***

*General Information:*

- ❑ Account Numbers: 21-XXX-0000-0-9630-8501-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$33,600
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$33,600 (Final)
- ❑ Project Duration: Start: 11/1/06 Completion: 7/31/07
- ❑ Project Percent Complete: 100%

*Scope of Work:*

Install tube steel and chain link fencing and gates across the front of the campus.

Project Budget and Amount Encumbered match because project was funded after proposal was received.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Arlington High School  
Modernization – Group F***

General Information:

- ❑ Account Numbers:                   35-310-0000-0-0000-8500  
  21-310-0000-0-0000-8500
- ❑ Funding Source:                    80 % State Building Fund and 20 % Measure B
- ❑ Project Budget Amount:           \$10,520,371
- ❑ Amount Expended:                \$ 8,284,157 (Final)
- ❑ Project Duration:                 Phase I: Start Date: 6/1/01        Completion Date: 10/30/02  
  Phase II: Start Date: 6/14/03    Completion Date: 9/6/04
- ❑ Contract Percent Complete:    100%

Scope of Work:

Modernization consisted of the renovation of instructional and administrative spaces, as well as facility infrastructure. Scope included removal of hazardous substances, energy conservation measures, upgrading fire alarm and communications systems, metal roofing, adding HVAC, replacing interior finishes, refurbishing the gymnasium, constructing an additional parking lot, and renovation or addition of disabled person's facilities (such as restrooms, ramps, signage, special seating, etc.). The school consists of 152,000 square feet of building area.

Additional scope included adding 7 new portables and renovating the campus quad turf and sidewalks.



Office Interior



Theater

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Arlington High School  
Science Wing Addition***

*General Information:*

- ❑ Account Number: 21/35-310-0000-0-9625-8500
- ❑ Funding Source: 50% Measure B, 50% State
- ❑ Project Budget Amount: \$4,717,212
- ❑ Amount Expended: \$4,340,685 (Final)
- ❑ Project Duration: Start Date: 7/3/03 Completion Date: 2/15/04 6/30/04
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Although the student body has grown significantly since the school's opening, the science lab spaces have not increased to accommodate the growing demand. This 15,787 square foot lab wing will provide five lab classrooms and five standard academic classrooms. The project includes the replacement of ten deteriorating portable classrooms and addition of 4 new portables and a landscaped quad area.

The project's extended duration was due to adding the Arlington Quad project after the main project was completed.



Front of Building with Landscaping



Science Lab Classroom

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 19, 2009

***Arlington High School  
Energy Management System (EMS)***

*General Information:*

- Account Numbers: 21-707-7710-0-9660-8556-XXXX (20%)  
35-707-7710-0-9660-8556-XXXX (80%)
- Funding Source: Project Savings – Arlington High School Modernization F
- Project Budget Amount: \$398,259
- Amount Expended: \$398,259 (Final)
- Project Duration: Start: 6/15/03 Completion: 6/30/05
- Contract Percent Complete: 100% Complete

*Scope of Work:*

The installation of Energy Management Controls allows the district central monitoring and control of the heating, ventilation, and air conditioning for the site and provides significant energy savings. It also allows remote diagnostics of problems with the system to help service technicians.

Budget and expenditures match because the project wasn't funded until bids were received.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 19, 2009

***Arlington High School  
Science Wing Addition Portable Relocations***

*General Information:*

- ❑ Account Numbers: 21-707-7710-0-9660-8556-XXXX (20%)  
35-707-7710-0-9660-8556-XXXX (80%)
- ❑ Funding Source: Project Savings – Arlington High School Modernization F
- ❑ Project Budget Amount: \$815,328
- ❑ Amount Expended: \$815,328 (Final)
- ❑ Project Duration: Start: 10/02 Completion: 11/04
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Following the construction of new permanent science wing addition, existing portables at Arlington were removed and rearranged to create a new quad area. Portables that still were usable, but were no longer needed on the Arlington campus were moved to AACES (Adult Ed.), Earhart Middle School, King High School, and University Heights Middle School.

Budget and expenditures match because the project was front-funded by the Science Wing project and then expenditures were moved into this account.



Portable being Relocated



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

October 21, 2009

***Arlington High School  
Bleacher ADA Repair***

***General Information:***

- ❑ Account Numbers: 21-709-7710-0-9660-8556 (20%)  
35-709-7710-0-9660-8556 (80%)
- ❑ Funding Source: Project Savings from Poly Modernization F
- ❑ Project Budget Amount: \$320,000
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$235,350 (Final)
- ❑ Project Duration: Start : 7/6/09 Completion: 8/25/09
- ❑ Contract Percent Complete: 100%

***Scope of Work:***

As a follow up to Arlington's completed modernization project, this project will include the replacement of the Gymnasium Bleachers to meet the requirements for the American's With Disabilities Act.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

October 21, 2009

***Arlington High School  
Stucco Repair***

***General Information:***

- ❑ Account Numbers: 21-707-7710-0-9660-8556 (20%)  
35-707-7710-0-9660-8556 (80%)
- ❑ Funding Source: Project Savings from Arlington High School Modernization F
- ❑ Project Budget Amount: \$140,030
- ❑ Amount Expended: \$ 98,918 (Final)
- ❑ Project Duration: Start: 6/22/09 Completion: 8/15/09
- ❑ Contract Percent Complete: 100%

***Scope of Work:***

As a follow up to Arlington's completed modernization project, this project will include plaster repair/replacement due to water damage at Buildings C, D, E, and K.



New Stucco at the Front of Library Building



New Stucco at the Kitchen Wing

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 31, 2013

***Arlington High School  
Athletic Facilities Master Plan***

General Information:

- ❑ Account Numbers:                   06-784-9986-0-0000-8556-XXXX  
  21-784-9911-0-0000-8556-XXXX  
  40-784-0000-0-0000-8556-XXXX
- ❑ Funding Source:                    75% Measure B; 25% Redevelopment
- ❑ Project Budget Amount:           \$12,048,128
- ❑ Amount Encumbered:             \$0
- ❑ Amount Expended:                \$12,048,128 (Final)
- ❑ Project Duration:                 Start Date: 1/1/12            Completion Date: 5/15/13
- ❑ Contract Percent Complete:    100%
- ❑ Current Activities:                The project is complete.

Scope of Work:

The entire athletic playfields are being renovated and the former 7-acre agricultural area is being incorporated. The project includes new team rooms at the varsity baseball and softball dugouts, new irrigation and turf, a concession stand, ticket booth, and restrooms at the football field, artificial turf and track at the football field, and new bleachers seating 750 people. Site improvements include expanded parking areas, Musco practice level field lighting, concrete walkways, fencing, and landscape improvements.

Expenditures match the Budget because the remaining balance was used to add scope of work for the Sam Pacchia Memorial.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 19, 2005

***Martin Luther King High School  
Stadium***

***General Information:***

- ❑ Account Number: 21-320-0000-0-0000-8500
- ❑ Funding Source: 100 % Measure B
- ❑ Project Budget Amount: \$3,181,649
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$3,181,649 (Final)
- ❑ Project Duration: Start: 5/15/03  
Completion: 12/1/04 (Phase 2); 12/30/04 (Phase 3)
- ❑ Contract Percent Complete: 100%

***Scope of Work:***

Construct a 4,500-seat District Stadium at King High School. The project includes bleachers and field lighting. All portions of the project will be constructed on the existing 55-acre campus. The school consists of 265,450 square feet of building area. Retaining walls to be installed at the north side of the locker rooms along the route to the pool are under construction.

Expenditures match the Budget because additional funding was added when scope of work was added to the project.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 20, 2006

***Martin Luther King High School  
Aquatic Center***

*General Information:*

- ❑ Account Number: 21-765-0000-0-0000-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$3,693,570
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$3,677,045 (Final)
- ❑ Construction Duration: Start: 9/19/05 Completion: ~~5/30/06~~ 6/15/06
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

King is the only high school within Riverside USD without a swimming pool. This project will provide a competition-grade pool and a 9,100 square foot support building.

Project Duration was exceeded due to weather delays at the start of the project.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 8, 2006

***Martin Luther King High School  
Lunch Shelters***

General Information:

- ❑ Account Number: 21-775-0000-0-0000-8500-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$309,639
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$345,958 (Final)
- ❑ Project Duration: Start: 5/10/06 Completion: 11/17/06
- ❑ Contract Percent Complete: 100%

Scope of Work:

Installation of six prefabricated lunch shelters in the “G” quad and four prefabricated lunch shelters in the “H” quad of Martin Luther King High School; each lunch shelter is 26 feet in diameter and the 10 lunch shelters provide approximately 4,800 total square feet of shaded area. Extensive rerouting of underground utilities was a significant challenge on this project.

Expenditures exceeded the Budget because the District decided to change the style of lunch shelter to better match the architecture of the school site. The new style was more expensive than the original one.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 14, 2007

***Martin Luther King High School  
Student Parking Lot and  
Portable Classroom Infrastructure***

**General Information:**

- ❑ Account Number: 21-774-7710-0-0000-0000-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Estimate: \$1,346,714
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$ 736,839 (Final)
- ❑ Construction Duration: Start Date: 7/16/07 Completion Date: 9/17/07
- ❑ Contract Percent Complete: 100%

**Scope of Work:**

As the high school in the District with the largest student population, King was initially built with 663 parking spaces a future parking area in the Northeast corner of the campus. This project will pave 105,000 square feet of unimproved area adding 258 parking spaces with appropriate lighting and site drainage systems, as well as construct building pads and infrastructure for future portable classrooms.



**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**OPERATIONS DIVISION**  
FACILITIES PLANNING DEPARTMENT

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 21, 2011

***Martin Luther King High School  
Athletic Facilities Master Plan Completion***

*General Information:*

- ❑ Account Numbers: 21-784-0000-0-0000-8557-0000
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$3,866,979
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$2,886,587 (Final)
- ❑ Project Duration: Start Date: 5/16/11 Completion Date: 8/18/11
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The project is complete

*Scope of Work:*

Installation of synthetic turf (football field) and all-weather track, install required access improvements, address equity of baseball and softball facilities, complete dugouts, renovate athletic fields, including improvement of drainage.



Completed Baseball Hardscape



Completed Practice Field

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

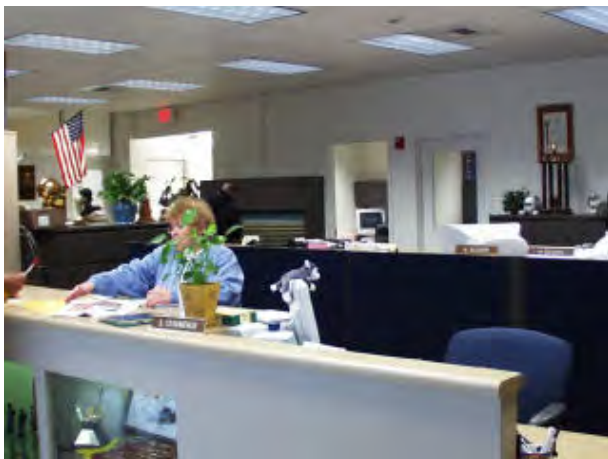
***John W. North High School  
Modernization – Group F***

General Information:

- ❑ Account Numbers: 35-330-0000-0-0000-8500  
21-330-0000-0-0000-8500
- ❑ Funding Source: 80 % State Building Fund and 20 % Measure B
- ❑ Project Budget Amount: \$8,530,381
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$7,868,135 (Final)
- ❑ Project Duration: Start: 7/31/01 Completion: 10/31/02
- ❑ Contract Percent Complete: 100%

Scope of Work:

Modernization consisted of the renovation of instructional and administrative spaces, as well as facility infrastructure. Scope included removal of hazardous substances, energy conservation measures, upgrading fire alarm and communications systems, adding HVAC, replacing the gymnasium floor and bleachers, replacing interior finishes, and renovation or addition of disabled persons facilities (such as restrooms, ramps, signage, special seating, adding an elevator, etc.). The school consists of 180,424 square feet of building area.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***John W. North High School  
Science Wing Addition***

*General Information:*

- ❑ Account Numbers: 35-330-0000-0-9625-8500  
21-330-0000-0-9625-8500
- ❑ Funding Source: 50% State Building Fund and 50% Measure B
- ❑ Project Budget Amount: \$4,726,212
- ❑ Amount Expended: \$4,169,129 (Final)
- ❑ Project Duration: Start: 7/14/03 Completion: ~~2/15/04~~ 7/15/04
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Although the student body has grown significantly since the school's opening, the science lab spaces have not increased to accommodate growing demand. This 15,787 square foot lab wing will provide five lab classrooms and five standard academic classrooms. The project includes the relocation of seven portable classrooms.

The project duration was exceeded due to the additional scope of work to add a computer lab at the end of the project.



Front of Building with Landscaping



Classroom with New Projectors



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 19, 2009

***John W. North High School  
Portable Project***

*General Information:*

- ❑ Account Numbers: 21-708-7710-0-9660-8558-XXXX (20%)  
35-708-7710-0-9660-8558-XXXX (80%)
- ❑ Funding Source: Project Savings – North High School Modernization F
- ❑ Project Budget Amount: \$8,316.00
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$8,316.00 (Final)
- ❑ Project Duration: Start: 6/1/04 Completion: 6/14/05
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Plan the relocation of two portables being used for interim housing for North High School's Modernization group F and Science Wing to Emerson Elementary School.

Expenditures match the Budget because the project was funded after proposals were received.



Relocated Portable Classroom

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

October 21, 2009

***John W. North High School  
Field Renovation***

General Information:

- ❑ Account Numbers: 21-771-0000-0-0000-8558
- ❑ Funding Source: 100 % Measure B
- ❑ Project Budget Amount: \$1,149,310
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$1,149,310 (Final)
- ❑ Project Duration: Start Date: 6/18/08    Completion Date: 10/3/08
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The one year maintenance period is complete.

Scope of Work:

Renovate the athletic fields at North High School and bring them to current code and district standards for safe and efficient athletic facilities. An automated irrigation system will be installed. The fields will be re-graded, supplemented with soil amendments, and sod will be established. Fencing will be replaced along Third St. and Linden Ave. (fencing along Chicago has already been replaced). Shrubs will be planted outside the fence.

Expenditures match the Budget because additional funding was added when additional scope was added to the project.



Completed Playfield

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 10, 2014

***John W. North High School  
Athletic Facilities Master Plan***

General Information:

- ❑ Account Numbers: 06-784-9986-0-0000-8558-XXXX  
21-784-9911-0-0000-8558-XXXX  
21-789-9911-0-0000-8500-XXXX
- ❑ Funding Source: 68% Measure B; 14% Redevelopment; 18% Blue Ribbon
- ❑ Project Budget Amount: \$13,674,265
- ❑ Amount Encumbered: \$ 24,311
- ❑ Amount Expended: \$13,653,537
- ❑ Project Duration: Start Date: 7/25/2012 Completion Date: 9/14/14
- ❑ Contract Percent Complete: 99%
- ❑ Current Activities: Wiring is being completed on the field cooling booster pump, which was installed to boost the coverage of the water cannons on the artificial field.

Scope of Work:

Replacement of the swimming pool with a 25 yard x 30 meter pool; installation of an artificial football field and rubberized track surface; new ticket booth/concession stand/restrooms; and two new tennis courts.



New Locker Room Plywood Modesty Panels



Field Cooling Booster Pump

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Riverside Polytechnic High School  
Modernization – Group F***

General Information:

- ❑ Account Numbers: 35-340-0000-0-0000-8500  
21-340-0000-0-0000-8500
- ❑ Funding Source: 80% State Building Fund and 20% Measure B
- ❑ Project Budget Amount: \$9,355,831
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$9,355,831 (Final)
- ❑ Project Duration: Start: 7/2/01 Completion: 4/20/03
- ❑ Contract Percent Complete: 100%

Scope of Work:

Modernization consisted of the renovation of instructional and administrative spaces, as well as facility infrastructure. Scope included removal of hazardous substances, energy conservation measures, upgrading fire alarm and communications systems, conversion of a former woodshop into science classrooms, replacing the gymnasium floor and bleachers, adding HVAC, replacing interior finishes, and upgrading disabled persons facilities (such as restrooms, ramps, signage, special seating, adding an elevator, etc.). The school consists of 184,924 square feet of building area.

Expenditures exceeded the Budget because we received more state funds than expected, so more Measure B funds were added to meet the 20% match that is required and the scope of work was increased to meet the funded amount.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Riverside Polytechnic High School  
Science Wing Addition***

***General Information:***

- ❑ Account numbers: 35-340-0000-0-9625-8500  
21-340-0000-0-9625-8500
- ❑ Funding Source: 80% State Building Fund, 10% Measure B and 10% CFD's
- ❑ Project Budget Amount: \$4,222,750
- ❑ Amount Expended: \$4,201,091 (Final)
- ❑ Project Duration: Start: 8/1/03 Completion: 7/15/04
- ❑ Contract Percent Complete: 100%

***Scope of Work:***

Although the student body has grown significantly since the school's opening, the science lab spaces have not increased to accommodate the growing demand. This two-storey 17,092 square foot lab wing will provide five laboratory classrooms and five standard academic classrooms.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION**

MAINTENANCE AND OPERATIONS DEPARTMENT

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 11, 2007

***Riverside Polytechnic High School  
Fencing Project***

*General Information:*

- ❑ Account Number: 21-XXX-0000-0-9630-8501-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$20,000
- ❑ Amount Expended: \$20,000 (Final)
- ❑ Project Duration: Start: 11/1/06 Completion: 5/15/07
- ❑ Project Percent Complete: 100%

*Scope of Work:*

Install tube steel fencing and gates between the Administration Building and the new Science Building, and between the Administration Building and the Arthur L. Littleworth Theater.

Project Budget and expenses match because the project was funded after the proposal was received.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 19, 2009

***Riverside Polytechnic High School  
Portable Project***

General Information:

- ❑ Account Numbers: 21-709-7710-0-9660-8559 (20%)  
35-709-7710-0-9660-8559 (80%)
- ❑ Funding Source: Project Savings Poly High School Modernization F
- ❑ Project Budget Amount: \$80,922
- ❑ Amount Expended: \$80,922 (Final)
- ❑ Project Duration: Start: 1/20/03 Completion: 8/15/04
- ❑ Contract Percent Complete: 100%

Scope of Work:

A portable classroom was moved out of the footprint of the new science wing at Chemawa Middle School to make way for construction.

Project Budget and expenses match because project was funded after proposal was received.



Relocated Portable Classroom

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

July 31, 2013

***Riverside Polytechnic High School  
Athletic Facilities Master Plan***

General Information:

- ❑ Account Numbers: 06-784-9986-0-0000-8561-XXXX  
21-784-9911-0-0000-8561-XXXX  
40-784-0000-0-0000-8561-XXXX
- ❑ Funding Source: 54% Measure B; 46% Redevelopment
- ❑ Project Budget Amount: \$12,289,122
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$14,160,633 (Final)
- ❑ Project Duration: Start Date: 4/1/12 Completion Date: 5/15/13
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The pool and buildings are complete, with punch list items remaining.

Scope of Work:

Addition of a 50-meter pool and associated ticket booth/concession stand, changing room, restrooms, bleachers, and equipment room; renovation of the athletic fields, new bleachers and all weather track and field at the football field, new Musco practice lighting, accessible walkways to the sports fields, and removal of the old pool. The student parking lot and entry driveway is to be reconfigured to make room for the new pool, and parking is being added along Victoria Avenue to help make up for spaces lost because of the pool.

Expenditures exceeded the Budget because a second CEQA was required and a larger amount of Change Orders were required due to existing conditions.



Completed Pool



Demolished Old Pool Area

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 19, 2005

***Ramona High School  
Science Lab Wing Remodel***

General Information:

- ❑ Account Numbers: 21-350-0000-0-9625-8500  
35-350-0000-0-9625-8500
- ❑ Funding Source: 100 % Measure B
- ❑ Project Budget Amount: \$1,616,171
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$1,719,625 (Final)
- ❑ Construction Duration: Start: 7/20/04 Completion: 12/14/04
- ❑ Construction Percent Complete: 100%

Scope of Work:

Although the number of science labs is nearly sufficient, the science labs at Ramona lack some of the essential facilities needed to effectively deliver the science curriculum required by today's curriculum standards. This project will add lab stations to rooms that currently lack sinks, counter spaces and teacher demonstration stations. Spaces which are underutilized, including a former photography dark room, will be reconfigured to make the space available more productive. One classroom in the adjacent math wing will also be converted to a science teaching station.

Expenditures exceeded the budget because there were change orders throughout the project for unforeseen conditions including asbestos and plumbing issues.



Completed Science Room



New Science Room



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 12, 2007

***Ramona High School  
Performing Arts Center***

*General Information:*

- ❑ Account Numbers: 21-763-0000-0-0000-8500  
35-763-0000-7710-0-8500
- ❑ Funding Source: 44% State and 56% Measure B
- ❑ Project Budget Amount: \$993,229
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$993,229 (Final)
- ❑ Project Duration: Start: 4/30/07 Completion: 8/18/07
- ❑ Contract Percent Complete: 100%

*Scope of Work:*

Provide landscaping, brick veneer, and fencing for the new Performing Arts portable classroom building.

Expenditures match the Budget because we received more state funding than expected, so more Measure B funds were added to meet the 40% match that is required and the scope of work was increased to meet the funded amount.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 10, 2008

***Ramona High School  
Modernization – Group J***

General Information:

- Account Numbers: 21-752-7710-00000-8500  
35-752-7710-00000-8500
- Funding Source: 60% State Building Fund and 40% Measure B
- Project Budget Amount: \$8,126,042
- Amount Expended: \$6,169,553 (Final)
- Project Duration: Start: 6/1/07 Completion: 9/2/08
- Contract Percent Complete: 100%

Scope of Work:

Modernization consists of the renovation of the Administration Building (Building D) including instructional spaces, offices and restrooms; the Gymnasium (Building A) boys and girls locker rooms, ADA bleachers; and Special Education (Building H). Scope includes removal of hazardous substances, energy conservation measures, upgrading fire alarm systems, interior lighting, and replacement of interior finishes; renovation of restrooms, and renovation or addition of disabled accessible facilities (including designated restrooms).



Inside New Math Classroom



New Dishwasher, Cabinets, and Sink

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE AND OPERATIONS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 21, 2011

***Ramona High School  
M&O Athletic Projects***

*General Information:*

- ❑ Account Number: 21-785-0000-0-0000-8565-XXXX
- ❑ Funding Source: 90% Measure B and 10% RDA
- ❑ Project Budget Amount: \$41,526
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$41,526 (Final)
- ❑ Project Duration: Start Date: 6/10 Completion Date: 8/10
- ❑ Project Percent Complete: 100%
- ❑ Current Activities: The project is complete.

*Scope of Work:*

Replace gym back boards. Entire basket assemblies and winches will need replacement.

Project Budget and Amount Expended match because work was done through the M&O department and the funding was placed in the budget to match the work order amounts.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE AND OPERATIONS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 21, 2011

***Ramona High School  
Stadium and Field Renovation***

*General Information:*

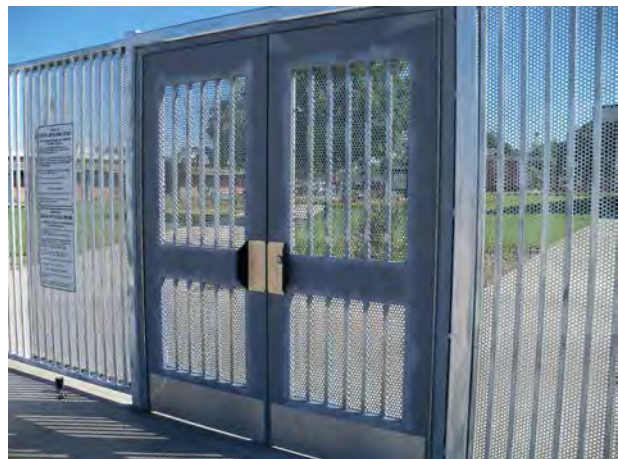
- ❑ Account Number: 21-776-0000-0-0000-8500-XXXX
- ❑ Funding Source: 87.5% Measure B, 8.3% Riverside Restoration, 4.1% Community Development Block Grant
- ❑ Project Budget Amount: \$12,085,112
- ❑ Project Encumbered: \$0
- ❑ Amount Expended: \$11,844,002 (Final)
- ❑ Project Duration: Start Date: 12/19/09      Completion Date: ~~6/30/11~~ 8/30/11
- ❑ Project Percent Complete: 100%
- ❑ Current Activities: The project is complete.

*Scope of Work:*

Installation of synthetic all-weather track and football field, renovation of existing home side bleachers and team rooms, installation of new bleachers which will become the new home-side bleachers, construction of a ticket booth, concession stand, restrooms, parking lot, and complete athletic field renovation.



Completed JV Baseball Field



Completed Ornamental Iron Gates and Fence

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PLANNING DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 16, 2013

***Ramona High School  
Athletic Facilities Master Plan***

General Information:

- ❑ Account Numbers: 21-784-9911-0-0000-8565-XXXX  
40-784-0000-0-0000-8565-XXXX
- ❑ Funding Source: 44% Measure B; 56% Redevelopment
- ❑ Project Budget Amount: \$5,023,442
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$5,023,442 (Final)
- ❑ Project Duration: Start Date: 3/10/12    Completion Date: ~~3/23/2013~~ 11/2/12
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The project is complete.

Scope of Work:

Replace the existing shallow/deep pool with a 25 yard x 30 meter pool that is suitable for water polo, and replace the existing tennis courts. The new pool complex will include a ticket booth/snack stand, covered bleachers, enclosed pool equipment, and custodial room.

Expenditures match the Budget because additional scope of work was added when additional funding was received.



Completed Pool



Completed Tennis Courts



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE AND OPERATIONS DEPARTMENT**

*MEASURE B CITIZENS' OVERSIGHT COMMITTEE*

Project Status Report

November 13, 2013  
***Ramona High School  
Interior Landscaping***

General Information:

- ❑ Account(s) # 21-799-7710-0-9660-8565-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$4,424,331
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$4,300,000 (Final)
- ❑ Project Duration: Start Date: 6/9/13 Completion Date: 9/1/13
- ❑ Project Percent Complete: 100%
- ❑ Current Activities: The project is complete.

Scope of Work:

The entire project included the rehabilitation and redesign of the landscape planting, irrigation and hardscape elements for the interior portion of the Ramona High School campus. This final phase will include an entry element and a shade structure at the campus main entry.





**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 10, 2014

***Ramona High School  
Theater Renovation – Career Tech***

General Information:

- ❑ Account Numbers: 21/35-752-7710-0-9660-8565-XXXX  
21-798-7710-0-0000-8500-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$2,193,291
- ❑ Amount Encumbered: \$1,758,284
- ❑ Amount Expended: \$ 244,384
- ❑ Project Duration: Start Date: 6/15/15 Completion Date: 8/15/16 (Tentative)
- ❑ Project Percent Complete: 0%
- ❑ Current Activities: The project is in design.

Scope of Work:

Upgrade the Ramona Theater for career technical education and community use. The district has \$579,687 grant for career technical education from the state. The additional Measure B money will cover the design and construction of code required ADA upgrades and emergency lighting and fire alarm upgrades, seismic upgrades, a sound system upgrade, replacement of 1950's era seating. A design committee of district and site personnel with architectural and theater consultants held their first meeting May 6, 2014 to begin work on the conceptual design.



Original seats for which replacement parts are no longer available



Suspended Plaster Ceiling

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

May 17, 2006

***Publications Relocation  
from Riverside Polytechnic High School to the District Operations Center***

General Information:

- ❑ Account Number: 21-761-0000-0-0000-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$784,000
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$790,455 (Final)
- ❑ Construction Duration: Start: 6/27/05 Completion: 12/12/05
- ❑ Contract Percentage Complete: 100%

Scope of Work:

This project consists of constructing a new 4,800 square-foot Publications Department facility within the existing warehouse building at the District Operations Center. In addition, the Publications Department was relocated from their previous space at Riverside Polytechnic High School to the newly renovated facility.

Expenditures match the Budget because additional funding was added when bids came in higher than estimated.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Americans with Disabilities Act (ADA)  
Transition Plan***

*General Information:*

- Account Number: 21-600-0000-0-0000-9651
- Funding Source: 100% Measure B
- Project Budget Amount: \$19,000
- Amount Encumbered: \$0
- Amount Expended: \$19,000 (Final)
- Project Duration: Start Date: 11/04    Completion Date: 1/05
- Project Percent Complete: 100%

*Scope of Work:*

This scope of work is the preparation of an updated survey which identifies spaces recently made accessible and spaces which remain inaccessible to disabled persons. Spaces surveyed include: Restrooms, Corridors and Walkways, Lobbies, Meeting Rooms, Music and Band Rooms, Gymnasias, Multi-purpose Rooms, and Other Common Use Areas. The survey is now required to be updated and provided to the Division of State Architects (DSA) accompanying the submission of a school construction project.

Budget and Expenditures match because budget was funded after proposal was received.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 17, 2004

***Technology Training Lab***

General Information:

- Accounts Numbers:           21-330-0000-0-9627-8500-4310  
  21-330-0000-0-9627-8500-4400
- Funding Source:            100 % Measure B
- Project Budget Amount:    \$100,000
- Amount Encumbered:        \$0
- Amount Expended:         \$95,765 (Final)
- Project Duration:         Start: 2/1/03      Completion: 9/30/04
- Contract Percent Complete: 100%

Scope of Work:

The scope of work will include the following:

Computer furniture	Lab Server
Computers	Printers
Smart Board	Wireless Access Points
Ceiling Mounted Projector	Video Streaming Equipment
Software	

We have decided to change the location of the Technology Training lab to North High School due to the cost to upgrade room 110 on Sierra Middle School campus and the willingness of North High School administration to share space in the new science wing. Many of the infrastructure costs such as HVAC, electrical and data connections are already included in the science wing scope. We hope to enhance the new lab with technology we would not have been able to afford in the previous location. The science wing is scheduled to be completed by September 2004. Once the lab is completed, it will be used to train RUSD staff in the use of technology. The configuration of the lab will closely match the "model classroom" defined in the pilot school bond project. The teachers selected for the pilot school project will be able to train in an environment that will closely resemble their technology enhanced classroom.

Lab is complete as of October 18, 2004.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE & OPERATION DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 10, 2005

***Asphalt and Concrete Repair/Replacement  
Various Sites***

*General Information:*

- Account Number:
- Funding Source: 100% Measure B
- Project Budget Amount: \$2,000,000
- Amount Expended: \$0
- Amount Encumbered: \$0
- Project Duration: Start Date: TBD      Completion Date: TBD
- Contract Percent Complete: 0%
- Current Activities: This project has been cancelled.

*Scope of Work:*

Repair or replace deteriorated asphalt paving and concrete at various sites throughout the district.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE & OPERATION DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 10, 2005

*Energy Management Systems  
Various Sites*

General Information:

- Account Number:
- Funding Source: 100% Measure B
- Project Budget Amount: \$6,068,000
- Amount Expended: \$0
- Amount Encumbered: \$0
- Project Duration: Start Date: TBD    Completion Date: TBD
- Contract Percent Complete: 0%
- Current Activities: This project has been cancelled.

Scope of Work:

Update antiquated control systems at all school sites in order to increase energy efficiency. Systems affected will include heating, ventilation, air conditioning systems, interior and exterior lighting, and swimming pools.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION**

*MEASURE B CITIZENS' OVERSIGHT COMMITTEE*

Project Status Report

August 10, 2005

***Technology Program  
Pilot Schools***

General Information:

- Account Numbers: 21-XXX-0000-0-9628-8500-4310  
21-XXX-0000-0-9628-8500-4400
- Funding Source: 100 % Measure B
- Project Budget Amount: \$350,000
- Amount Encumbered: \$0
- Amount Expended: \$348,928 (Final)
- Project Duration: Start: 7/1/03 Completion: 7/1/05
- Contract Percent Complete: 100%

Scope of Work:

The funds will be used to equip two model technology classrooms per school site and provide the teachers in these classrooms with training. The selected teachers will be responsible for providing technology training to their site staff.

On September 25, 2003, the training began for the participants in the pilot school program at the NIS Training Facility. Since that date numerous trainings have been conducted.

We will install a server and seventeen thin client devices at Emerson Elementary School. This pilot project will validate the effective use of low cost thin client devices and host based computing.

We will identify an instructional department at a secondary school site and provide the same tools that were provided to the iTree Cadre.

We have identified Chemawa Middle School as the site for the expansion of the iTree concept at the secondary level. It was decided that we would implement the iTree concept among a cadre of teachers on the same site and teaching the same subject. Our experience with the first year pilot showed the benefits of teacher collaboration. We ordered the equipment for Chemawa and await delivery.

At the elementary level we are going to outfit one classroom in every elementary school in the District with the iTree tools. We intend to complete the orders for equipment by December 1, 2004.

As of January 5, 2005, fourteen Promethean Activboards, Activslates, Activote and Toshiba projectors with document cameras have been ordered for both elementary and secondary schools. All have been received except for the Activboards. In addition 29 presentation centers were also ordered. They have not been received. The Elementary and Secondary Technology Specialists are handling the distribution of equipment.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 8, 2006

***Restroom Renovations Project  
District-wide***

General Information:

- ❑ Account Number: 21-762-0000-0-0000-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$532,800
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$237,411 (Final)
- ❑ Construction Duration: Complete: the project has been superseded by the ADA Restrooms Phases I and II.
- ❑ Contract Percent Complete: 100%
- ❑ Current Activities: The project was planned as multiple sites prior to the ADA Transition Plan being completed. Due to sanitary urgency, a restroom was installed from the project at Sunshine Early Childhood Center, the only project completed through this planning effort. Upon completion of the ADA Transition Plan, this project was superseded by the ADA Restrooms project Phase I and Phase II.

Scope of Work:

Numerous restrooms throughout the district are in need of renovation to conform to the Americans with Disabilities Act or upgrade them to a more useful state of repair. This project will renovate restrooms at (Phase I) Fremont, Grant, Harrison, Hyatt, Jackson, Monroe, Mt. View, Pachappa, Sunshine, and Victoria and (Phase II) Castle View, Highland, Liberty, Longfellow, Magnolia, Poly, Ramona, and Earhart.



Existing restroom at Fremont Elementary

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION**

MAINTENANCE AND OPERATIONS DEPARTMENT

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

March 14, 2007

***Playground Equipment Upgrade  
Elementary School Sites***

*General Information:*

- ❑ Account Number: 21-XXX-0000-0-9630-8501-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$5,600,000
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$5,291,643 (Final)
- ❑ Project Duration: Start: 7/10/02 Completion: 12/30/06
- ❑ Project Percent Complete: 100%

*Scope of Work:*

Removed old, unsafe playground equipment and deteriorated asphalt play areas on the playgrounds. Installed new, safety compliant playground equipment; fall zone surfacing and asphalt for basketball, tetherball, four square, and hopscotch. The new playgrounds were designed to incorporate PTA donated ball walls on sites where they exist. Additionally, new irrigation and sod was installed in the kindergarten playgrounds as well as selected primary play areas.



Adams Primary Playground



Grant Kindergarten Playground

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

August 11, 2010

***Communication System  
Various Sites***

General Information:

- Account Numbers: 21-768-0000-0-0000-8502-XXXX (Measure B)  
06-768-9986-0-0000-8502-6277 (Redevelopment)  
03-768-0303-0-0000-8500-6277 (E-Rate)  
40-768-0000-0-0000-8502-6277 (Special Reserves)
- Funding Source: 35% Measure B, 5% Redevelopment, 34% E-Rate, 26%  
Special Reserves
- Project Budget Amount: \$2,190,357
- Amount Exp/Encumbered: \$7,976,533 (Final)
- Project Duration: Start Date: 6/13/05 Completion Date: ~~8/13/08~~ 8/1/10
- Contract Percent Complete: 100%
- Current Activities:  
Opt-E-Man metropolitan area network has been installed to connect all RUSD facilities via fiber optics and support the convergence of voice, data and video transmissions. The conversion to a Voice over Internet Protocol (VoIP) telecommunications system is underway. All but one site of VoIP equipment has been ordered and received. The following sites have been fully converted to VoIP with equipment installed and cutovers completed: Adams, Adult Education, Alcott, Arlington HS, Beatty, Bryant, Castle View, Central, Chemawa, CRC, District Office, Earhart, EOC, Emerson, Franklin, Fremont, Gage, Grant, Harrison, Hawthorne, Highgrove, Highland, Jefferson, Kennedy, Liberty, Longfellow, MLK, Mt View, M & O Operations Center, NIS Offices, NIS Core Data Center, Nutrition Services Center, Ramona HS, Sunshine, Twain, Victoria, Washington and Woodcrest (total of 38 sites).
- Even though the installation of the new phone system is complete, there are minor pick up and clean-up projects still in the works, including some back-up power provisions.

Scope of Work:

The purpose of this project is to replace the District's outdated T1 data infrastructure, and outdated and costly phone system in all District facilities. The objective is to converge transmission of voice, data, and video with improved features and less recurring cost.

Original budget for 38 sites was expanded for additional scope. This also caused the duration to be exceeded.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

November 16, 2011

***ADA Restrooms Upgrades***

***Package 2: Sierra Middle School, Magnolia Elementary, and Liberty Elementary School***

***Package 3: Victoria Elementary, Poly High School***

***Package 4: Castle View Elementary, Fremont Elementary Schools***

General Information:

- ❑ Account Number: 21-790-9911-0-0000-8500
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount \$1,230,155
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$1,188,711 (Final)
- ❑ Construction Duration Start Date: 6/6/11 Completion Date: ~~9/20/11~~ 10/5/11
- ❑ Percent Complete: 100%
- ❑ Current Activities: Work is complete.

Scope of Work:

Renovation of existing restrooms for modernization and accessibility compliance.



Completed Magnolia Restroom



Completed Liberty Kinder Restroom

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE AND OPERATIONS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 8, 2014

***Energy Management Systems Upgrades***

General Information:

- ❑ Account Number: 21-795-9911-0-0000-8500-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$1,207,500
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$1,132,399
- ❑ Construction Duration: Start Date: 6/8/2013      Completion Date: 12/20/13
- ❑ Percent Complete: 100%
- ❑ Current Activities: Notice of completion filed.

Scope of Work:

Install or upgrade the Energy Management Systems (EMS) at 13 sites (Louisa May Alcott, Benjamin Franklin, Highgrove, Andrew Jackson, Thomas Jefferson, Henry W. Longfellow, Monroe, Tomás Rivera, and Victoria Elementary Schools, Matthew Gage Middle School, Riverside STEM Academy, Abraham Lincoln Continuation High School, and Educational Options Center) to current district standards. This project is intended to both reduce maintenance and energy costs, as well as reducing the burden on the General Fund.



Siemens Pool Controls



Siemens HVAC and Lighting Controls

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE AND OPERATIONS DEPARTMENT  
*MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

January 8, 2014

*Measure B Deferred Maintenance  
Various Projects and Sites*

General Information:

- ❑ Account Number: 21-794-9911-0-0000-8500-6277
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$ 1,000,000
- ❑ Amount Encumbered: \$ 0
- ❑ Amount Expended: \$ 868,348
  - Roofing: \$ 498,759
  - Poly Chiller: \$ 369,589
- ❑ Project Duration: Start Date: Completion Date:
  - Roofing: 6/15/12 8/15/12
  - Poly Chiller: 6/21/12 8/24/12
- ❑ Project Percent Complete: 85% - Holding
- ❑ Current Activities: The two projects cited above are completed with a balance of funds remaining for a future deferred maintenance projects.

Scope of Work:

Funds were used to replace roofing at John W. North High and George Washington Elementary schools and to repair and rebuild the South Chiller at Poly High School to extend its lifecycle.



Poly Chiller



Roofing

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 10, 2014

***ADA Restrooms II – Upgrade***

General Information:

- ❑ Account Number: 21-790-9911-0-0000-8570-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount \$500,000
- ❑ Amount Encumbered: \$133,502
- ❑ Amount Expended: \$237,209
- ❑ Construction Duration Start Date: 6/16/2014 Completion Date: 8/23/2014
- ❑ Percent Complete: 99%
- ❑ Current Activities: The work is complete and minor corrections from the punch lists are being performed.

Scope of Work:

Renovation of existing restrooms for modernization and accessibility compliance at Monroe Elementary School. The budget precluded Ramona High School and Harrison Elementary School from being included with this phase, and they will be moved to a priority list for a future bond.



Monroe Elementary School Restroom – Completed restrooms

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**OPERATIONS DIVISION**  
PLANNING AND DEVELOPMENT DEPARTMENT

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 10, 2014

***Campus Access Control/Security***

General Information:

- ❑ Account Numbers: 21/35-744-7710-0-9660-8567-XXXX  
21/35-752-7710-0-9660-8567-XXXX  
21-715-9911-4-0000-8500-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$2,930,462 (Budget for all 3 Phases)
- ❑ Amount Encumbered: \$ 880,581
- ❑ Amount Expended: \$2,288,659
- ❑ Project Duration: Start Date: 4/1/2014      Completion Date: 9/15/2014
- ❑ Project Percent Complete: 85%
- ❑ Current Activities: The Phase III projects are complete. Fencing and gates are in process on Phase I and II projects.

Scope of Work:

Campus security enhancements intended to direct visitors through the administration office before entering the campus. This will be done through a combination of fencing, new doors, new walkways, and some storefront modifications.

Phasing:

The project was divided into three phases. Phases that would require DSA plan review were divided into two groups as Phase I and Phase II, while simpler projects that did not require DSA review and could start immediately were grouped as Phase III. Due to the urgency of security matters, Phases I and II were subsequently combined into one project to be performed over the summer of 2014; this had the added benefit of avoiding projected cost escalations expected by 2015. The phases and scope summary are:

Phase I

John Adams Elementary School – New storefront doors and fencing  
Luisa May Alcott Elementary School – Fencing and concrete walkways  
Ralph Waldo Emerson Elementary School – New storefront doors and fencing  
Highland Elementary School – Administration office remodel  
Andrew Jackson Elementary School – Complete restroom gut and remodel  
Thomas Jefferson Elementary School – New storefront doors, fencing, concrete walkways  
Madison Elementary School – New storefront doors, administration office alterations, fencing  
John W. North High School – Administration office alterations, fencing, concrete walkways

Phase II

Bryant Elementary School – Administration office alterations, fencing  
Castle View Elementary School – Concrete walkways, handrails, fencing



Magnolia Elementary School – New storefront doors, concrete walkways, fencing  
Central Middle School – Fencing  
Sierra Middle School – New storefront doors, fencing  
Arlington High School – Administration office alterations, new door, fencing

Phase III

John Adams Elementary School – Fencing  
Benjamin Franklin Elementary School – Fencing  
Fremont Elementary School – Fencing  
Harrison Elementary School – Fencing  
John F. Kennedy Elementary School – Fencing  
Henry W. Longfellow Elementary School – Fencing  
Madison Elementary School – Fencing  
Tomás Rivera Elementary School – Fencing  
William Howard Taft Elementary School – Fencing  
University Heights Middle School – Fencing  
Sunshine Early Childhood Center School – Fencing  
Riverside STEM Academy School – Fencing



Adams New Storefront and Gates



Arlington High New Gates



Highland New Storefront

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
MAINTENANCE & OPERATIONS**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 10, 2014  
***Energy Efficiency Projects***

*General Information:*

- ❑ Account Number: 21-716-9911-4-0000-8500-XXXX-XX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$1,000,000
- ❑ Amount Encumbered: \$ 55,000
- ❑ Amount Expended: \$ 2,514
- ❑ Construction Duration: Start Date: TBD      Completion Date: TBD
- ❑ Percent Complete: 1%
- ❑ Current Activities: Planning.

*Scope of Work:*

Projects include led and T-5 lighting retrofits in gymnasiums, theaters, and parking lots; gymnasium HVAC replacements; and minor energy management system upgrades at various sites. Development of construction documents is ongoing.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
PLANNING AND DEVELOPMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 10, 2014  
***Measure B Contingency***

General Information:

- ❑ Account Number: 21-XXX-XXXX-0-0000-XXXX-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount: \$1,000,000
- ❑ Amount Encumbered: \$
- ❑ Amount Expended: \$ 557,667
- ❑ Construction Duration: Start Date: 1/1/2013 Completion Date: TBD
- ❑ Percent Complete: 56%
- ❑ Current Activities: The Arlington High School Sam Pecchia Memorial, Victoria Elementary School Parking Lot, and Parking Lot Lighting projects have been completed.

Scope of Work:

To date, funds have been transferred from Measure B contingency to support the completion of the following projects:

Project Budget Amount	\$1,000,000
Riverside Polytechnic High School Athletics Facilities Master Plan	(\$ 240,000)
John W. North High School Athletics Facilities Master Plan	(\$ 26,082)
Arlington High School Athletics Facilities Master Plan	(\$ 230,000)
Arlington High School Sam Pecchia Memorial	(\$ 55,000)
Victoria Elementary School Parking Lot	(\$ 3,085)
Parking Lot Lighting	(\$ 3,500)
Balance	<u>\$ 442,333</u>



Arlington High School Sam Pecchia Memorial



Victoria Elementary School Parking Lot

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
OPERATIONS DIVISION  
FACILITIES PROJECTS DEPARTMENT**

***MEASURE B CITIZENS' OVERSIGHT COMMITTEE***

Project Status Report

September 10, 2014

***Parking Lot Lighting, Priority A***

General Information:

- ❑ Account Number: 21-797-9911-0-0000-8500-XXXX
- ❑ Funding Source: 100% Measure B
- ❑ Project Budget Amount \$256,000
- ❑ Amount Encumbered: \$0
- ❑ Amount Expended: \$259,500
- ❑ Construction Duration Start Date: 7/18/2013 Completion Date: 8/27/2014
- ❑ Percent Complete: 100%
- ❑ Current Activities: The project is complete.

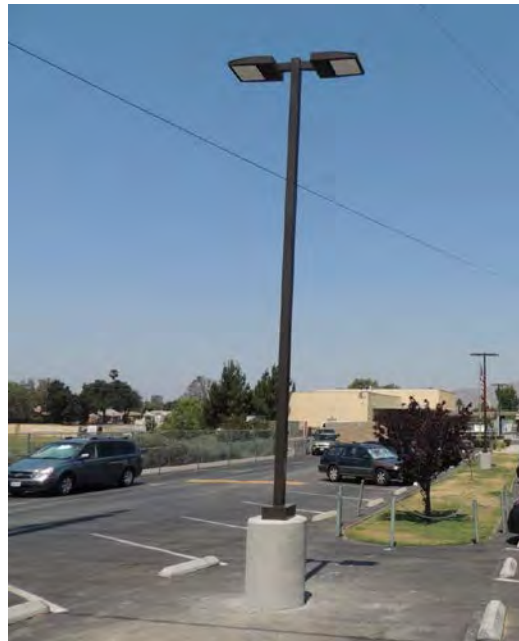
Scope of Work:

Install parking lot lighting at the following schools: Central Middle School, Emerson Elementary School, Fremont Elementary School, and Madison Elementary School.

Expenditures exceeded the Budget because a large Change Order was required due to existing conditions.



Completed Light Pole at  
Emerson Elementary School



Completed Light Pole at  
Fremont Elementary School

**Riverside Unified School District**

**Measure B Projects with Extended Completion Dates**

**September 2014**



RIVERSIDE UNIFIED SCHOOL DISTRICT  
CITIZENS' OVERSIGHT COMMITTEE

Measure B Projects with Extended Completion Dates

September 10, 2014

This report is provided at the request of the COC concerning Measure B projects that have exceeded the budget or have extended beyond the scheduled completion date. As noted in prior years, a few projects were completed beyond the scheduled duration, but in all cases the operation of the schools was unaffected.

Provided below is a list and summary of Measure B projects that have not met the original completion date. The summary offers an explanation of the delay and any impact due to the extended completion date.

**Completed Projects**

***Hawthorne Elementary School Relocation***

Budget Status: At Budget                      Schedule Status: 100% Complete (Two week delay)

The project was slowed due to contractor delays. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Highland – Modernization J***

Budget Status: At Budget                      Schedule Status: 100% Complete (Six week delay)

The project was slowed due to utility errors and corrections on the part of the architect. No mitigation of the delay was expected as there was no adverse impact to the operation of the school or to the project budget.

***Liberty – Modernization J***

Budget Status: At Budget                      Schedule Status: 100% Complete (Four week delay)

The project was slowed due to contractor resources allocated to the larger Ramona project which was part of the bid package. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Magnolia – Landscape and Irrigation***

Budget Status: At Budget                      Schedule Status: 100% Complete (Six week delay)

The project was slowed due to contractor delays. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Castle View – Modernization Project H***

Budget Status: Under Budget                      Schedule Status: 100% Complete (One week delay)

The project was slowed due to contractor and architect delays. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Magnolia – Modernization Project H***

Budget Status: Under Budget      Schedule Status: 100% Complete (Two week delay)

The project was slowed due to contractor and architect delays. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Washington – Modernization Project H***

Budget Status: Under Budget      Schedule Status: 100% Complete (Eight week delay)

The project was extended due to an overlooked additional phase of construction. The project schedule was extended at no cost to contractors; however, consultant costs increased slightly. These increases were easily covered by the contingency in the project budget. There were no occupancy concerns arising from this delay. No mitigation of the delay was necessary.

***Mountain View – Modernization J***

Budget Status: At Budget      Schedule Status: 100% Complete (Three week delay)

The project was slowed due to DSA secondary review of the project components. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***University – Modernization***

Budget Status: Under Budget      Schedule Status: 100% Complete (Three week delay)

The project was slowed due to contractor delays. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Victoria – Modernization J***

Budget Status: At Budget      Schedule Status: 100% Complete (Four week delay)

The project was slowed due to DSA secondary review of the project components. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Frank Augustus Miller Middle School***

Budget Status: At Budget      Schedule Status: 100% Complete (Nine month delay)

After the opening of the school the need became apparent for an overhang at the Attendance window and additional fencing, which needed to be included in the DSA project. The extended time is for the design, DSA approval, bidding, fabrication, and installation of these additional items. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Mountain View – Wing Addition and Modernization K***

Budget Status: Under Budget      Schedule Status: 100% Complete (Four week delay)

The project has been extended due to inclement weather and unforeseen existing conditions within the administration office requiring structural review and design and contractor delays. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Pachappa – Modernization Project K***

Budget Status: Under Budget      Schedule Status: 100% Complete (Four week delay)

The project has been extended due to unforeseen existing conditions within the administration office requiring structural review and design. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Emerson – Modernization Project K***

Budget Status: Under Budget      Schedule Status: 100% Complete (Four month delay)

The project has been extended to add landscaping at the relocated portable classrooms. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Pachappa – Classroom Wing Addition***

Budget Status: Under Budget      Schedule Status: 100% Complete (Six month delay)

The project has been extended to add field irrigation, interior landscape repairs, a drinking fountain, and site lighting. No mitigation of the delay was necessary as there was no adverse impact to the operation of the school or to the project budget.

***Restroom Upgrades***

Budget Status: Over Budget      Schedule Status: 100% Complete (One month delay)

The project has been extended due to adverse unknown existing conditions encountered on two of the seven restrooms of the project. Interim arrangements have been made at those sites to defray adverse impacts to the operation; however the additional time needed and existing conditions encountered has resulted in an anticipated increase in budget.

***Ramona High School Athletic Facilities Master Plan***

Budget Status: Under Budget      Schedule Status: 100% Complete (Seven month delay)

The project got a late start waiting to see how the other projects came in budget-wise, but finished on schedule for the actual construction duration. The delay has caused no adverse impact to the operation of the school or to the project budget.

***Emerson – Classroom Wing Addition***

Budget Status: At Budget      Schedule Status: 100% Complete (28 month delay)

The project was extended to add drive gates and landscaping at the Special Ed classrooms, repair landscaping in front of the school, and to perform ADA modifications to the front walkway. No mitigation of the delay is necessary as there has been no adverse impact to the operation of the school or to the project budget.

***Poly – Athletic Facilities Master Plan***

Budget Status: At Budget      Schedule Status: 100% Complete (1 month delay)

The project was extended to complete playfield repairs where the former construction lay-down yard was at the JV soccer and softball fields. No mitigation of the delay is necessary as there has been no adverse impact to the operation of the school or to the project budget.

## **Projects Still in Process**

### ***Monroe - ADA Restrooms II – Upgrade***

Budget Status: At Budget                      Schedule Status: 100% Complete (1 month delay)

The project has been extended due to adverse unknown existing conditions encountered. The restrooms are in use and the delay has caused no adverse impact to the operation of the school or to the project budget.

### ***Various Sites - Campus Access Control/Security***

Budget Status: At Budget                      Schedule Status: 99% Complete (1 month delay)

The project has been extended due to unknown existing conditions encountered. The sites are in use and the delay has caused no adverse impact to the operation of the school or to the project budget.

### ***John W. North High School - Athletic Facilities Master Plan***

Budget Status: At Budget                      Schedule Status: 99% Complete (4 month delay)

The project has been extended to install a booster pump for the field cooling system, as design pressure proved to be inadequate for complete coverage on the football field. The facilities are in use and the delay has caused no adverse impact to the operation of the school or to the project budget.

**Riverside Unified School District**

**Project Financial Reports**

**June 2014**



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		ADA	ADA	ADA	Adams ES	Alcott ES
		Restrooms	Restrooms II	Transition	Mod - Group J	Mod - Group J
<b>ORIGINAL FUNDING</b>		<b>1,000,000</b>	<b>500,000</b>	<b>19,000</b>	<b>1,227,624</b>	<b>1,250,933</b>
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	669,232	750,560
35	State Fund SFP - Interest	0	0	0	21,126	39,060
35	Project Savings	0	0	0	0	-163,829
21	Building Fund (Measure B)	1,230,155	500,000	19,000	446,155	500,373
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	0	0	-109,219
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		<b>1,230,155</b>	<b>500,000</b>	<b>19,000</b>	<b>1,136,513</b>	<b>1,016,946</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	4,500
B	Planning	136,773	68,398	19,000	148,752	132,125
C	Construction	1,016,948	409,423	0	947,616	763,888
D	Testing	21,337	7,113	0	5,551	11,000
E	Inspection	55,097	15,066	0	11,732	90,154
F	Furniture & Equipment (F&E)	0	0	0	22,862	15,279
<b>Estimated Project Cost</b>		<b>1,230,155</b>	<b>500,000</b>	<b>19,000</b>	<b>1,136,513</b>	<b>1,016,946</b>
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		<b>1,230,155</b>	<b>500,000</b>	<b>19,000</b>	<b>1,136,513</b>	<b>1,016,946</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	141,659	48,767	19,000	137,547	131,726
C	Construction	989,587	76,590	0	935,899	817,133
D	Testing	4,232	0	0	4,959	7,339
E	Inspection	48,577	163	0	11,492	45,036
F	Furniture & Equipment (F&E)	1,714	0	0	22,862	15,712
<b>Total Expenditures</b>		<b>1,185,769</b>	<b>125,520</b>	<b>19,000</b>	<b>1,112,759</b>	<b>1,016,946</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	3,633	0	0	0
C	Construction	0	38,650	0	0	0
D	Testing	0	6,273	0	0	0
E	Inspection	0	12,224	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>0</b>	<b>60,781</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	141,659	52,401	19,000	137,547	131,726
C	Construction	989,587	115,240	0	935,899	817,133
D	Testing	4,232	6,273	0	4,959	7,339
E	Inspection	48,577	12,388	0	11,492	45,036
F	Furniture & Equipment (F&E)	1,714	0	0	22,862	15,712
<b>Total Expenditures &amp; Commitments</b>		<b>1,185,769</b>	<b>186,302</b>	<b>19,000</b>	<b>1,112,759</b>	<b>1,016,946</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>-</b>	<b>-</b>	<b>0</b>	<b>114,865</b>	<b>233,987</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		ADA	ADA	ADA	Adams ES	Alcott ES
		Restrooms	Restrooms II	Transition	Mod - Group J	Mod - Group J
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	3	3	1	2	2
	<b>Total Funding Appropriations</b>	<b>1,230,155</b>	<b>500,000</b>	<b>19,000</b>	<b>446,155</b>	<b>391,154</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	141,659	48,767	19,000	122,176	121,332
C	Construction	989,587	76,590	0	304,917	237,923
D	Testing	4,232	0	0	0	6,318
E	Inspection	48,577	163	0	9,180	24,763
F	Furniture & Equipment (F&E)	1,714	0	0	381	819
	<b>Total Expenditures</b>	<b>1,185,769</b>	<b>125,520</b>	<b>19,000</b>	<b>436,653</b>	<b>391,154</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	3,633	0	0	0
C	Construction	0	38,650	0	0	0
D	Testing	0	6,273	0	0	0
E	Inspection	0	12,224	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>60,781</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	141,659	52,401	19,000	122,176	121,332
C	Construction	989,587	115,240	0	304,917	237,923
D	Testing	4,232	6,273	0	0	6,318
E	Inspection	48,577	12,388	0	9,180	24,763
F	Furniture & Equipment (F&E)	1,714	0	0	381	819
	<b>Total Expenditures &amp; Commitments</b>	<b>1,185,769</b>	<b>186,302</b>	<b>19,000</b>	<b>436,653</b>	<b>391,154</b>
	<b>Balance</b>	<b>44,386</b>	<b>313,698</b>	<b>0</b>	<b>9,502</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Arlington HS	Arlington HS	Arlington HS	Arlington HS	Bryant ES
		Athletic Facilities	M&O Athletic	Mod - Group F	Science Wing	2-Stry CR/Lib
<b>ORIGINAL FUNDING</b>		<b>11,507,241</b>	<b>252,770</b>	<b>10,520,371</b>	<b>4,717,212</b>	<b>5,611,712</b>
<b>FUND FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	0	244,186
35	State Fund SFP	0	0	8,416,297	2,377,754	3,089,980
35	State Fund SFP - Interest	0	0	268,356	80,736	213,536
35	Project Savings	0	0	-2,003,656	-68,884	-729,841
21	Building Fund (Measure B)	1,071,981	15,831	2,104,074	2,377,754	3,572,123
21	Building Fund (Measure B) - Interest	8,053,859	0	0	0	0
21	Project Savings	0	0	-500,914	-422,786	-681,533
xx	Other	2,922,288	394,432	0	0	31,520
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		<b>12,048,128</b>	<b>410,263</b>	<b>8,284,157</b>	<b>4,344,574</b>	<b>5,739,971</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	927,277	35,371	715,386	344,928	455,277
C	Construction	10,710,964	373,780	6,703,195	3,720,242	5,022,214
D	Testing	193,805	0	58,353	60,000	60,000
E	Inspection	169,466	1,112	151,280	166,264	124,769
F	Furniture & Equipment (F&E)	46,616	0	655,943	53,140	77,710
<b>Estimated Project Cost</b>		<b>12,048,128</b>	<b>410,263</b>	<b>8,284,157</b>	<b>4,344,574</b>	<b>5,739,971</b>
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		<b>12,048,128</b>	<b>410,263</b>	<b>8,284,157</b>	<b>4,344,574</b>	<b>5,739,971</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	919,918	35,371	715,386	299,210	514,246
C	Construction	10,699,548	373,780	6,703,195	3,929,266	5,003,805
D	Testing	183,569	0	58,353	71,998	21,736
E	Inspection	159,466	0	151,280	5,764	123,481
F	Furniture & Equipment (F&E)	46,742	1,112	655,943	38,337	76,703
<b>Total Expenditures</b>		<b>12,009,242</b>	<b>410,263</b>	<b>8,284,157</b>	<b>4,344,574</b>	<b>5,739,971</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	919,918	35,371	715,386	299,210	514,246
C	Construction	10,699,548	373,780	6,703,195	3,929,266	5,003,805
D	Testing	183,569	0	58,353	71,998	21,736
E	Inspection	159,466	0	151,280	5,764	123,481
F	Furniture & Equipment (F&E)	46,742	1,112	655,943	38,337	76,703
<b>Total Expenditures &amp; Commitments</b>		<b>12,009,243</b>	<b>410,263</b>	<b>8,284,157</b>	<b>4,344,574</b>	<b>5,739,971</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>-</b>	<b>-157,493</b>	<b>2,236,214</b>	<b>372,638</b>	<b>-128,259</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Arlington HS Athletic Facilities	Arlington HS M&O Athletic	Arlington HS Mod - Group F	Arlington HS Science Wing	Bryant ES 2-Stry CR/Lib
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	3	3	1	1	1
	<b>Total Funding Appropriations</b>	<b>9,125,840</b>	<b>15,831</b>	<b>1,603,160</b>	<b>1,954,968</b>	<b>2,890,590</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	727,275	0	0	226,841	419,650
C	Construction	8,106,726	15,831	1,464,321	1,642,377	2,358,344
D	Testing	96,585	0	0	12,911	16,449
E	Inspection	159,466	0	0	61,254	96,147
F	Furniture & Equipment (F&E)	0	0	138,838	11,584	0
	<b>Total Expenditures</b>	<b>9,090,052</b>	<b>15,831</b>	<b>1,603,159</b>	<b>1,954,968</b>	<b>2,890,590</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	727,275	0	0	226,841	419,650
C	Construction	8,106,726	15,831	1,464,321	1,642,377	2,358,344
D	Testing	96,585	0	0	12,911	16,449
E	Inspection	159,466	0	0	61,254	96,147
F	Furniture & Equipment (F&E)	0	0	138,838	11,584	0
	<b>Total Expenditures &amp; Commitments</b>	<b>9,090,052</b>	<b>15,831</b>	<b>1,603,159</b>	<b>1,954,968</b>	<b>2,890,590</b>
	<b>Balance</b>	<b>35,788</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

	Campus Access	Castle View ES	Castle View ES	Castle View ES	Central MS
	Control/Security	Mod - Group H	Landscape	Parking Lot	Fencing Repair
<b>ORIGINAL FUNDING</b>	<b>2,930,462</b>	<b>3,025,953</b>	<b>100,000</b>	<b>75,000</b>	<b>22,027</b>
<b>FUND FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0
35	State Fund SFP	0	1,622,834	0	0
35	State Fund SFP - Interest	0	28,956	0	0
35	Project Savings	671,879	0	0	0
21	Building Fund (Measure B)	2,018,280	1,464,071	376,664	107,764
21	Building Fund (Measure B) - Interest	0	0	0	0
21	Project Savings	240,303	0	0	0
xx	Other	0	43,188	0	0
xx	Community Facilities District	0	0	0	0
	<b>Total Project Funding</b>	<b>2,930,462</b>	<b>3,159,048</b>	<b>376,664</b>	<b>107,764</b>
<b>BUDGET-ALL FUNDS</b>					
A	Site	0	0	0	0
B	Planning	1,204,527	363,451	27,567	27,551
C	Construction	1,476,325	2,692,871	349,097	74,559
D	Testing	38,000	1,699	0	2,833
E	Inspection	50,053	50,558	0	2,821
F	Furniture & Equipment (F&E)	0	50,469	0	0
	<b>Estimated Project Cost</b>	<b>2,768,905</b>	<b>3,159,048</b>	<b>376,664</b>	<b>107,764</b>
G	Project Contingency	161,557	0	0	0
	<b>Total Project Budget</b>	<b>2,930,462</b>	<b>3,159,048</b>	<b>376,664</b>	<b>107,764</b>
<b>PROJECT STATUS - ALL FUNDS</b>					
<b>EXPENDITURES AS OF 06/30/14</b>					
A	Site	0	0	0	0
B	Planning	339,790	352,089	27,567	27,630
C	Construction	335,908	2,690,161	349,097	74,481
D	Testing	0	16,060	0	2,833
E	Inspection	18,074	50,270	0	2,821
F	Furniture & Equipment (F&E)	0	50,469	0	0
	<b>Total Expenditures</b>	<b>693,772</b>	<b>3,159,048</b>	<b>376,664</b>	<b>107,764</b>
<b>COMMITMENTS AS OF 10/31/14</b>					
A	Site	0	0	0	0
B	Planning	47,572	0	0	0
C	Construction	272,215	0	0	0
D	Testing	26,479	0	0	0
E	Inspection	5	0	0	0
F	Furniture & Equipment (F&E)	25,154	0	0	0
	<b>Total Commitments</b>	<b>371,424</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>					
A	Site	0	0	0	0
B	Planning	387,362	352,089	27,567	27,630
C	Construction	608,122	2,690,161	349,097	74,481
D	Testing	26,479	16,060	0	2,833
E	Inspection	18,079	50,270	0	2,821
F	Furniture & Equipment (F&E)	25,154	50,469	0	0
	<b>Total Expenditures &amp; Commitments</b>	<b>1,065,196</b>	<b>3,159,048</b>	<b>376,664</b>	<b>107,764</b>
	<b>(Over)/Under Original Funding<sup>A</sup></b>	<b>-</b>	<b>-133,095</b>	<b>-276,664</b>	<b>-32,764</b>



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Campus Access	Castle View ES	Castle View ES	Castle View ES	Central MS
		Control/Security	Mod - Group H	Landscape	Parking Lot	Fencing Repair
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	3	1	2	3	1
	<b>Total Funding Appropriations</b>	<b>2,258,583</b>	<b>1,464,071</b>	<b>376,664</b>	<b>107,764</b>	<b>25,788</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	67,987	183,510	27,567	27,630	3,796
C	Construction	335,908	1,177,584	349,097	74,481	21,992
D	Testing	0	16,060	0	2,833	0
E	Inspection	18,074	50,270	0	2,821	0
F	Furniture & Equipment (F&E)	0	36,648	0	0	0
	<b>Total Expenditures</b>	<b>421,969</b>	<b>1,464,071</b>	<b>376,664</b>	<b>107,764</b>	<b>25,788</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	258,927	0	0	0	0
D	Testing	26,479	0	0	0	0
E	Inspection	5	0	0	0	0
F	Furniture & Equipment (F&E)	23,608	0	0	0	0
	<b>Total Commitments</b>	<b>309,020</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	67,987	183,510	27,567	27,630	3,796
C	Construction	594,835	1,177,584	349,097	74,481	21,992
D	Testing	26,479	16,060	0	2,833	0
E	Inspection	18,079	50,270	0	2,821	0
F	Furniture & Equipment (F&E)	23,608	36,648	0	0	0
	<b>Total Expenditures &amp; Commitments</b>	<b>730,989</b>	<b>1,464,071</b>	<b>376,664</b>	<b>107,764</b>	<b>25,788</b>
	<b>Balance</b>	<b>1,527,595</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

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Commitments as of 10/31/14

		Central MS	Central MS	Central MS	Chemawa MS	Chemawa MS
		Mod - Group J	Multi-Purpose	Wing Addn	Group J Mod	Wing Addn
<b>ORIGINAL FUNDING</b>		1,936,193	9,970,314	5,849,079	4,506,837	4,777,404
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	876,642	1,176,738	2,858,708	2,379,513	2,388,702
35	State Fund SFP - Interest	13,633	0	133,061	78,398	133,106
35	Project Savings	98,024	0	0	-403,993	0
21	Building Fund (Measure B)	508,896	4,896,302	1,868,337	1,586,342	2,388,702
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	24,413	0	0	-183,798	0
xx	Other	0	0	0	0	0
xx	Community Facilities District	379,689	2,602,026	990,371	0	0
<b>Total Project Funding</b>		1,901,296	8,675,066	5,850,477	3,456,463	4,910,510
<b>BUDGET-ALL FUNDS</b>						
A	Site	11,667	0	0	11,667	0
B	Planning	205,899	702,813	340,527	458,651	276,872
C	Construction	1,536,489	7,509,179	5,167,708	2,773,881	4,417,277
D	Testing	22,701	106,810	14,732	90,702	20,338
E	Inspection	68,288	196,091	73,119	68,288	73,633
F	Furniture & Equipment (F&E)	56,253	160,173	254,391	53,274	122,390
<b>Estimated Project Cost</b>		1,901,296	8,675,066	5,850,477	3,456,463	4,910,510
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		1,901,296	8,675,066	5,850,477	3,456,463	4,910,510
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	201,644	692,605	328,490	351,953	269,684
C	Construction	1,609,505	7,508,688	4,443,361	2,910,027	3,236,448
D	Testing	23,697	117,510	14,732	19,835	20,338
E	Inspection	36,090	196,091	73,119	67,426	73,633
F	Furniture & Equipment (F&E)	30,360	160,173	248,022	50,838	74,678
<b>Total Expenditures</b>		1,901,296	8,675,066	5,107,724	3,400,079	3,674,782
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	201,644	692,605	328,490	351,953	269,684
C	Construction	1,609,505	7,508,688	4,443,361	2,910,027	3,236,448
D	Testing	23,697	117,510	14,732	19,835	20,338
E	Inspection	36,090	196,091	73,119	67,426	73,633
F	Furniture & Equipment (F&E)	30,360	160,173	248,022	50,838	74,678
<b>Total Expenditures &amp; Commitments</b>		1,901,296	8,675,066	5,107,724	3,400,079	3,674,782
<b>(Over)/Under Original Funding<sup>A</sup></b>		34,897	1,295,248	741,355	1,106,758	1,102,622

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

21	MEASURE B - BUILDING FUND	Central MS	Central MS	Central MS	Chemawa MS	Chemawa MS
		Mod - Group J	Multi-Purpose	Wing Addn	Group J Mod	Wing Addn
	Issuance	2	3	2	2	2
	<b>Total Funding Appropriations</b>	<b>533,309</b>	<b>4,896,302</b>	<b>1,868,337</b>	<b>1,402,544</b>	<b>2,388,702</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	176,315	141,400	315,852	304,111	269,551
C	Construction	331,217	4,324,447	1,017,769	991,178	1,368,525
D	Testing	10,096	114,561	14,732	8,727	20,338
E	Inspection	9,530	169,095	73,119	9,392	73,633
F	Furniture & Equipment (F&E)	6,150	146,800	75,488	15,172	38,791
	<b>Total Expenditures</b>	<b>533,309</b>	<b>4,896,302</b>	<b>1,496,960</b>	<b>1,328,581</b>	<b>1,770,838</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	176,315	141,400	315,852	304,111	269,551
C	Construction	331,217	4,324,447	1,017,769	991,178	1,368,525
D	Testing	10,096	114,561	14,732	8,727	20,338
E	Inspection	9,530	169,095	73,119	9,392	73,633
F	Furniture & Equipment (F&E)	6,150	146,800	75,488	15,172	38,791
	<b>Total Expenditures &amp; Commitments</b>	<b>533,309</b>	<b>4,896,302</b>	<b>1,496,960</b>	<b>1,328,581</b>	<b>1,770,838</b>
	<b>Balance</b>	<b>0</b>	<b>0</b>	<b>371,377</b>	<b>73,964</b>	<b>617,864</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Communication System	District-Wide ADA Survey	Earhart MS Health Office	Elementary School #34	Emerson ES Group J Mod
<b>ORIGINAL FUNDING</b>		2,190,357	179,500	10,000	270,523	830,335
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	0	498,201
35	State Fund SFP - Interest	0	0	0	0	18,093
35	Project Savings	0	0	0	0	-109,509
21	Building Fund (Measure B)	2,915,373	179,500	7,147	270,523	332,134
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	0	0	-79,594
xx	Other	5,061,159	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		7,976,533	179,500	7,147	270,523	659,325
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	130,914	0
B	Planning	117,021	0	1,200	139,502	95,595
C	Construction	7,839,785	179,500	5,947	107	528,768
D	Testing	0	0	0	0	4,091
E	Inspection	0	0	0	0	18,726
F	Furniture & Equipment (F&E)	19,726	0	0	0	12,145
<b>Estimated Project Cost</b>		7,976,533	179,500	7,147	270,523	659,325
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		7,976,533	179,500	7,147	270,523	659,325
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	130,914	0
B	Planning	117,021	0	7,147	139,609	98,912
C	Construction	7,839,785	179,500	0	0	508,053
D	Testing	0	0	0	0	4,091
E	Inspection	0	0	0	0	18,727
F	Furniture & Equipment (F&E)	19,726	0	0	0	12,145
<b>Total Expenditures</b>		7,976,533	179,500	7,147	270,523	641,926
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	130,914	0
B	Planning	117,021	0	7,147	139,609	98,912
C	Construction	7,839,785	179,500	0	0	508,053
D	Testing	0	0	0	0	4,091
E	Inspection	0	0	0	0	18,727
F	Furniture & Equipment (F&E)	19,726	0	0	0	12,145
<b>Total Expenditures &amp; Commitments</b>		7,976,533	179,500	7,147	270,523	641,926
<b>(Over)/Under Original Funding<sup>A</sup></b>		-5,786,176	0	2,853	0	188,409

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Communication System	District-Wide ADA Survey	Earhart MS Health Office	Elementary School #34	Emerson ES Group J Mod
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	2	3	1	2	2
	<b>Total Funding Appropriations</b>	<b>2,915,373</b>	<b>179,500</b>	<b>7,147</b>	<b>270,523</b>	<b>252,540</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	130,914	0
B	Planning	112,137	0	1,200	139,609	97,106
C	Construction	2,794,890	179,500	5,947	0	134,854
D	Testing	0	0	0	0	4,091
E	Inspection	0	0	0	0	1,338
F	Furniture & Equipment (F&E)	8,347	0	0	0	12,145
	<b>Total Expenditures</b>	<b>2,915,373</b>	<b>179,500</b>	<b>7,147</b>	<b>270,523</b>	<b>249,533</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	130,914	0
B	Planning	112,137	0	1,200	139,609	97,106
C	Construction	2,794,890	179,500	5,947	0	134,854
D	Testing	0	0	0	0	4,091
E	Inspection	0	0	0	0	1,338
F	Furniture & Equipment (F&E)	8,347	0	0	0	12,145
	<b>Total Expenditures &amp; Commitments</b>	<b>2,915,373</b>	<b>179,500</b>	<b>7,147</b>	<b>270,523</b>	<b>249,533</b>
	<b>Balance</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,007</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Emerson ES Mod - Group K	Emerson ES Wing Addn	Energy Efficiency Projects	Energy Mgmt Systems Upgrades	Frank A. Miller MS Middle School
<b>ORIGINAL FUNDING</b>		782,322	7,514,272	1,000,000	1,207,500	54,047,026
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	634,080	2,696,431	0	0	20,294,726
35	State Fund SFP - Interest	0	952	0	0	219,302
35	Project Savings	71,603	0	0	0	0
21	Building Fund (Measure B)	422,720	173,004	1,000,000	1,127,996	6,243,980
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	32,658	0	0	0	0
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	3,842,539	0	0	19,238,308
<b>Total Project Funding</b>		1,161,061	6,712,927	1,000,000	1,127,996	45,996,316
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	10,093,907
B	Planning	168,395	555,095	100,000	9,403	2,512,548
C	Construction	965,471	5,747,436	730,699	1,100,696	30,892,988
D	Testing	980	101,727	35,000	0	164,777
E	Inspection	25,955	153,975	35,000	0	529,269
F	Furniture & Equipment (F&E)	260	154,694	0	17,898	1,802,827
<b>Estimated Project Cost</b>		1,161,061	6,712,927	900,699	1,127,996	45,996,316
G	Project Contingency	0	0	99,301	0	0
<b>Total Project Budget</b>		1,161,061	6,712,927	1,000,000	1,127,996	45,996,316
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	10,088,732
B	Planning	168,395	548,328	2,514	9,403	2,297,413
C	Construction	965,472	5,754,232	0	1,100,696	31,116,826
D	Testing	980	101,727	0	0	164,777
E	Inspection	25,955	153,975	0	0	529,269
F	Furniture & Equipment (F&E)	260	154,665	0	17,898	1,799,299
<b>Total Expenditures</b>		1,161,061	6,712,927	2,514	1,127,996	45,996,316
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	55,000	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	55,000	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	10,088,732
B	Planning	168,395	548,328	57,514	9,403	2,297,413
C	Construction	965,472	5,754,232	0	1,100,696	31,116,826
D	Testing	980	101,727	0	0	164,777
E	Inspection	25,955	153,975	0	0	529,269
F	Furniture & Equipment (F&E)	260	154,665	0	17,898	1,799,299
<b>Total Expenditures &amp; Commitments</b>		1,161,061	6,712,927	57,514	1,127,996	45,996,316
<b>(Over)/Under Original Funding<sup>A</sup></b>		-378,739	801,345	-	-	8,050,710

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Emerson ES Mod - Group K	Emerson ES Wing Addn	Energy Efficiency Projects	Energy Mgmt Systems Upgrades	Frank A. Miller MS Middle School
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	3	3	3	3	1
	<b>Total Funding Appropriations</b>	<b>455,378</b>	<b>173,004</b>	<b>1,000,000</b>	<b>1,127,996</b>	<b>6,243,980</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	734
B	Planning	124,994	18,171	2,514	9,403	525,953
C	Construction	303,190	152,654	0	1,100,696	4,664,243
D	Testing	980	998	0	0	159,219
E	Inspection	25,955	1,211	0	0	431,189
F	Furniture & Equipment (F&E)	260	-29	0	17,898	462,642
	<b>Total Expenditures</b>	<b>455,378</b>	<b>173,004</b>	<b>2,514</b>	<b>1,127,996</b>	<b>6,243,980</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	55,000	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>55,000</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	734
B	Planning	124,994	18,171	57,514	9,403	525,953
C	Construction	303,190	152,654	0	1,100,696	4,664,243
D	Testing	980	998	0	0	159,219
E	Inspection	25,955	1,211	0	0	431,189
F	Furniture & Equipment (F&E)	260	-29	0	17,898	462,642
	<b>Total Expenditures &amp; Commitments</b>	<b>455,378</b>	<b>173,004</b>	<b>57,514</b>	<b>1,127,996</b>	<b>6,243,980</b>
	<b>Balance</b>	<b>0</b>	<b>0</b>	<b>942,486</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Frank A. Miller MS	Fremont ES	Fremont ES	Fremont ES	Gage MS
		Wing Addn	Electrical	Mod - Group G	Multi-Purpose	Mod - Group G
<b>ORIGINAL FUNDING</b>		<b>3,336,590</b>	<b>186,970</b>	<b>2,315,145</b>	<b>3,904,669</b>	<b>3,678,557</b>
<b>FUND FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	1,018,076	0
35	State Fund SFP	2,302,438	0	1,852,116	0	2,911,316
35	State Fund SFP - Interest	0	0	51,074	0	60,674
35	Project Savings	0	0	-313,764	0	-499,956
21	Building Fund (Measure B)	0	57,640	463,029	2,628,073	727,829
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	-78,441	0	-124,989
xx	Other	0	0	0	0	0
xx	Community Facilities District	3,708,090	0	0	0	0
<b>Total Project Funding</b>		<b>6,010,528</b>	<b>57,640</b>	<b>1,974,015</b>	<b>3,646,149</b>	<b>3,074,873</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	349,499	6,430	199,402	301,792	330,343
C	Construction	3,070,605	51,210	1,617,861	3,219,979	2,509,969
D	Testing	50,000	0	38,015	21,259	40,842
E	Inspection	164,000	0	47,109	84,424	52,602
F	Furniture & Equipment (F&E)	207,815	0	71,628	18,695	141,117
<b>Estimated Project Cost</b>		<b>3,841,919</b>	<b>57,640</b>	<b>1,974,015</b>	<b>3,646,149</b>	<b>3,074,873</b>
G	Project Contingency	2,168,609	0	0	0	0
<b>Total Project Budget</b>		<b>6,010,528</b>	<b>57,640</b>	<b>1,974,015</b>	<b>3,646,149</b>	<b>3,074,873</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	289,322	6,430	200,597	301,609	330,404
C	Construction	2,836,343	51,210	1,616,665	3,215,790	2,509,794
D	Testing	20,345	0	47,109	22,395	40,974
E	Inspection	130,197	0	38,015	84,064	52,585
F	Furniture & Equipment (F&E)	207,815	0	71,628	22,291	141,117
<b>Total Expenditures</b>		<b>3,484,022</b>	<b>57,640</b>	<b>1,974,015</b>	<b>3,646,149</b>	<b>3,074,873</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	49,654	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>49,654</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	338,976	6,430	200,597	301,609	330,404
C	Construction	2,836,343	51,210	1,616,665	3,215,790	2,509,794
D	Testing	20,345	0	47,109	22,395	40,974
E	Inspection	130,197	0	38,015	84,064	52,585
F	Furniture & Equipment (F&E)	207,815	0	71,628	22,291	141,117
<b>Total Expenditures &amp; Commitments</b>		<b>3,533,676</b>	<b>57,640</b>	<b>1,974,015</b>	<b>3,646,149</b>	<b>3,074,873</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>-</b>	<b>129,330</b>	<b>341,130</b>	<b>258,520</b>	<b>603,684</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Frank A. Miller MS	Fremont ES	Fremont ES	Fremont ES	Gage MS
		Wing Addn	Electrical	Mod - Group G	Multi-Purpose	Mod - Group G
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	Not Bond	1	1	1	1
	<b>Total Funding Appropriations</b>	<b>0</b>	<b>57,640</b>	<b>384,588</b>	<b>2,628,073</b>	<b>602,840</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	6,296	59,413	301,609	41,296
C	Construction	0	51,344	237,547	2,220,027	503,725
D	Testing	0	0	17,577	22,395	20,583
E	Inspection	0	0	43,025	79,104	25,186
F	Furniture & Equipment (F&E)	0	0	27,026	4,937	12,050
	<b>Total Expenditures</b>	<b>0</b>	<b>57,640</b>	<b>384,588</b>	<b>2,628,073</b>	<b>602,840</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	0	6,296	59,413	301,609	41,296
C	Construction	0	51,344	237,547	2,220,027	503,725
D	Testing	0	0	17,577	22,395	20,583
E	Inspection	0	0	43,025	79,104	25,186
F	Furniture & Equipment (F&E)	0	0	27,026	4,937	12,050
	<b>Total Expenditures &amp; Commitments</b>	<b>0</b>	<b>57,640</b>	<b>384,588</b>	<b>2,628,073</b>	<b>602,840</b>
	<b>Balance</b>	<b>0<sup>B</sup></b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Harrison ES Electrical	Harrison ES Mod - Group G	Harrison ES Multi-Purpose	Hawthorne ES Elementary	Hawthorne ES Mod - Group J
<b>ORIGINAL FUNDING</b>		157,470	1,999,402	2,589,293	21,330,579	109,205
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	781,998	0	0
35	State Fund SFP	0	1,578,448	0	9,533,908	0
35	State Fund SFP - Interest	0	46,518	0	0	0
35	Project Savings	0	-475,245	0	2,429	0
21	Building Fund (Measure B)	58,435	394,612	1,697,051	8,906,733	110,279
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	-118,811	0	0	0
xx	Other	0	0	0	2,429	0
xx	Community Facilities District	0	0	0	2,195,959	0
<b>Total Project Funding</b>		58,435	1,425,522	2,479,049	20,641,458	110,279
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	1,034,245	0
B	Planning	5,796	164,241	212,380	1,287,794	109,215
C	Construction	52,638	1,147,813	2,171,882	17,524,587	1,064
D	Testing	0	17,884	20,659	74,453	0
E	Inspection	0	47,467	57,077	224,814	0
F	Furniture & Equipment (F&E)	0	48,117	17,052	495,565	0
<b>Estimated Project Cost</b>		58,435	1,425,522	2,479,049	20,641,458	110,279
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		58,435	1,425,522	2,479,049	20,641,458	110,279
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	1,034,245	4,600
B	Planning	5,796	162,841	212,380	1,278,874	104,615
C	Construction	52,638	1,149,705	2,171,882	17,533,478	584
D	Testing	0	17,170	20,659	71,469	0
E	Inspection	0	47,688	57,077	227,798	480
F	Furniture & Equipment (F&E)	0	48,117	17,052	495,593	0
<b>Total Expenditures</b>		58,435	1,425,522	2,479,049	20,641,457	110,279
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	1,034,245	4,600
B	Planning	5,796	162,841	212,380	1,278,874	104,615
C	Construction	52,638	1,149,705	2,171,882	17,533,478	584
D	Testing	0	17,170	20,659	71,469	0
E	Inspection	0	47,688	57,077	227,798	480
F	Furniture & Equipment (F&E)	0	48,117	17,052	495,593	0
<b>Total Expenditures &amp; Commitments</b>		58,435	1,425,522	2,479,049	20,641,457	110,279
<b>(Over)/Under Original Funding<sup>A</sup></b>		99,035	573,880	110,244	689,122	-1,074



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Harrison ES Electrical	Harrison ES Mod - Group G	Harrison ES Multi-Purpose	Hawthorne ES Elementary	Hawthorne ES Mod - Group J
<b>21</b>	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	1	1	1	2	2
	<b>Total Funding Appropriations</b>	<b>58,435</b>	<b>275,801</b>	<b>1,697,051</b>	<b>8,906,733</b>	<b>110,279</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	1,027,995	4,600
B	Planning	5,796	51,037	212,380	800,027	104,615
C	Construction	52,638	216,310	1,389,884	6,467,697	584
D	Testing	0	4,360	20,659	12,806	0
E	Inspection	0	600	57,077	102,614	480
F	Furniture & Equipment (F&E)	0	3,495	17,052	495,593	0
	<b>Total Expenditures</b>	<b>58,435</b>	<b>275,801</b>	<b>1,697,052</b>	<b>8,906,733</b>	<b>110,279</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	1,027,995	4,600
B	Planning	5,796	51,037	212,380	800,027	104,615
C	Construction	52,638	216,310	1,389,884	6,467,697	584
D	Testing	0	4,360	20,659	12,806	0
E	Inspection	0	600	57,077	102,614	480
F	Furniture & Equipment (F&E)	0	3,495	17,052	495,593	0
	<b>Total Expenditures &amp; Commitments</b>	<b>58,435</b>	<b>275,801</b>	<b>1,697,052</b>	<b>8,906,733</b>	<b>110,279</b>
	<b>Balance</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Highgrove ES	Highgrove ES	Highland ES	Hyatt ES	Hyatt ES
		Mod - Group J	Office	Mod - Group J	Mod - Group G	Multi-Purpose
<b>ORIGINAL FUNDING</b>		811,922	668,769	2,633,926	1,206,316	2,290,504
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	420,867	0	1,002,955	954,424	224,274
35	State Fund SFP - Interest	0	0	25,141	13,372	5,019
35	Project Savings	0	0	55,301	-26,690	0
21	Building Fund (Measure B)	289,907	250,000	1,624,735	238,606	2,031,731
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	13,825	-14,264	0
xx	Other	0	418,769	666,000	0	0
xx	Community Facilities District	100,000	0	0	0	0
<b>Total Project Funding</b>		810,774	668,769	3,387,957	1,165,448	2,261,024
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	2,800	0	0
B	Planning	120,154	12,838	344,421	147,368	179,945
C	Construction	659,111	616,797	2,845,047	944,465	1,990,999
D	Testing	3,258	6,702	22,154	13,340	16,151
E	Inspection	21,691	32,432	117,080	32,114	61,095
F	Furniture & Equipment (F&E)	6,560	0	56,455	28,161	12,834
<b>Estimated Project Cost</b>		810,774	668,769	3,387,957	1,165,448	2,261,024
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		810,774	668,769	3,387,957	1,165,448	2,261,024
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	120,904	12,838	335,120	147,368	179,945
C	Construction	659,286	616,797	2,876,444	914,101	1,990,999
D	Testing	3,258	6,702	19,997	13,340	16,151
E	Inspection	20,766	32,432	96,938	32,114	61,095
F	Furniture & Equipment (F&E)	6,560	0	59,458	28,161	12,834
<b>Total Expenditures</b>		810,774	668,769	3,387,957	1,135,084	2,261,024
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	120,904	12,838	335,120	147,368	179,945
C	Construction	659,286	616,797	2,876,444	914,101	1,990,999
D	Testing	3,258	6,702	19,997	13,340	16,151
E	Inspection	20,766	32,432	96,938	32,114	61,095
F	Furniture & Equipment (F&E)	6,560	0	59,458	28,161	12,834
<b>Total Expenditures &amp; Commitments</b>		810,774	668,769	3,387,957	1,135,084	2,261,024
<b>(Over)/Under Original Funding<sup>A</sup></b>		1,148	0	-754,031	71,232	29,480

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Highgrove ES	Highgrove ES	Highland ES	Hyatt ES	Hyatt ES
		Mod - Group J	Office	Mod - Group J	Mod - Group G	Multi-Purpose
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	2	1	2	1	1
	<b>Total Funding Appropriations</b>	<b>289,907</b>	<b>250,000</b>	<b>1,638,560</b>	<b>224,342</b>	<b>2,031,731</b>
	<b>PROJECT STATUS - BUILDING FUND</b>					
	<b>EXPENDITURES AS OF 06/30/14</b>					
A	Site	0	0	0	0	0
B	Planning	68,957	0	279,145	47,648	177,408
C	Construction	191,294	250,000	1,323,339	157,862	1,781,016
D	Testing	3,258	0	11,492	2,716	16,151
E	Inspection	19,866	0	16,229	9,816	55,385
F	Furniture & Equipment (F&E)	6,532	0	8,356	6,300	1,773
	<b>Total Expenditures</b>	<b>289,907</b>	<b>250,000</b>	<b>1,638,560</b>	<b>224,342</b>	<b>2,031,731</b>
	<b>COMMITMENTS AS OF 10/31/14</b>					
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>					
A	Site	0	0	0	0	0
B	Planning	68,957	0	279,145	47,648	177,408
C	Construction	191,294	250,000	1,323,339	157,862	1,781,016
D	Testing	3,258	0	11,492	2,716	16,151
E	Inspection	19,866	0	16,229	9,816	55,385
F	Furniture & Equipment (F&E)	6,532	0	8,356	6,300	1,773
	<b>Total Expenditures &amp; Commitments</b>	<b>289,907</b>	<b>250,000</b>	<b>1,638,560</b>	<b>224,342</b>	<b>2,031,731</b>
	<b>Balance</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Intrusion Locks Installation	Kennedy Elementary	King HS Aquatic Center	King HS Athletic Facilities	King HS Lunch Shelters
<b>ORIGINAL FUNDING</b>		<b>108,160</b>	<b>13,051,936</b>	<b>3,693,570</b>	<b>2,815,624</b>	<b>309,639</b>
<b>FUND FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	6,741,560	0	0	0
35	State Fund SFP - Interest	0	8,159	0	0	0
35	Project Savings	0	-145,680	0	0	1,445
21	Building Fund (Measure B)	108,160	0	3,677,045	2,815,624	345,958
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	0	0	0
xx	Other	0	-137,520	0	0	0
xx	Community Facilities District	0	6,741,560	0	0	0
<b>Total Project Funding</b>		<b>108,160</b>	<b>13,208,078</b>	<b>3,677,045</b>	<b>2,815,624</b>	<b>347,403</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	1,457,135	0	0	0
B	Planning	3,265	931,609	313,870	327,154	10,062
C	Construction	104,895	10,236,050	3,274,180	2,360,397	329,034
D	Testing	0	75,936	17,787	47,850	1,767
E	Inspection	0	141,103	65,242	29,110	6,540
F	Furniture & Equipment (F&E)	0	366,245	5,966	51,113	0
<b>Estimated Project Cost</b>		<b>108,160</b>	<b>13,208,078</b>	<b>3,677,045</b>	<b>2,815,624</b>	<b>347,403</b>
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		<b>108,160</b>	<b>13,208,078</b>	<b>3,677,045</b>	<b>2,815,624</b>	<b>347,403</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	1,457,135	0	0	0
B	Planning	3,964	936,467	312,770	327,754	10,062
C	Construction	33,960	10,234,055	3,274,391	2,359,648	329,034
D	Testing	0	75,936	19,318	47,850	1,767
E	Inspection	0	141,103	64,601	29,110	6,540
F	Furniture & Equipment (F&E)	0	363,384	5,966	51,113	0
<b>Total Expenditures</b>		<b>37,924</b>	<b>13,208,079</b>	<b>3,677,045</b>	<b>2,815,474</b>	<b>347,403</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	150	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>150</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	1,457,135	0	0	0
B	Planning	3,964	936,467	312,770	327,904	10,062
C	Construction	33,960	10,234,055	3,274,391	2,359,648	329,034
D	Testing	0	75,936	19,318	47,850	1,767
E	Inspection	0	141,103	64,601	29,110	6,540
F	Furniture & Equipment (F&E)	0	363,384	5,966	51,113	0
<b>Total Expenditures &amp; Commitments</b>		<b>37,924</b>	<b>13,208,079</b>	<b>3,677,045</b>	<b>2,815,624</b>	<b>347,403</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>-</b>	<b>-156,143</b>	<b>16,525</b>	<b>150</b>	<b>-37,764</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Intrusion Locks Installation	Kennedy Elementary	King HS Aquatic Center	King HS Athletic Facilities	King HS Lunch Shelters
21	MEASURE B - BUILDING FUND					
	Issuance	3	Not Bond	2	3	2
	Total Funding Appropriations	108,160	0	3,677,045	2,815,624	345,958
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	3,964	0	312,770	327,754	8,617
C	Construction	33,960	0	3,274,391	2,359,648	329,034
D	Testing	0	0	19,318	47,850	1,652
E	Inspection	0	0	64,601	29,110	6,655
F	Furniture & Equipment (F&E)	0	0	5,966	51,113	0
	Total Expenditures	37,924	0	3,677,045	2,815,474	345,958
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	150	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	Total Commitments	0	0	0	150	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	3,964	0	312,770	327,904	8,617
C	Construction	33,960	0	3,274,391	2,359,648	329,034
D	Testing	0	0	19,318	47,850	1,652
E	Inspection	0	0	64,601	29,110	6,655
F	Furniture & Equipment (F&E)	0	0	5,966	51,113	0
	Total Expenditures & Commitments	37,924	0	3,677,045	2,815,624	345,958
	Balance	70,236	0	0	0	0

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		King HS	King HS	Liberty ES	Liberty ES	Liberty ES
		Student Parking	Stadium	Electrical	Mod - Group J	Multi-Purpose
<b>ORIGINAL FUNDING</b>		1,346,714	3,077,664	170,450	2,432,473	4,432,306
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	1,005,682
35	State Fund SFP	0	0	0	1,459,484	1,150,531
35	State Fund SFP - Interest	0	0	0	80,395	51,858
35	Project Savings	0	0	0	-1,040	10,393
21	Building Fund (Measure B)	736,839	3,181,642	62,282	972,989	2,230,627
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	0	-693	0
xx	Other	0	0	0	0	10,393
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		736,839	3,181,642	62,282	2,511,135	4,459,485
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	138,984	295,605	2,538	246,065	342,394
C	Construction	584,687	2,775,105	59,508	2,139,737	3,913,725
D	Testing	4,888	63,955	0	29,068	44,900
E	Inspection	8,280	3,734	236	70,749	110,709
F	Furniture & Equipment (F&E)	0	43,243	0	25,516	47,757
<b>Estimated Project Cost</b>		736,839	3,181,642	62,282	2,511,135	4,459,485
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		736,839	3,181,642	62,282	2,511,135	4,459,485
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	45,578	295,994	2,538	233,914	331,789
C	Construction	681,964	2,774,249	59,508	2,026,582	3,865,956
D	Testing	2,158	24,258	0	28,529	45,699
E	Inspection	7,139	41,222	236	70,597	106,223
F	Furniture & Equipment (F&E)	0	45,919	0	19,571	55,202
<b>Total Expenditures</b>		736,839	3,181,642	62,282	2,379,193	4,404,869
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	45,578	295,994	2,538	233,914	331,789
C	Construction	681,964	2,774,249	59,508	2,026,582	3,865,956
D	Testing	2,158	24,258	0	28,529	45,699
E	Inspection	7,139	41,222	236	70,597	106,223
F	Furniture & Equipment (F&E)	0	45,919	0	19,571	55,202
<b>Total Expenditures &amp; Commitments</b>		736,839	3,181,642	62,282	2,379,193	4,404,869
<b>(Over)/Under Original Funding<sup>A</sup></b>		609,875	-103,978	108,168	53,280	27,437

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		King HS	King HS	Liberty ES	Liberty ES	Liberty ES
		Student Parking	Stadium	Electrical	Mod - Group J	Multi-Purpose
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	2	1	1	2	1
	<b>Total Funding Appropriations</b>	<b>736,839</b>	<b>3,181,642</b>	<b>62,282</b>	<b>972,296</b>	<b>2,230,627</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	45,578	295,994	2,538	221,041	156,447
C	Construction	681,964	2,774,249	59,508	602,871	1,912,136
D	Testing	2,158	24,258	0	11,617	21,891
E	Inspection	7,139	41,222	236	70,597	99,066
F	Furniture & Equipment (F&E)	0	45,919	0	13,393	13,779
	<b>Total Expenditures</b>	<b>736,839</b>	<b>3,181,642</b>	<b>62,282</b>	<b>919,519</b>	<b>2,203,319</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	45,578	295,994	2,538	221,041	156,447
C	Construction	681,964	2,774,249	59,508	602,871	1,912,136
D	Testing	2,158	24,258	0	11,617	21,891
E	Inspection	7,139	41,222	236	70,597	99,066
F	Furniture & Equipment (F&E)	0	45,919	0	13,393	13,779
	<b>Total Expenditures &amp; Commitments</b>	<b>736,839</b>	<b>3,181,642</b>	<b>62,282</b>	<b>919,519</b>	<b>2,203,319</b>
	<b>Balance</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>52,777</b>	<b>27,308</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Liberty ES	Longfellow ES	Longfellow ES	Madison ES	Magnolia ES
		Wing Addn	Hedge	2-Stry CR/Lib	Mod - Group J	Group H Mod
<b>ORIGINAL FUNDING</b>		<b>8,718,480</b>	<b>7,100</b>	<b>6,715,108</b>	<b>1,144,987</b>	<b>3,663,296</b>
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	299,485	0	0
35	State Fund SFP	4,359,240	0	3,058,320	493,002	2,143,373
35	State Fund SFP - Interest	0	0	158,508	1,782	14,771
35	Project Savings	0	0	-379,667	0	-413,356
21	Building Fund (Measure B)	0	6,129	3,358,893	593,404	1,428,916
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	-346,414	0	-275,571
xx	Other	0	0	6,457	0	0
xx	Community Facilities District	4,359,240	0	0	0	0
<b>Total Project Funding</b>		<b>8,718,480</b>	<b>6,129</b>	<b>6,155,582</b>	<b>1,088,188</b>	<b>2,898,133</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	607,376	0	604,410	102,293	335,490
C	Construction	6,708,717	6,129	5,375,674	954,504	2,455,034
D	Testing	102,502	0	43,476	9,149	6,739
E	Inspection	163,500	0	72,585	10,259	57,868
F	Furniture & Equipment (F&E)	150,000	0	59,436	11,983	43,002
<b>Estimated Project Cost</b>		<b>7,732,095</b>	<b>6,129</b>	<b>6,155,582</b>	<b>1,088,188</b>	<b>2,898,133</b>
G	Project Contingency	986,385	0	0	0	0
<b>Total Project Budget</b>		<b>8,718,480</b>	<b>6,129</b>	<b>6,155,582</b>	<b>1,088,188</b>	<b>2,898,133</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	486,708	0	575,687	102,110	306,575
C	Construction	3,197,080	6,129	4,813,513	957,867	2,451,353
D	Testing	45,744	0	93,449	5,997	39,334
E	Inspection	79,177	0	111,457	10,232	57,868
F	Furniture & Equipment (F&E)	0	0	17,242	11,983	43,002
<b>Total Expenditures</b>		<b>3,808,709</b>	<b>6,129</b>	<b>5,611,348</b>	<b>1,088,188</b>	<b>2,898,133</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	125,087	0	0	0	0
C	Construction	555,232	0	0	0	0
D	Testing	35,500	0	0	0	0
E	Inspection	59,869	0	0	0	0
F	Furniture & Equipment (F&E)	22,569	0	0	0	0
<b>Total Commitments</b>		<b>798,257</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	611,795	0	575,687	102,110	306,575
C	Construction	3,752,312	6,129	4,813,513	957,867	2,451,353
D	Testing	81,244	0	93,449	5,997	39,334
E	Inspection	139,046	0	111,457	10,232	57,868
F	Furniture & Equipment (F&E)	22,569	0	17,242	11,983	43,002
<b>Total Expenditures &amp; Commitments</b>		<b>4,606,966</b>	<b>6,129</b>	<b>5,611,348</b>	<b>1,088,188</b>	<b>2,898,133</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>-</b>	<b>971</b>	<b>1,103,760</b>	<b>56,799</b>	<b>765,163</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

21	MEASURE B - BUILDING FUND	Liberty ES	Longfellow ES	Longfellow ES	Madison ES	Magnolia ES
		Wing Addn	Hedge	2-Stry CR/Lib	Mod - Group J	Group H Mod
	Issuance	Not Bond	3	1	2	1
	<b>Total Funding Appropriations</b>	<b>0</b>	<b>6,129</b>	<b>3,012,479</b>	<b>593,404</b>	<b>1,153,345</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	432,975	102,110	162,889
C	Construction	0	6,129	2,185,054	463,083	869,911
D	Testing	0	0	14,784	7,947	22,909
E	Inspection	0	0	87,694	8,282	54,634
F	Furniture & Equipment (F&E)	0	0	0	11,983	43,002
	<b>Total Expenditures</b>	<b>0</b>	<b>6,129</b>	<b>2,720,507</b>	<b>593,404</b>	<b>1,153,345</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	125,087	0	0	0	0
C	Construction	250,184	0	0	0	0
D	Testing	35,500	0	0	0	0
E	Inspection	59,869	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>470,640</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	125,087	0	432,975	102,110	162,889
C	Construction	250,184	6,129	2,185,054	463,083	869,911
D	Testing	35,500	0	14,784	7,947	22,909
E	Inspection	59,869	0	87,694	8,282	54,634
F	Furniture & Equipment (F&E)	0	0	0	11,983	43,002
	<b>Total Expenditures &amp; Commitments</b>	<b>470,640</b>	<b>6,129</b>	<b>2,720,507</b>	<b>593,404</b>	<b>1,153,345</b>
	<b>Balance</b>	<b>-470,640</b>	<b>0</b>	<b>291,973</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Magnolia ES	Measure B	Middle School	Mt View ES	Mt View ES
		Landscape	Deferred Maint	Playfields	Mod - Group J	Wing Addn
<b>ORIGINAL FUNDING</b>		281,251	1,000,000	106	566,655	7,344,962
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	168,511	0	0	339,993	1,748,060
35	State Fund SFP - Interest	0	0	0	7,517	0
35	Project Savings	0	0	0	0	1,807,501
21	Building Fund (Measure B)	301,676	1,000,000	106	236,349	106,672
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	0	0	1,516,173
xx	Other	0	0	0	0	95,702
xx	Community Facilities District	0	0	0	0	988,871
<b>Total Project Funding</b>		470,187	1,000,000	106	583,859	6,262,979
<b>BUDGET-ALL FUNDS</b>						
A	Site		0	0	0	0
B	Planning	31,548	100,000	106	80,474	603,210
C	Construction	429,450	900,000	0	461,851	5,332,507
D	Testing	2,000	0	0	15,535	72,826
E	Inspection	2,800	0	0	20,000	123,284
F	Furniture & Equipment (F&E)	4,389	0	0	5,999	131,152
<b>Estimated Project Cost</b>		470,187	1,000,000	106	583,859	6,262,979
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		470,187	1,000,000	106	583,859	6,262,979
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	30,733	11,073	106	74,862	595,742
C	Construction	436,078	916,208	0	481,607	5,339,975
D	Testing	576	0	0	10,450	72,826
E	Inspection	2,800	0	0	16,940	123,284
F	Furniture & Equipment (F&E)	0	0	0	0	131,152
<b>Total Expenditures</b>		470,187	927,280	106	583,859	6,262,979
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	7,755	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	7,755	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	30,733	11,073	106	74,862	595,742
C	Construction	436,078	923,962	0	481,607	5,339,975
D	Testing	576	0	0	10,450	72,826
E	Inspection	2,800	0	0	16,940	123,284
F	Furniture & Equipment (F&E)	0	0	0	0	131,152
<b>Total Expenditures &amp; Commitments</b>		470,187	935,035	106	583,859	6,262,979
<b>(Over)/Under Original Funding<sup>A</sup></b>		-188,936	-	0	-17,204	1,081,983



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Magnolia ES	Measure B	Middle School	Mt View ES	Mt View ES
		Landscape	Deferred Maint	Playfields	Mod - Group J	Wing Addn
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	2	3	3	2	3
	<b>Total Funding Appropriations</b>	<b>301,676</b>	<b>1,000,000</b>	<b>106</b>	<b>236,349</b>	<b>1,622,845</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	30,733	11,073	106	66,616	108,249
C	Construction	267,567	916,208	0	161,912	1,387,659
D	Testing	576	0	0	1,760	16,524
E	Inspection	2,800	0	0	6,060	329
F	Furniture & Equipment (F&E)	0	0	0	0	110,083
	<b>Total Expenditures</b>	<b>301,676</b>	<b>927,280</b>	<b>106</b>	<b>236,349</b>	<b>1,622,845</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	7,755	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>7,755</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	30,733	11,073	106	66,616	108,249
C	Construction	267,567	923,962	0	161,912	1,387,659
D	Testing	576	0	0	1,760	16,524
E	Inspection	2,800	0	0	6,060	329
F	Furniture & Equipment (F&E)	0	0	0	0	110,083
	<b>Total Expenditures &amp; Commitments</b>	<b>301,676</b>	<b>935,035</b>	<b>106</b>	<b>236,349</b>	<b>1,622,845</b>
	<b>Balance</b>	<b>0</b>	<b>64,965</b>	<b>0</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		North HS	North HS	North HS	North HS	North HS
		Athletic Facilities	Blue Ribbon	Field Renovation	Mod - Group F	Science Wing
<b>ORIGINAL FUNDING</b>		<b>10,237,760</b>	<b>2,400,000</b>	<b>1,139,245</b>	<b>8,530,381</b>	<b>4,726,212</b>
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	6,824,305	2,363,106
35	State Fund SFP - Interest	0	0	0	188,693	54,264
35	Project Savings	0	0	0	-680,763	-311,509
21	Building Fund (Measure B)	9,404,056	2,400,000	1,149,310	1,706,076	1,630,973
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	0	-170,188	-294,553
xx	Other	1,870,209	0	0	0	0
xx	Community Facilities District	0	0	0	0	732,133
<b>Total Project Funding</b>		<b>11,274,265</b>	<b>2,400,000</b>	<b>1,149,310</b>	<b>7,868,123</b>	<b>4,174,414</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	1,023,153	7,592	120,130	704,548	314,665
C	Construction	9,565,518	2,305,001	1,027,318	6,733,797	3,707,960
D	Testing	226,326	0	0	68,145	16,388
E	Inspection	237,092	0	0	118,653	100,179
F	Furniture & Equipment (F&E)	190,698	87,407	1,861	242,980	35,222
<b>Estimated Project Cost</b>		<b>11,242,787</b>	<b>2,400,000</b>	<b>1,149,310</b>	<b>7,868,123</b>	<b>4,174,414</b>
G	Project Contingency	31,478	0	0	0	0
<b>Total Project Budget</b>		<b>11,274,265</b>	<b>2,400,000</b>	<b>1,149,310</b>	<b>7,868,123</b>	<b>4,174,414</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	955,237	7,592	120,130	704,122	314,665
C	Construction	9,558,191	2,305,001	1,027,318	6,734,308	3,707,960
D	Testing	205,395	0	0	68,060	16,388
E	Inspection	205,585	0	0	118,653	100,179
F	Furniture & Equipment (F&E)	181,649	87,407	1,861	242,980	35,222
<b>Total Expenditures</b>		<b>11,106,056</b>	<b>2,400,000</b>	<b>1,149,310</b>	<b>7,868,123</b>	<b>4,174,414</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	16,695	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>16,695</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	955,237	7,592	120,130	704,122	314,665
C	Construction	9,574,886	2,305,001	1,027,318	6,734,308	3,707,960
D	Testing	205,395	0	0	68,060	16,388
E	Inspection	205,585	0	0	118,653	100,179
F	Furniture & Equipment (F&E)	181,649	87,407	1,861	242,980	35,222
<b>Total Expenditures &amp; Commitments</b>		<b>11,122,752</b>	<b>2,400,000</b>	<b>1,149,310</b>	<b>7,868,123</b>	<b>4,174,414</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>-</b>	<b>0</b>	<b>-10,065</b>	<b>662,258</b>	<b>551,798</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		North HS	North HS	North HS	North HS	North HS
		Athletic Facilities	Blue Ribbon	Field Renovation	Mod - Group F	Science Wing
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	3	3	3	1	1
	<b>Total Funding Appropriations</b>	<b>9,404,056</b>	<b>2,400,000</b>	<b>1,149,310</b>	<b>1,535,888</b>	<b>1,336,420</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	380,392	7,592	120,130	12,978	285,422
C	Construction	8,397,805	2,305,001	1,027,318	1,480,235	911,154
D	Testing	96,469	0	0	330	16,388
E	Inspection	205,585	0	0	1,030	100,179
F	Furniture & Equipment (F&E)	155,596	87,407	1,861	41,315	23,277
	<b>Total Expenditures</b>	<b>9,235,847</b>	<b>2,400,000</b>	<b>1,149,310</b>	<b>1,535,888</b>	<b>1,336,420</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	16,695	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>16,695</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	380,392	7,592	120,130	12,978	285,422
C	Construction	8,414,501	2,305,001	1,027,318	1,480,235	911,154
D	Testing	96,469	0	0	330	16,388
E	Inspection	205,585	0	0	1,030	100,179
F	Furniture & Equipment (F&E)	155,596	87,407	1,861	41,315	23,277
	<b>Total Expenditures &amp; Commitments</b>	<b>9,252,543</b>	<b>2,400,000</b>	<b>1,149,310</b>	<b>1,535,888</b>	<b>1,336,420</b>
	<b>Balance</b>	<b>151,513</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		North HS	Pachappa ES	Pachappa ES	Patricia Beatty	Tech Program
		Tennis Courts	Mod - Group K	Wing Addn	Elementary	Pilot Schools
<b>ORIGINAL FUNDING</b>		<b>308,000</b>	<b>1,397,908</b>	<b>8,534,368</b>	<b>33,577,393</b>	<b>350,000</b>
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	3,890,470	14,581,265	0
35	State Fund SFP - Interest	0	0	0	9,083	0
35	Project Savings	0	0	0	2,574	0
21	Building Fund (Measure B)	104,547	1,130,410	3,051,474	15,688,689	348,928
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	0	0	0
xx	Other	202,562	0	0	2,574	0
xx	Community Facilities District	0	0	839,945	2,742,325	0
<b>Total Project Funding</b>		<b>307,109</b>	<b>1,130,410</b>	<b>7,781,889</b>	<b>33,026,510</b>	<b>348,928</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	10,264,680	0
B	Planning	14,082	158,407	556,645	1,916,876	0
C	Construction	285,270	880,976	6,096,372	19,420,593	1,353
D	Testing	3,774	25,919	90,681	250,000	0
E	Inspection	3,983	14,394	128,676	289,610	0
F	Furniture & Equipment (F&E)	0	50,714	909,515	884,751	347,575
<b>Estimated Project Cost</b>		<b>307,109</b>	<b>1,130,410</b>	<b>7,781,889</b>	<b>33,026,510</b>	<b>348,928</b>
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		<b>307,109</b>	<b>1,130,410</b>	<b>7,781,889</b>	<b>33,026,510</b>	<b>348,928</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	10,171,809	0
B	Planning	14,082	159,159	549,846	1,553,316	0
C	Construction	285,270	880,224	6,103,850	20,052,568	1,353
D	Testing	3,774	25,919	90,681	157,393	0
E	Inspection	3,983	14,394	128,676	238,624	0
F	Furniture & Equipment (F&E)	0	50,714	908,835	852,800	347,575
<b>Total Expenditures</b>		<b>307,109</b>	<b>1,130,410</b>	<b>7,781,889</b>	<b>33,026,510</b>	<b>348,928</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	10,171,809	0
B	Planning	14,082	159,159	549,846	1,553,316	0
C	Construction	285,270	880,224	6,103,850	20,052,568	1,353
D	Testing	3,774	25,919	90,681	157,393	0
E	Inspection	3,983	14,394	128,676	238,624	0
F	Furniture & Equipment (F&E)	0	50,714	908,835	852,800	347,575
<b>Total Expenditures &amp; Commitments</b>		<b>307,109</b>	<b>1,130,410</b>	<b>7,781,889</b>	<b>33,026,510</b>	<b>348,928</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>891</b>	<b>267,498</b>	<b>752,479</b>	<b>550,883</b>	<b>1,072</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		North HS	Pachappa ES	Pachappa ES	Patricia Beatty	Tech Program
		Tennis Courts	Mod - Group K	Wing Addn	Elementary	Pilot Schools
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	3	3	3	2	1
	<b>Total Funding Appropriations</b>	<b>104,547</b>	<b>1,130,410</b>	<b>3,051,474</b>	<b>15,688,689</b>	<b>348,928</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	7,395,720	0
B	Planning	14,082	159,159	96,844	1,618,910	0
C	Construction	82,708	880,224	2,263,500	5,524,191	1,353
D	Testing	3,774	25,919	54,568	157,835	0
E	Inspection	3,983	14,394	10,947	238,522	0
F	Furniture & Equipment (F&E)	0	50,714	625,614	753,512	347,575
	<b>Total Expenditures</b>	<b>104,547</b>	<b>1,130,410</b>	<b>3,051,474</b>	<b>15,688,690</b>	<b>348,928</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	7,395,720	0
B	Planning	14,082	159,159	96,844	1,618,910	0
C	Construction	82,708	880,224	2,263,500	5,524,191	1,353
D	Testing	3,774	25,919	54,568	157,835	0
E	Inspection	3,983	14,394	10,947	238,522	0
F	Furniture & Equipment (F&E)	0	50,714	625,614	753,512	347,575
	<b>Total Expenditures &amp; Commitments</b>	<b>104,547</b>	<b>1,130,410</b>	<b>3,051,474</b>	<b>15,688,690</b>	<b>348,928</b>
	<b>Balance</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Parking Lot	Playgrounds	Poly HS	Poly HS	Poly HS
		Lighting	Various Sites	Athletic Facilities	Mod - Group F	Science Wing
<b>ORIGINAL FUNDING</b>		<b>256,000</b>	<b>5,600,000</b>	<b>12,289,122</b>	<b>9,200,130</b>	<b>5,063,738</b>
<b>FUND FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	487,139	0
35	State Fund SFP	0	0	0	7,262,676	2,888,780
35	State Fund SFP - Interest	0	0	0	186,277	82,681
35	Project Savings	0	0	0	-414,172	-755,540
21	Building Fund (Measure B)	259,500	5,291,643	7,868,611	1,937,454	2,442,440
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	0	0	-103,543	-793,760
xx	Other	0	0	6,280,022	0	0
xx	Community Facilities District	0	0	0	0	948,682
<b>Total Project Funding</b>		<b>259,500</b>	<b>5,291,643</b>	<b>14,148,633</b>	<b>9,355,831</b>	<b>4,813,282</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	36,121	101,216	1,108,110	759,651	407,623
C	Construction	223,379	5,151,362	12,440,002	7,889,265	4,213,430
D	Testing	0	0	315,421	66,114	11,605
E	Inspection	0	0	235,100	173,573	140,254
F	Furniture & Equipment (F&E)	0	39,065	50,000	467,228	40,370
<b>Estimated Project Cost</b>		<b>259,500</b>	<b>5,291,643</b>	<b>14,148,633</b>	<b>9,355,831</b>	<b>4,813,282</b>
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		<b>259,500</b>	<b>5,291,643</b>	<b>14,148,633</b>	<b>9,355,831</b>	<b>4,813,282</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	405,801	0	0	0
B	Planning	32,570	98,697	1,088,950	756,629	407,623
C	Construction	204,963	4,740,379	12,255,338	7,892,286	4,213,431
D	Testing	0	0	315,421	66,114	11,605
E	Inspection	0	0	235,100	173,573	140,254
F	Furniture & Equipment (F&E)	0	46,767	35,189	467,229	40,370
<b>Total Expenditures</b>		<b>237,533</b>	<b>5,291,643</b>	<b>13,929,997</b>	<b>9,355,831</b>	<b>4,813,283</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	5,000	0	0	0	0
C	Construction	0	0	208,580	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>5,000</b>	<b>0</b>	<b>208,580</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	405,801	0	0	0
B	Planning	37,570	98,697	1,088,950	756,629	407,623
C	Construction	204,963	4,740,379	12,463,918	7,892,286	4,213,431
D	Testing	0	0	315,421	66,114	11,605
E	Inspection	0	0	235,100	173,573	140,254
F	Furniture & Equipment (F&E)	0	46,767	35,189	467,229	40,370
<b>Total Expenditures &amp; Commitments</b>		<b>242,533</b>	<b>5,291,643</b>	<b>14,138,577</b>	<b>9,355,831</b>	<b>4,813,283</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>-</b>	<b>308,357</b>	<b>-</b>	<b>-155,701</b>	<b>250,455</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

21	MEASURE B - BUILDING FUND	Parking Lot	Playgrounds	Poly HS	Poly HS	Poly HS
		Lighting	Various Sites	Athletic Facilities	Mod - Group F	Science Wing
	Issuance	3	1	3	1	1
	<b>Total Funding Appropriations</b>	<b>259,500</b>	<b>5,291,643</b>	<b>7,868,611</b>	<b>1,833,911</b>	<b>1,648,680</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	405,801	0	0	0
B	Planning	32,570	98,697	630,089	18,273	335,841
C	Construction	204,963	4,740,379	6,900,511	1,706,995	1,129,777
D	Testing	0	0	100,689	5,924	10,199
E	Inspection	0	0	27,236	13,853	140,254
F	Furniture & Equipment (F&E)	0	46,767	7,695	88,866	32,608
	<b>Total Expenditures</b>	<b>237,533</b>	<b>5,291,643</b>	<b>7,666,220</b>	<b>1,833,911</b>	<b>1,648,680</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	5,000	0	0	0	0
C	Construction	0	0	201,000	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>5,000</b>	<b>0</b>	<b>201,000</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	405,801	0	0	0
B	Planning	37,570	98,697	630,089	18,273	335,841
C	Construction	204,963	4,740,379	7,101,511	1,706,995	1,129,777
D	Testing	0	0	100,689	5,924	10,199
E	Inspection	0	0	27,236	13,853	140,254
F	Furniture & Equipment (F&E)	0	46,767	7,695	88,866	32,608
	<b>Total Expenditures &amp; Commitments</b>	<b>242,533</b>	<b>5,291,643</b>	<b>7,867,220</b>	<b>1,833,911</b>	<b>1,648,680</b>
	<b>Balance</b>	<b>16,967</b>	<b>0</b>	<b>1,391</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Publications	Ramona HS	Ramona HS	Ramona HS	Ramona HS
		Relocation	Athletic Facilities	Career Tech	Group J Mod	Lab Wing
<b>ORIGINAL FUNDING</b>		<b>784,000</b>	<b>3,942,946</b>	<b>12,193,291</b>	<b>8,126,042</b>	<b>1,616,171</b>
<b>FUND FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	579,687	4,247,675	0
35	State Fund SFP - Interest	0	0	0	22,647	0
35	Project Savings	0	0	300,000	-567,886	0
21	Building Fund (Measure B)	790,455	1,080,496	11,072,604	2,831,783	1,719,625
21	Building Fund (Measure B) - Interest	0	1,142,946	0	0	0
21	Project Savings	0	0	241,000	-364,666	0
xx	Other	0	2,800,000	0	0	0
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		<b>790,455</b>	<b>5,023,442</b>	<b>12,193,291</b>	<b>6,169,553</b>	<b>1,719,625</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	3,000	0	0	0	0
B	Planning	57,598	405,439	616,322	723,423	185,821
C	Construction	713,633	4,286,872	11,256,998	5,191,058	1,476,966
D	Testing	1,700	140,319	5,000	18,515	3,000
E	Inspection	200	175,812	50,000	122,878	11,646
F	Furniture & Equipment (F&E)	14,324	15,000	136,000	113,679	42,192
<b>Estimated Project Cost</b>		<b>790,455</b>	<b>5,023,442</b>	<b>12,064,320</b>	<b>6,169,553</b>	<b>1,719,625</b>
G	Project Contingency	0	0	128,971	0	0
<b>Total Project Budget</b>		<b>790,455</b>	<b>5,023,442</b>	<b>12,193,291</b>	<b>6,169,553</b>	<b>1,719,625</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	1,415	0	0	0
B	Planning	62,203	407,516	233,934	723,423	178,632
C	Construction	713,728	4,327,241	3,886	5,191,058	1,479,787
D	Testing	0	108,712	0	18,515	2,996
E	Inspection	200	123,196	0	122,878	11,646
F	Furniture & Equipment (F&E)	14,324	817	0	113,679	46,563
<b>Total Expenditures</b>		<b>790,455</b>	<b>4,968,898</b>	<b>237,820</b>	<b>6,169,553</b>	<b>1,719,625</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	594,191	0	0
C	Construction	0	0	1,076,571	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>0</b>	<b>0</b>	<b>1,670,762</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	1,415	0	0	0
B	Planning	62,203	407,516	828,125	723,423	178,632
C	Construction	713,728	4,327,241	1,080,457	5,191,058	1,479,787
D	Testing	0	108,712	0	18,515	2,996
E	Inspection	200	123,196	0	122,878	11,646
F	Furniture & Equipment (F&E)	14,324	817	0	113,679	46,563
<b>Total Expenditures &amp; Commitments</b>		<b>790,455</b>	<b>4,968,898</b>	<b>1,908,582</b>	<b>6,169,553</b>	<b>1,719,625</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>-6,455</b>	<b>-</b>	<b>-</b>	<b>1,956,489</b>	<b>-103,454</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Publications	Ramona HS	Ramona HS	Ramona HS	Ramona HS
		Relocation	Athletic Facilities	Career Tech	Group J Mod	Lab Wing
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	2	3	3	2	1
	<b>Total Funding Appropriations</b>	<b>790,455</b>	<b>2,223,442</b>	<b>11,313,604</b>	<b>2,467,117</b>	<b>1,719,625</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	62,203	140,736	7,582	620,781	178,632
C	Construction	713,728	1,856,105	16	1,783,591	1,479,787
D	Testing	0	63,115	0	13,349	2,996
E	Inspection	200	123,196	0	39,765	11,646
F	Furniture & Equipment (F&E)	14,324	817	0	9,632	46,563
	<b>Total Expenditures</b>	<b>790,455</b>	<b>2,183,969</b>	<b>7,598</b>	<b>2,467,117</b>	<b>1,719,625</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	581,108	0	0
C	Construction	0	0	1,076,571	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>1,657,679</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	62,203	140,736	588,690	620,781	178,632
C	Construction	713,728	1,856,105	1,076,587	1,783,591	1,479,787
D	Testing	0	63,115	0	13,349	2,996
E	Inspection	200	123,196	0	39,765	11,646
F	Furniture & Equipment (F&E)	14,324	817	0	9,632	46,563
	<b>Total Expenditures &amp; Commitments</b>	<b>790,455</b>	<b>2,183,969</b>	<b>1,665,277</b>	<b>2,467,117</b>	<b>1,719,625</b>
	<b>Balance</b>	<b>0</b>	<b>39,473</b>	<b>9,648,327</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Ramona HS M&O Athletic	Ramona HS Performing Arts	Ramona HS Stadium	Restroom Renovations	Sierra MS Electrical
<b>ORIGINAL FUNDING</b>		40,713	580,880	12,082,550	532,800	250,000
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	264,880	0	0	0
35	State Fund SFP - Interest	0	1,117	0	0	0
35	Project Savings	0	0	0	0	0
21	Building Fund (Measure B)	3,161	727,231	10,582,550	237,411	148,392
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	813	0	0	0	0
xx	Other	37,552	0	1,502,562	0	20,422
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		41,526	993,229	12,085,112	237,411	168,814
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	2,742	105,862	964,529	148,795	45,407
C	Construction	38,784	821,974	10,395,391	87,650	116,926
D	Testing	0	19,853	262,906	0	85
E	Inspection	0	28,540	213,349	967	6,396
F	Furniture & Equipment (F&E)	0	17,000	227,024	0	0
<b>Estimated Project Cost</b>		41,526	993,229	12,063,199	237,411	168,814
G	Project Contingency	0	0	21,913	0	0
<b>Total Project Budget</b>		41,526	993,229	12,085,112	237,411	168,814
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	2,484	99,323	903,306	140,823	43,022
C	Construction	39,042	848,486	10,264,294	95,621	117,022
D	Testing	0	6,193	260,471	0	3,644
E	Inspection	0	23,178	135,448	967	5,126
F	Furniture & Equipment (F&E)	0	16,049	264,637	0	0
<b>Total Expenditures</b>		41,526	993,229	11,828,156	237,411	168,814
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	2,484	99,323	903,306	140,823	43,022
C	Construction	39,042	848,486	10,264,294	95,621	117,022
D	Testing	0	6,193	260,471	0	3,644
E	Inspection	0	23,178	135,448	967	5,126
F	Furniture & Equipment (F&E)	0	16,049	264,637	0	0
<b>Total Expenditures &amp; Commitments</b>		41,526	993,229	11,828,156	237,411	168,814
<b>(Over)/Under Original Funding<sup>A</sup></b>		-813	-412,349	-	295,389	81,186



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Ramona HS M&O Athletic	Ramona HS Performing Arts	Ramona HS Stadium	Restroom Renovations	Sierra MS Electrical
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	3	2	3	2	1
	<b>Total Funding Appropriations</b>	<b>3,974</b>	<b>727,231</b>	<b>10,582,550</b>	<b>237,411</b>	<b>148,392</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	2,484	68,325	903,306	140,823	22,600
C	Construction	1,490	623,181	8,761,732	95,621	117,022
D	Testing	0	3,975	260,471	0	3,644
E	Inspection	0	15,702	135,448	967	5,126
F	Furniture & Equipment (F&E)	0	16,049	264,637	0	0
	<b>Total Expenditures</b>	<b>3,974</b>	<b>727,231</b>	<b>10,325,594</b>	<b>237,411</b>	<b>148,392</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	2,484	68,325	903,306	140,823	22,600
C	Construction	1,490	623,181	8,761,732	95,621	117,022
D	Testing	0	3,975	260,471	0	3,644
E	Inspection	0	15,702	135,448	967	5,126
F	Furniture & Equipment (F&E)	0	16,049	264,637	0	0
	<b>Total Expenditures &amp; Commitments</b>	<b>3,974</b>	<b>727,231</b>	<b>10,325,594</b>	<b>237,411</b>	<b>148,392</b>
	<b>Balance</b>	<b>0</b>	<b>0</b>	<b>256,956</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Sierra MS	Sunshine	Tech Training	University MS	Victoria ES
		Mod - Group J	Storm Drain	Lab - North HS	Mod	Mod - Group J
<b>ORIGINAL FUNDING</b>		934,480	75,000	100,000	4,153,377	242,897
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	647,625	0	0	2,280,790	96,015
35	State Fund SFP - Interest	31,841	0	0	33,060	1,501
35	Project Savings	-84,203	0	0	0	0
21	Building Fund (Measure B)	431,750	53,121	95,765	1,995,595	421,634
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	-41,871	0	0	0	0
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		985,142	53,121	95,765	4,309,445	519,150
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	7,600
B	Planning	119,051	4,300	0	464,859	86,043
C	Construction	524,030	48,821	3,003	3,677,135	388,005
D	Testing	10,301	0	0	3,882	4,220
E	Inspection	331,760	0	0	74,441	31,724
F	Furniture & Equipment (F&E)	0	0	92,762	89,128	1,558
<b>Estimated Project Cost</b>		985,142	53,121	95,765	4,309,445	519,150
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		985,142	53,121	95,765	4,309,445	519,150
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	119,051	4,300	0	464,859	78,540
C	Construction	766,184	48,821	3,003	3,677,135	420,212
D	Testing	10,301	0	0	3,882	3,952
E	Inspection	31,760	0	0	74,441	15,300
F	Furniture & Equipment (F&E)	0	0	92,762	89,128	1,146
<b>Total Expenditures</b>		927,295	53,121	95,765	4,309,445	519,150
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	119,051	4,300	0	464,859	78,540
C	Construction	766,184	48,821	3,003	3,677,135	420,212
D	Testing	10,301	0	0	3,882	3,952
E	Inspection	31,760	0	0	74,441	15,300
F	Furniture & Equipment (F&E)	0	0	92,762	89,128	1,146
<b>Total Expenditures &amp; Commitments</b>		927,295	53,121	95,765	4,309,445	519,150
<b>(Over)/Under Original Funding<sup>A</sup></b>		7,185	21,879	4,235	-156,068	-276,253

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Sierra MS	Sunshine	Tech Training	University MS	Victoria ES
		Mod - Group J	Storm Drain	Lab - North HS	Mod	Mod - Group J
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	2	3	1	1	2
	<b>Total Funding Appropriations</b>	<b>389,879</b>	<b>53,121</b>	<b>95,765</b>	<b>1,995,595</b>	<b>421,634</b>
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	107,485	4,300	0	344,190	42,414
C	Construction	245,906	48,821	3,003	1,474,390	358,822
D	Testing	4,791	0	0	30,536	3,952
E	Inspection	0	0	0	74,440	15,300
F	Furniture & Equipment (F&E)	0	0	92,762	72,038	1,146
	<b>Total Expenditures</b>	<b>358,181</b>	<b>53,121</b>	<b>95,765</b>	<b>1,995,595</b>	<b>421,634</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	107,485	4,300	0	344,190	42,414
C	Construction	245,906	48,821	3,003	1,474,390	358,822
D	Testing	4,791	0	0	30,536	3,952
E	Inspection	0	0	0	74,440	15,300
F	Furniture & Equipment (F&E)	0	0	92,762	72,038	1,146
	<b>Total Expenditures &amp; Commitments</b>	<b>358,181</b>	<b>53,121</b>	<b>95,765</b>	<b>1,995,595</b>	<b>421,634</b>
	<b>Balance</b>	<b>31,698</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Victoria ES	Washington ES	Woodcrest ES	RUSD Project	Non-State
		Parking Lot	Mod - Group H	Mod & New	Management	Project Savings
<b>ORIGINAL FUNDING</b>		334,750	2,994,103	11,158,639	1,243,061	6,877,966
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	2,195,549	2,816,932	0	0
35	State Fund SFP - Interest	0	4,795	21,711	0	560,225
35	Project Savings	0	-297,589	1,180,572	0	4,645,052
21	Building Fund (Measure B)	215,180	1,463,833	4,799,150	1,243,061	0
21	Building Fund (Measure B) - Interest	0	0	0	0	0
21	Project Savings	0	-198,393	1,180,572	0	1,654,243
xx	Other	0	0	0	0	18,446
xx	Community Facilities District	0	0	1,000,000	0	0
<b>Total Project Funding</b>		215,180	3,168,195	10,998,937	1,243,061	6,877,966
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	85,607	360,213	789,692	0	486,566
C	Construction	126,023	2,662,953	9,824,000	1,243,061	6,214,568
D	Testing	115	33,350	96,162	0	17,788
E	Inspection	1,875	62,263	156,876	0	83,252
F	Furniture & Equipment (F&E)	1,560	49,416	132,207	0	75,793
<b>Estimated Project Cost</b>		215,180	3,168,195	10,998,937	1,243,061	6,877,966
G	Project Contingency	0	0	0	0	0
<b>Total Project Budget</b>		215,180	3,168,195	10,998,937	1,243,061	6,877,966
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	86,436	349,383	925,840	0	485,720
C	Construction	125,195	2,663,069	9,734,517	747,090	6,230,357
D	Testing	115	44,065	69,253	0	15,330
E	Inspection	1,875	62,263	113,546	0	62,954
F	Furniture & Equipment (F&E)	1,560	49,416	155,782	0	83,605
<b>Total Expenditures</b>		215,180	3,168,195	10,998,937	747,090	6,877,966
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	34,756	0
C	Construction	0	0	0	82,781	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	117,537	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	86,436	349,383	925,840	34,756	485,720
C	Construction	125,195	2,663,069	9,734,517	829,871	6,230,357
D	Testing	115	44,065	69,253	0	15,330
E	Inspection	1,875	62,263	113,546	0	62,954
F	Furniture & Equipment (F&E)	1,560	49,416	155,782	0	83,605
<b>Total Expenditures &amp; Commitments</b>		215,180	3,168,195	10,998,937	864,627	6,877,966
<b>(Over)/Under Original Funding<sup>A</sup></b>		119,570	-174,092	159,702	-	-

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Victoria ES	Washington ES	Woodcrest ES	RUSD Project	Non-State
		Parking Lot	Mod - Group H	Mod & New	Management	Project Savings
21	<b>MEASURE B - BUILDING FUND</b>					
	Issuance	3	1	1		
	<b>Total Funding Appropriations</b>	215,180	1,265,440	5,979,722	1,243,061	1,654,243
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	86,436	191,998	465,739	0	97,715
C	Construction	125,195	929,199	5,308,902	747,090	1,545,723
D	Testing	115	31,450	25,017	0	622
E	Inspection	1,875	62,237	50,147	0	5,573
F	Furniture & Equipment (F&E)	1,560	50,556	129,917	0	4,611
	<b>Total Expenditures</b>	215,180	1,265,440	5,979,722	747,090	1,654,243
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	34,756	0
C	Construction	0	0	0	82,781	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	0	0	0	117,537	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	86,436	191,998	465,739	34,756	97,715
C	Construction	125,195	929,199	5,308,902	829,871	1,545,723
D	Testing	115	31,450	25,017	0	622
E	Inspection	1,875	62,237	50,147	0	5,573
F	Furniture & Equipment (F&E)	1,560	50,556	129,917	0	4,611
	<b>Total Expenditures &amp; Commitments</b>	215,180	1,265,440	5,979,722	864,627	1,654,243
	<b>Balance</b>	0	0	0	378,434	0

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.



PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Totals
<b>ORIGINAL FUNDING</b>		<b>417,805,689</b>
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>	
30	State Fund LPP	3,836,566
35	State Fund SFP	144,112,973
35	State Fund SFP - Interest	2,970,998
35	Project Savings	0
21	Building Fund (Measure B)	174,719,850
21	Building Fund (Measure B) - Interest	9,196,805
21	Project Savings	0
xx	Other	22,249,166
xx	Community Facilities District	51,409,738
<b>Total Project Funding</b>		<b>408,496,095</b>
<b>BUDGET-ALL FUNDS</b>		
A	Site	23,022,115
B	Planning	32,022,859
C	Construction	329,543,703
D	Testing	3,576,212
E	Inspection	6,752,113
F	Furniture & Equipment (F&E)	9,980,878
<b>Estimated Project Cost</b>		<b>404,897,881</b>
G	Project Contingency	3,598,214
<b>Total Project Budget</b>		<b>408,496,095</b>
<b>PROJECT STATUS - ALL FUNDS</b>		
<b>EXPENDITURES AS OF 06/30/14</b>		
A	Site	23,294,651
B	Planning	29,391,699
C	Construction	310,066,092
D	Testing	3,160,402
E	Inspection	5,684,284
F	Furniture & Equipment (F&E)	9,560,881
<b>Total Expenditures</b>		<b>381,158,010</b>
<b>COMMITMENTS AS OF 10/31/14</b>		
A	Site	0
B	Planning	915,043
C	Construction	2,258,479
D	Testing	68,252
E	Inspection	72,098
F	Furniture & Equipment (F&E)	47,723
<b>Total Commitments</b>		<b>3,361,596</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>		
A	Site	23,294,651
B	Planning	30,306,742
C	Construction	312,324,572
D	Testing	3,228,654
E	Inspection	5,756,382
F	Furniture & Equipment (F&E)	9,608,604
<b>Total Expenditures &amp; Commitments</b>		<b>384,519,605</b>
<b>(Over)/Under Original Funding<sup>A</sup></b>		<b>19,552,815</b>

PROJECT FINANCIAL REPORTS

Funding & Budgets  
Expenditures as of 06/30/14 and  
Commitments as of 10/31/14

		Totals
21	MEASURE B - BUILDING FUND	
	Issuance	
	Total Funding Appropriations	183,916,655
<b>PROJECT STATUS - BUILDING FUND</b>		
<b>EXPENDITURES AS OF 06/30/14</b>		
A	Site	8,965,764
B	Planning	16,119,316
C	Construction	131,428,774
D	Testing	1,730,495
E	Inspection	3,450,584
F	Furniture & Equipment (F&E)	4,819,419
	Total Expenditures	166,514,352
<b>COMMITMENTS AS OF 10/31/14</b>		
A	Site	0
B	Planning	804,735
C	Construction	1,932,564
D	Testing	68,252
E	Inspection	72,098
F	Furniture & Equipment (F&E)	23,608
	Total Commitments	2,901,257
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>		
A	Site	8,965,764
B	Planning	16,924,051
C	Construction	133,361,338
D	Testing	1,798,747
E	Inspection	3,522,682
F	Furniture & Equipment (F&E)	4,843,027
	Total Expenditures & Commitments	169,415,609
	Balance	14,501,045

MEASURE B - BUILDING FUND SUMMARY

\$60,000,000	First Issuance
59,190	Bond Premium Refund
65,000,000	Second Issuance
819,484	Bond Premium Refund
50,000,000	Third Issuance
334,071	Bond Premium Refund
10,480,150	Interest as of June 30, 2014
186,692,895	Total Funds
(183,916,655)	Appropriated to Specific Projects
\$2,776,240	Uncommitted

NOTES:

A. (Over)/Under Original Funding line only applies to Completed and Discontinued projects.

B. Building Fund provided cash to be reimbursed from a CFD.

- Completed projects.
- Discontinued projects.

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Alcott ES Mod - Group J	Arlington HS Mod - Group F	Arlington HS Mod - Group F	Arlington HS Mod - Group F	Arlington HS Mod - Group F
		Ramona HS Interior Landscaping	Arl HS Science Wing - Portable Relocation	Arlington HS EMS	Arlington HS Stucco Repair	Liberty ES Landscaping
<b>FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	0	0
35	State Fund SFP - Interest	12,545	0	0	0	0
35	Project Savings	163,829	652,263	318,607	78,711	238,639
21	Building Fund (Measure B)	0	0	0	0	0
21	Project Savings	109,219	163,065	79,652	20,207	59,660
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
	<b>Total Project Funding</b>	<b>285,592</b>	<b>815,328</b>	<b>398,259</b>	<b>98,918</b>	<b>298,299</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	0	60,492	0	6,422	41,074
C	Construction	284,574	697,866	383,259	92,496	252,799
D	Testing	1,018	0	0	0	1,008
E	Inspection	0	1,228	15,000	0	3,418
F	Furniture & Equipment (F&E)	0	55,742	0	0	0
	<b>Estimated Project Cost</b>	<b>285,592</b>	<b>815,328</b>	<b>398,259</b>	<b>98,918</b>	<b>298,299</b>
G	Project Contingency	0	0	0	0	0
	<b>Total Budget</b>	<b>285,592</b>	<b>815,328</b>	<b>398,259</b>	<b>98,918</b>	<b>298,299</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	60,492	0	6,422	42,616
C	Construction	284,574	697,866	389,965	92,496	251,257
D	Testing	1,018	0	0	0	1,008
E	Inspection	0	1,228	504	0	3,418
F	Furniture & Equipment (F&E)	0	55,742	7,790	0	0
	<b>Total Expenditures</b>	<b>285,592</b>	<b>815,328</b>	<b>398,259</b>	<b>98,918</b>	<b>298,299</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	0	60,492	0	6,422	42,616
C	Construction	284,574	697,866	389,965	92,496	251,257
D	Testing	1,018	0	0	0	1,008
E	Inspection	0	1,228	504	0	3,418
F	Furniture & Equipment (F&E)	0	55,742	7,790	0	0
	<b>Total Expenditures &amp; Commitments</b>	<b>285,592</b>	<b>815,328</b>	<b>398,259</b>	<b>98,918</b>	<b>298,299</b>
	<b>Work in Progress</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Alcott ES Mod - Group J	Arlington HS Mod - Group F	Arlington HS Mod - Group F	Arlington HS Mod - Group F	Arlington HS Mod - Group F
		Ramona HS Interior Landscaping	Arl HS Science Wing - Portable Relocation	Arlington HS EMS	Arlington HS Stucco Repair	Liberty ES Landscaping
21	MEASURE B - BUILDING FUND					
	Total Funding Appropriations	109,219	163,065	79,652	20,207	59,660
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	7,494	0	1,638	9,757
C	Construction	109,219	151,657	79,652	18,569	49,018
D	Testing	0	0	0	0	202
E	Inspection	0	732	0	0	684
F	Furniture & Equipment (F&E)	0	3,182	0	0	0
	Total Expenditures	109,219	163,065	79,652	20,207	59,660
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	Total Commitments	0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	0	7,494	0	1,638	9,757
C	Construction	109,219	151,657	79,652	18,569	49,018
D	Testing	0	0	0	0	202
E	Inspection	0	732	0	0	684
F	Furniture & Equipment (F&E)	0	3,182	0	0	0
	Total Expenditures & Commitments	109,219	163,065	79,652	20,207	59,660
	Balance	0	0	0	0	0

Completed projects.  
 Discontinued projects.

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Arlington HS Mod - Group F	Arlington HS Mod - Group F	Chemawa MS Mod - Group J	Emerson ES Mod - Group J	Fremont ES Mod - Group G
		Ramona HS Interior Landscaping	Total	Ramona HS Cafeteria Store Front	Ramona HS Interior Landscaping	Ramona HS Interior Landscaping
<b>FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	0	0
35	State Fund SFP - Interest	75,039	75,039	0	8,913	63,970
35	Project Savings	172,520	1,460,741	0	109,509	313,764
21	Building Fund (Measure B)	0	0	0	0	0
21	Project Savings	42,602	365,185	67,160	79,594	78,441
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		<b>290,161</b>	<b>1,900,965</b>	<b>67,160</b>	<b>198,016</b>	<b>456,175</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	895	108,883	0	4,300	7,763
C	Construction	289,265	1,715,686	67,160	160,520	448,412
D	Testing	0	1,008	0	3,501	0
E	Inspection	0	19,646	0	29,696	0
F	Furniture & Equipment (F&E)	0	55,742	0	0	0
<b>Estimated Project Cost</b>		<b>290,161</b>	<b>1,900,965</b>	<b>67,160</b>	<b>198,016</b>	<b>456,175</b>
G	Project Contingency	0	0	0	0	0
<b>Total Budget</b>		<b>290,161</b>	<b>1,900,965</b>	<b>67,160</b>	<b>198,016</b>	<b>456,175</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	895	110,426	0	4,300	7,763
C	Construction	289,265	1,720,850	67,160	160,520	448,412
D	Testing	0	1,008	0	3,501	0
E	Inspection	0	5,150	0	29,696	0
F	Furniture & Equipment (F&E)	0	63,532	0	0	0
<b>Total Expenditures</b>		<b>290,161</b>	<b>1,900,965</b>	<b>67,160</b>	<b>198,016</b>	<b>456,175</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	895	110,426	0	4,300	7,763
C	Construction	289,265	1,720,850	67,160	160,520	448,412
D	Testing	0	1,008	0	3,501	0
E	Inspection	0	5,150	0	29,696	0
F	Furniture & Equipment (F&E)	0	63,532	0	0	0
<b>Total Expenditures &amp; Commitments</b>		<b>290,161</b>	<b>1,900,965</b>	<b>67,160</b>	<b>198,016</b>	<b>456,175</b>
<b>Work in Progress</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Arlington HS Mod - Group F	Arlington HS Mod - Group F	Chemawa MS Mod - Group J	Emerson ES Mod - Group J	Fremont ES Mod - Group G
		Ramona HS Interior Landscaping	Total	Ramona HS Cafeteria Store Front	Ramona HS Interior Landscaping	Ramona HS Interior Landscaping
<b>21 MEASURE B - BUILDING FUND</b>						
<b>Total Funding Appropriations</b>		42,602	365,185	67,160	79,594	78,441
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	18,890	0	4,300	6,393
C	Construction	42,602	341,497	67,160	75,294	72,048
D	Testing	0	202	0	0	0
E	Inspection	0	1,416	0	0	0
F	Furniture & Equipment (F&E)	0	3,182	0	0	0
<b>Total Expenditures</b>		42,602	365,185	67,160	79,594	78,441
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	0	18,890	0	4,300	6,393
C	Construction	42,602	341,497	67,160	75,294	72,048
D	Testing	0	202	0	0	0
E	Inspection	0	1,416	0	0	0
F	Furniture & Equipment (F&E)	0	3,182	0	0	0
<b>Total Expenditures &amp; Commitments</b>		42,602	365,185	67,160	79,594	78,441
<b>Balance</b>		0	0	0	0	0

Completed projects.  
 Discontinued projects.

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Gage MS Mod - Group G	Gage MS Mod - Group G	Gage MS Mod - Group G	Gage MS Mod - Group G	Gage MS Mod - Group G
		Jackson ES Restroom (ADA)	Gage MS Shade Structure	Madison ES Lunch Shelter	Ramona HS Interior Landscaping	University MS Mod
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	0	0
35	State Fund SFP - Interest	0	0	0	75,857	0
35	Project Savings	93,792	66,225	45,066	294,596	278
21	Building Fund (Measure B)	0	0	0	0	0
21	Project Savings	23,471	17,014	7,786	76,649	69
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
	<b>Total Project Funding</b>	<b>117,263</b>	<b>83,239</b>	<b>52,852</b>	<b>447,102</b>	<b>347</b>
	<b>BUDGET-ALL FUNDS</b>					
A	Site	0	0	0	0	0
B	Planning	0	9,360	1,863	1,697	0
C	Construction	117,263	60,111	49,546	444,963	347
D	Testing	0	1,554	1,443	443	0
E	Inspection	0	12,214	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Estimated Project Cost</b>	<b>117,263</b>	<b>83,239</b>	<b>52,852</b>	<b>447,102</b>	<b>347</b>
G	Project Contingency	0	0	0	0	0
	<b>Total Budget</b>	<b>117,263</b>	<b>83,239</b>	<b>52,852</b>	<b>447,102</b>	<b>347</b>
	<b>PROJECT STATUS - ALL FUNDS</b>					
	<b>EXPENDITURES AS OF 06/30/14</b>					
A	Site	0	0	0	0	0
B	Planning	0	7,057	1,863	1,697	0
C	Construction	117,240	69,607	50,698	444,963	347
D	Testing	0	163	292	443	0
E	Inspection	0	6,413	0	0	0
F	Furniture & Equipment (F&E)	23	0	0	0	0
	<b>Total Expenditures</b>	<b>117,263</b>	<b>83,239</b>	<b>52,852</b>	<b>447,102</b>	<b>347</b>
	<b>COMMITMENTS AS OF 10/31/14</b>					
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>					
A	Site	0	0	0	0	0
B	Planning	0	7,057	1,863	1,697	0
C	Construction	117,240	69,607	50,698	444,963	347
D	Testing	0	163	292	443	0
E	Inspection	0	6,413	0	0	0
F	Furniture & Equipment (F&E)	23	0	0	0	0
	<b>Total Expenditures &amp; Commitments</b>	<b>117,263</b>	<b>83,239</b>	<b>52,852</b>	<b>447,102</b>	<b>347</b>
	<b>Work in Progress</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Gage MS Mod - Group G	Gage MS Mod - Group G	Gage MS Mod - Group G	Gage MS Mod - Group G	Gage MS Mod - Group G
		Jackson ES Restroom (ADA)	Gage MS Shade Structure	Madison ES Lunch Shelter	Ramona HS Interior Landscaping	University MS Mod
21	MEASURE B - BUILDING FUND					
	Total Funding Appropriations	23,471	17,014	7,786	76,649	69
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	1,415	373	0	0
C	Construction	23,448	14,629	7,355	76,649	69
D	Testing	0	33	58	0	0
E	Inspection	0	937	0	0	0
F	Furniture & Equipment (F&E)	23	0	0	0	0
	Total Expenditures	23,471	17,014	7,786	76,649	69
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	Total Commitments	0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	0	1,415	373	0	0
C	Construction	23,448	14,629	7,355	76,649	69
D	Testing	0	33	58	0	0
E	Inspection	0	937	0	0	0
F	Furniture & Equipment (F&E)	23	0	0	0	0
	Total Expenditures & Commitments	23,471	17,014	7,786	76,649	69
	Balance	0	0	0	0	0

Completed projects.  
 Discontinued projects.

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Gage MS Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G
		Total	Harrison ES Asphalt Addition	Madison ES Lunch Shelter	Mt View ES Restroom (ADA)	Pachappa ES Lunch Shelter
<b>FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	0	0
35	State Fund SFP - Interest	75,857	0	48,449	0	0
35	Project Savings	499,956	5,184	153,857	75,948	89,961
21	Building Fund (Measure B)	0	0	0	0	0
21	Project Savings	124,989	1,296	41,190	18,987	19,858
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		<b>700,803</b>	<b>6,479</b>	<b>243,496</b>	<b>94,935</b>	<b>109,819</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	12,920	0	21,180	0	16,192
C	Construction	672,230	6,479	212,640	94,935	91,371
D	Testing	3,440	0	1,024	0	536
E	Inspection	12,214	0	8,652	0	1,719
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Estimated Project Cost</b>		<b>700,803</b>	<b>6,479</b>	<b>243,496</b>	<b>94,935</b>	<b>109,819</b>
G	Project Contingency	0	0	0	0	0
<b>Total Budget</b>		<b>700,803</b>	<b>6,479</b>	<b>243,496</b>	<b>94,935</b>	<b>109,819</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	10,616	0	21,180	0	16,192
C	Construction	682,854	6,479	212,641	94,935	91,371
D	Testing	898	0	1,024	0	536
E	Inspection	6,413	0	8,652	0	1,719
F	Furniture & Equipment (F&E)	23	0	0	0	0
<b>Total Expenditures</b>		<b>700,803</b>	<b>6,479</b>	<b>243,496</b>	<b>94,935</b>	<b>109,819</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	10,616	0	21,180	0	16,192
C	Construction	682,854	6,479	212,641	94,935	91,371
D	Testing	898	0	1,024	0	536
E	Inspection	6,413	0	8,652	0	1,719
F	Furniture & Equipment (F&E)	23	0	0	0	0
<b>Total Expenditures &amp; Commitments</b>		<b>700,803</b>	<b>6,479</b>	<b>243,496</b>	<b>94,935</b>	<b>109,819</b>
<b>Work in Progress</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Gage MS Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G
		Total	Harrison ES Asphalt Addition	Madison ES Lunch Shelter	Mt View ES Restroom (ADA)	Pachappa ES Lunch Shelter
<b>21 MEASURE B - BUILDING FUND</b>						
<b>Total Funding Appropriations</b>		124,989	1,296	41,190	18,987	19,858
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	1,787	0	3,558	0	1,132
C	Construction	122,151	1,296	36,295	18,987	18,275
D	Testing	91	0	205	0	107
E	Inspection	937	0	1,133	0	344
F	Furniture & Equipment (F&E)	23	0	0	0	0
<b>Total Expenditures</b>		124,989	1,296	41,190	18,987	19,858
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	1,787	0	3,558	0	1,132
C	Construction	122,151	1,296	36,295	18,987	18,275
D	Testing	91	0	205	0	107
E	Inspection	937	0	1,133	0	344
F	Furniture & Equipment (F&E)	23	0	0	0	0
<b>Total Expenditures &amp; Commitments</b>		124,989	1,296	41,190	18,987	19,858
<b>Balance</b>		0	0	0	0	0

Completed projects.  
 Discontinued projects.



PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Harrison ES Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G	Hyatt ES Mod - Group G
		Poly HS Fencing Project	Ramona HS Stadium Renovation	University MS Fencing Project	Total	Ramona HS Interior Landscaping
<b>FUNDING APPROPRIATIONS</b>						
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	0	0
35	State Fund SFP - Interest	0	0	0	48,449	11,158
35	Project Savings	16,000	9,392	26,880	377,222	26,690
21	Building Fund (Measure B)	0	0	0	0	0
21	Project Savings	4,000	2,348	6,720	94,399	14,264
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
<b>Total Project Funding</b>		<b>20,000</b>	<b>11,740</b>	<b>33,600</b>	<b>520,069</b>	<b>52,112</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	0	11,740	0	49,112	8,792
C	Construction	20,000	0	33,600	459,026	39,454
D	Testing	0	0	0	1,560	3,866
E	Inspection	0	0	0	10,371	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Estimated Project Cost</b>		<b>20,000</b>	<b>11,740</b>	<b>33,600</b>	<b>520,069</b>	<b>52,112</b>
G	Project Contingency	0	0	0	0	0
<b>Total Budget</b>		<b>20,000</b>	<b>11,740</b>	<b>33,600</b>	<b>520,069</b>	<b>52,112</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	11,740	0	49,112	8,792
C	Construction	20,000	0	33,600	459,027	39,454
D	Testing	0	0	0	1,560	3,866
E	Inspection	0	0	0	10,371	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Expenditures</b>		<b>20,000</b>	<b>11,740</b>	<b>33,600</b>	<b>520,069</b>	<b>52,112</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	0	11,740	0	49,112	8,792
C	Construction	20,000	0	33,600	459,027	39,454
D	Testing	0	0	0	1,560	3,866
E	Inspection	0	0	0	10,371	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Expenditures &amp; Commitments</b>		<b>20,000</b>	<b>11,740</b>	<b>33,600</b>	<b>520,069</b>	<b>52,112</b>
<b>Work in Progress</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Harrison ES Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G	Harrison ES Mod - Group G	Hyatt ES Mod - Group G
		Poly HS Fencing Project	Ramona HS Stadium Renovation	University MS Fencing Project	Total	Ramona HS Interior Landscaping
<b>21 MEASURE B - BUILDING FUND</b>						
<b>Total Funding Appropriations</b>		4,000	2,348	6,720	94,399	14,264
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	2,348	0	7,038	8,559
C	Construction	4,000	0	6,720	85,572	5,704
D	Testing	0	0	0	312	0
E	Inspection	0	0	0	1,477	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Expenditures</b>		4,000	2,348	6,720	94,399	14,264
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	0	2,348	0	7,038	8,559
C	Construction	4,000	0	6,720	85,572	5,704
D	Testing	0	0	0	312	0
E	Inspection	0	0	0	1,477	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Expenditures &amp; Commitments</b>		4,000	2,348	6,720	94,399	14,264
<b>Balance</b>		0	0	0	0	0

Completed projects.  
 Discontinued projects.

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

	Kennedy ES	Kennedy ES	Kennedy ES	Liberty ES Mod - Group J	Magnolia ES Group H Mod
	Kennedy ES ADA Ramp	Woodcrest Concrete Modification	Total	Madison ES Lunch Shelter	Ramona HS Interior Landscaping
<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0
35	State Fund SFP	0	0	0	0
35	State Fund SFP - Interest	0	0	0	20,531
35	Project Savings	13,197	5,250	18,447	413,356
21	Building Fund (Measure B)	0	0	0	0
21	Project Savings	0	0	693	275,571
xx	Other	13,196	5,250	18,446	0
xx	Community Facilities District	0	0	0	0
	<b>Total Project Funding</b>	<b>26,393</b>	<b>10,500</b>	<b>36,893</b>	<b>709,458</b>
<b>BUDGET-ALL FUNDS</b>					
A	Site	0	0	0	0
B	Planning	8,184	0	8,184	1,733
C	Construction	18,209	10,500	28,709	0
D	Testing	0	0	0	1,569
E	Inspection	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0
	<b>Estimated Project Cost</b>	<b>26,393</b>	<b>10,500</b>	<b>36,893</b>	<b>709,458</b>
G	Project Contingency	0	0	0	0
	<b>Total Budget</b>	<b>26,393</b>	<b>10,500</b>	<b>36,893</b>	<b>709,458</b>
<b>PROJECT STATUS - ALL FUNDS</b>					
<b>EXPENDITURES AS OF 06/30/14</b>					
A	Site	0	0	0	0
B	Planning	8,184	0	8,184	1,733
C	Construction	18,209	10,500	28,709	0
D	Testing	0	0	0	1,569
E	Inspection	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0
	<b>Total Expenditures</b>	<b>26,393</b>	<b>10,500</b>	<b>36,893</b>	<b>709,458</b>
<b>COMMITMENTS AS OF 10/31/14</b>					
A	Site	0	0	0	0
B	Planning	0	0	0	0
C	Construction	0	0	0	0
D	Testing	0	0	0	0
E	Inspection	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>					
A	Site	0	0	0	0
B	Planning	8,184	0	8,184	1,733
C	Construction	18,209	10,500	28,709	0
D	Testing	0	0	0	1,569
E	Inspection	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0
	<b>Total Expenditures &amp; Commitments</b>	<b>26,393</b>	<b>10,500</b>	<b>36,893</b>	<b>709,458</b>
	<b>Work in Progress</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Kennedy ES	Kennedy ES	Kennedy ES	Liberty ES Mod - Group J	Magnolia ES Group H Mod
		Kennedy ES ADA Ramp	Woodcrest Concrete Modification	Total	Madison ES Lunch Shelter	Ramona HS Interior Landscaping
<b>21 MEASURE B - BUILDING FUND</b>						
<b>Total Funding Appropriations</b>		0	0	0	693	275,571
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	693	0
C	Construction	0	0	0	0	275,571
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Expenditures</b>		0	0	0	693	275,571
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	693	0
C	Construction	0	0	0	0	275,571
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Expenditures &amp; Commitments</b>		0	0	0	693	275,571
<b>Balance</b>		0	0	0	0	0

Completed projects.  
 Discontinued projects.

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		North HS Mod - Group F	North HS Mod - Group F	North HS Mod - Group F	North HS Mod - Group F	North HS Mod - Group F
		Alcott ES Workroom	North HS Portable Project	Ramona HS Interior Landscaping	Sunshine ES Shade Shelter	Total
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	0	0
35	State Fund SFP - Interest	0	0	164,178	0	164,178
35	Project Savings	171,638	6,710	435,062	10,608	624,017
21	Building Fund (Measure B)	0	0	0	0	0
21	Project Savings	47,598	1,607	106,302	855	156,363
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
	<b>Total Project Funding</b>	<b>219,236</b>	<b>8,317</b>	<b>705,543</b>	<b>11,463</b>	<b>944,558</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	43,513	8,317	177,466	2,395	231,690
C	Construction	159,155	0	525,469	8,221	692,844
D	Testing	0	0	0	0	0
E	Inspection	6,786	0	2,608	847	10,241
F	Furniture & Equipment (F&E)	9,782	0	0	0	9,782
	<b>Estimated Project Cost</b>	<b>219,236</b>	<b>8,317</b>	<b>705,543</b>	<b>11,463</b>	<b>944,558</b>
G	Project Contingency	0	0	0	0	0
	<b>Total Budget</b>	<b>219,236</b>	<b>8,317</b>	<b>705,543</b>	<b>11,463</b>	<b>944,558</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	43,513	8,232	177,466	2,395	231,605
C	Construction	159,155	0	525,469	8,221	692,844
D	Testing	0	85	0	0	85
E	Inspection	6,786	0	2,608	847	10,241
F	Furniture & Equipment (F&E)	9,782	0	0	0	9,782
	<b>Total Expenditures</b>	<b>219,236</b>	<b>8,317</b>	<b>705,543</b>	<b>11,463</b>	<b>944,558</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	43,513	8,232	177,466	2,395	231,605
C	Construction	159,155	0	525,469	8,221	692,844
D	Testing	0	85	0	0	85
E	Inspection	6,786	0	2,608	847	10,241
F	Furniture & Equipment (F&E)	9,782	0	0	0	9,782
	<b>Total Expenditures &amp; Commitments</b>	<b>219,236</b>	<b>8,317</b>	<b>705,543</b>	<b>11,463</b>	<b>944,558</b>
	<b>Work in Progress</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		North HS Mod - Group F	North HS Mod - Group F	North HS Mod - Group F	North HS Mod - Group F	North HS Mod - Group F
		Alcott ES Workroom	North HS Portable Project	Ramona HS Interior Landscaping	Sunshine ES Shade Shelter	Total
<b>21 MEASURE B - BUILDING FUND</b>						
<b>Total Funding Appropriations</b>		47,598	1,607	106,302	855	156,363
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	12,143	1,590	30,113	-958	42,888
C	Construction	32,691	0	76,190	1,644	110,524
D	Testing	0	17	0	0	17
E	Inspection	1,357	0	0	169	1,527
F	Furniture & Equipment (F&E)	1,407	0	0	0	1,407
<b>Total Expenditures</b>		47,598	1,607	106,302	855	156,363
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	12,143	1,590	30,113	-958	42,888
C	Construction	32,691	0	76,190	1,644	110,524
D	Testing	0	17	0	0	17
E	Inspection	1,357	0	0	169	1,527
F	Furniture & Equipment (F&E)	1,407	0	0	0	1,407
<b>Total Expenditures &amp; Commitments</b>		47,598	1,607	106,302	855	156,363
<b>Balance</b>		0	0	0	0	0

Completed projects.  
 Discontinued projects.

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Poly HS Mod - Group F	Poly HS Mod - Group F	Poly HS Mod - Group F	Poly HS Mod - Group F	Sierra MS Mod - Group J
		Arlington HS Bleacher ADA Repair	Poly HS Portable Project	Ramona HS Interior Landscaping	Total	Central MS Trim - Paint
<b>FUND</b>	<b>FUNDING APPROPRIATIONS</b>					
30	State Fund LPP	0	0	0	0	0
35	State Fund SFP	0	0	0	0	0
35	State Fund SFP - Interest	0	0	60,982	60,982	0
35	Project Savings	214,780	64,737	46,774	326,292	12,600
21	Building Fund (Measure B)	0	0	0	0	0
21	Project Savings	54,511	16,184	10,878	81,573	8,400
xx	Other	0	0	0	0	0
xx	Community Facilities District	0	0	0	0	0
	<b>Total Project Funding</b>	<b>269,291</b>	<b>80,922</b>	<b>118,634</b>	<b>468,847</b>	<b>21,000</b>
<b>BUDGET-ALL FUNDS</b>						
A	Site	0	0	0	0	0
B	Planning	29,874	15,432	7,883	53,189	0
C	Construction	238,334	55,221	110,751	404,306	21,000
D	Testing	0	0	0	0	0
E	Inspection	1,084	0	0	1,084	0
F	Furniture & Equipment (F&E)	0	10,268	0	10,268	0
	<b>Estimated Project Cost</b>	<b>269,291</b>	<b>80,922</b>	<b>118,634</b>	<b>468,847</b>	<b>21,000</b>
G	Project Contingency	0	0	0	0	0
	<b>Total Budget</b>	<b>269,291</b>	<b>80,922</b>	<b>118,634</b>	<b>468,847</b>	<b>21,000</b>
<b>PROJECT STATUS - ALL FUNDS</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	29,874	15,432	7,883	53,189	0
C	Construction	238,334	55,221	110,751	404,306	21,000
D	Testing	0	0	0	0	0
E	Inspection	1,084	0	0	1,084	0
F	Furniture & Equipment (F&E)	0	10,268	0	10,268	0
	<b>Total Expenditures</b>	<b>269,291</b>	<b>80,922</b>	<b>118,634</b>	<b>468,847</b>	<b>21,000</b>
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
	<b>Total Commitments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	29,874	15,432	7,883	53,189	0
C	Construction	238,334	55,221	110,751	404,306	21,000
D	Testing	0	0	0	0	0
E	Inspection	1,084	0	0	1,084	0
F	Furniture & Equipment (F&E)	0	10,268	0	10,268	0
	<b>Total Expenditures &amp; Commitments</b>	<b>269,291</b>	<b>80,922</b>	<b>118,634</b>	<b>468,847</b>	<b>21,000</b>
	<b>Work in Progress</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Poly HS Mod - Group F	Poly HS Mod - Group F	Poly HS Mod - Group F	Poly HS Mod - Group F	Sierra MS Mod - Group J
		Arlington HS Bleacher ADA Repair	Poly HS Portable Project	Ramona HS Interior Landscaping	Total	Central MS Trim - Paint
<b>21 MEASURE B - BUILDING FUND</b>						
<b>Total Funding Appropriations</b>		54,511	16,184	10,878	81,573	8,400
<b>PROJECT STATUS - BUILDING FUND</b>						
<b>EXPENDITURES AS OF 06/30/14</b>						
A	Site	0	0	0	0	0
B	Planning	6,533	634	0	7,167	0
C	Construction	47,762	15,551	10,878	74,190	8,400
D	Testing	0	0	0	0	0
E	Inspection	217	0	0	217	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Expenditures</b>		54,511	16,184	10,878	81,573	8,400
<b>COMMITMENTS AS OF 10/31/14</b>						
A	Site	0	0	0	0	0
B	Planning	0	0	0	0	0
C	Construction	0	0	0	0	0
D	Testing	0	0	0	0	0
E	Inspection	0	0	0	0	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Commitments</b>		0	0	0	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>						
A	Site	0	0	0	0	0
B	Planning	6,533	634	0	7,167	0
C	Construction	47,762	15,551	10,878	74,190	8,400
D	Testing	0	0	0	0	0
E	Inspection	217	0	0	217	0
F	Furniture & Equipment (F&E)	0	0	0	0	0
<b>Total Expenditures &amp; Commitments</b>		54,511	16,184	10,878	81,573	8,400
<b>Balance</b>		0	0	0	0	0

Completed projects.  
 Discontinued projects.

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Washington ES Mod - Group H	Totals
		Ramona HS Interior Landscaping	
<b>FUND FUNDING APPROPRIATIONS</b>			
30	State Fund LPP	0	0
35	State Fund SFP	0	0
35	State Fund SFP - Interest	18,602	560,225
35	Project Savings	297,589	4,645,052
21	Building Fund (Measure B)	0	0
21	Project Savings	198,393	1,654,243
xx	Other	0	18,446
xx	Community Facilities District	0	0
<b>Total Project Funding</b>		<b>514,584</b>	<b>6,877,966</b>
<b>BUDGET-ALL FUNDS</b>			
A	Site	0	0
B	Planning	0	486,566
C	Construction	512,759	6,214,568
D	Testing	1,826	17,788
E	Inspection	0	83,252
F	Furniture & Equipment (F&E)	0	75,793
<b>Estimated Project Cost</b>		<b>514,584</b>	<b>6,877,966</b>
G	Project Contingency	0	0
<b>Total Budget</b>		<b>514,584</b>	<b>6,877,966</b>
<b>PROJECT STATUS - ALL FUNDS</b>			
<b>EXPENDITURES AS OF 06/30/14</b>			
A	Site	0	0
B	Planning	0	485,720
C	Construction	512,759	6,230,357
D	Testing	1,826	15,330
E	Inspection	0	62,954
F	Furniture & Equipment (F&E)	0	83,605
<b>Total Expenditures</b>		<b>514,584</b>	<b>6,877,966</b>
<b>COMMITMENTS AS OF 10/31/14</b>			
A	Site	0	0
B	Planning	0	0
C	Construction	0	0
D	Testing	0	0
E	Inspection	0	0
F	Furniture & Equipment (F&E)	0	0
<b>Total Commitments</b>		<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>			
A	Site	0	0
B	Planning	0	485,720
C	Construction	512,759	6,230,357
D	Testing	1,826	15,330
E	Inspection	0	62,954
F	Furniture & Equipment (F&E)	0	83,605
<b>Total Expenditures &amp; Commitments</b>		<b>514,584</b>	<b>6,877,966</b>
<b>Work in Progress</b>		<b>0</b>	<b>0</b>

PROJECT SAVINGS  
 Non - State Projects  
 Funding & Budgets  
 Expenditures as of 06/30/14 and  
 Commitments as of 10/31/14

		Washington ES Mod - Group H	Totals
		Ramona HS Interior Landscaping	
21	MEASURE B - BUILDING FUND		
	Total Funding Appropriations	198,393	1,654,243
<b>PROJECT STATUS - BUILDING FUND</b>			
<b>EXPENDITURES AS OF 06/30/14</b>			
A	Site	0	0
B	Planning	0	97,715
C	Construction	198,393	1,545,723
D	Testing	0	622
E	Inspection	0	5,573
F	Furniture & Equipment (F&E)	0	4,611
	Total Expenditures	198,393	1,654,243
<b>COMMITMENTS AS OF 10/31/14</b>			
A	Site	0	0
B	Planning	0	0
C	Construction	0	0
D	Testing	0	0
E	Inspection	0	0
F	Furniture & Equipment (F&E)	0	0
	Total Commitments	0	0
<b>TOTAL EXPENDITURES &amp; COMMITMENTS</b>			
A	Site	0	0
B	Planning	0	97,715
C	Construction	198,393	1,545,723
D	Testing	0	622
E	Inspection	0	5,573
F	Furniture & Equipment (F&E)	0	4,611
	Total Expenditures & Commitments	198,393	1,654,243
	Balance	0	0

Completed projects.  
 Discontinued projects.



<b>Project Savings Summary</b>						
<b>Project</b>	<b>Adams ES Mod - Group J</b>		<b>Alcott ES Mod - Group J</b>		<b>Arlington HS Mod - Group F</b>	
<b>Total Savings Amount</b>	23,754		273,048		2,504,696	
<b>Interest on Savings Amount</b>		1,898.21		12,544.77		75,039.18
<b>Fund</b>	21	35	21	35	21	35
<b>Percent</b>	40%	60%	40%	60%	20%	80%
<b>Savings Amount per Fund</b>	9,501.76	14,252.63	109,219.05	163,828.57	500,939.26	2,003,757.03
<b>Savings Applied to Project:</b>						
Alcott ES Staff Workroom						
Arlington HS Bleacher Repair						
Arlington HS EMS					79,651.82	318,607.25
Arlington HS Mod - Group F					25.27	101.10
Arlington HS Quad					135,728.81	542,915.22
Arlington HS Science Wing						
Arlington HS Science Wing - Port Relocation					163,064.83	652,263.47
Arlington HS Stucco Repair					20,207.08	78,710.93
Bryant ES 2-Story Classroom/Library						
Campus Access Control/Security						
Central MS Mod - Group J						
Central MS - Trim Paint						
Chemawa MS Mod - Group J						
Emerson ES Mod - Group K						
Fremont ES Mod - Group G						
Gage MS Mod - Group G						
Gage MS Shade Structure						
Harrison ES Asphalt Addition						
Harrison ES Mod - Group G						
Hawthorne ES						
Highland ES Mod - Group J						
Jackson ES Restroom (ADA)						
Kennedy ES ADA Ramp						
King HS Lunch Shelters						
Liberty ES Landscaping					59,659.81	238,639.23
Liberty ES Multi-Purpose						
Longfellow ES 2-Story Classroom/Library						
Madison ES Lunch Shelter						
Mt View ES Restroom (ADA)						
Mt View ES Wing						
North HS Portable Project						
North HS Science Wing						
Pachappa ES Lunch Shelter						
Patricia Beatty ES						
Poly HS Fencing Project						
Poly HS Portable Project						
Poly HS Science Wing - Portables						
Ramona HS Interior Landscaping			109,219.05	176,373.34	42,601.64	247,559.01
Ramona HS M&O Athletic						
Ramona HS Stadium Renovation						
Ramona HS Cafeteria Store Front						
Ramona HS Career Technology Education						
Sunshine ES Shade Shelter						
University MS Fencing Project						
University MS Mod						
Woodcrest ES Concrete Repairs						
Woodcrest ES New & Mod						
<b>Expenditures by Fund</b>	0.00	0.00	109,219.05	176,373.34	500,939.26	2,078,796.21
<b>Total Expenditures</b>	0.00		285,592.39		2,579,735.47	
<b>Project Savings Fund Balance</b>	9,501.76	16,150.84	0.00	0.00	0.00	0.00
<b>Project SavingsTotal Balance</b>	25,652.60		0.00		0.00	

Project Savings Summary						
Project	Arlington HS Science Wing		Bryant ES 2-Story Classroom/Lib		Central MS Wing Addn	
Total Savings Amount	1,370,553		1,363,566		742,753	
Interest on Savings Amount		53,535.34		49,828.27		33,263.55
Fund	21	35	21	35	21	35
Percent	50%	50%	50%	50%	50%	50%
Savings Amount per Fund	685,276.61	685,276.60	681,782.96	681,782.97	371,376.59	371,376.58
<b>Savings Applied to Project:</b>						
Alcott ES Staff Workroom						
Arlington HS Bleacher Repair						
Arlington HS EMS						
Arlington HS Mod - Group F						
Arlington HS Quad	125,000.00	125,000.00				
Arlington HS Science Wing	1,761.37	1,761.38				
Arlington HS Science Wing - Port Relocation						
Arlington HS Stucco Repair						
Bryant ES 2-Story Classroom/Library			250.00	250.00		
Campus Access Control/Security						
Central MS Mod - Group J						
Central MS - Trim Paint						
Chemawa MS Mod - Group J						
Emerson ES Mod - Group K						
Fremont ES Mod - Group G						
Gage MS Mod - Group G						
Gage MS Shade Structure						
Harrison ES Asphalt Addition						
Harrison ES Mod - Group G						
Hawthorne ES						
Highland ES Mod - Group J						
Jackson ES Restroom (ADA)						
Kennedy ES ADA Ramp						
King HS Lunch Shelters						
Liberty ES Landscaping						
Liberty ES Multi-Purpose						
Longfellow ES 2-Story Classroom/Library						
Madison ES Lunch Shelter						
Mt View ES Restroom (ADA)						
Mt View ES Wing	240,078.24	293,613.56	681,532.96	731,361.24		
North HS Portable Project						
North HS Science Wing						
Pachappa ES Lunch Shelter						
Patricia Beatty ES						
Poly HS Fencing Project						
Poly HS Portable Project						
Poly HS Science Wing - Portables						
Ramona HS Interior Landscaping						
Ramona HS M&O Athletic						
Ramona HS Stadium Renovation						
Ramona HS Cafeteria Store Front						
Ramona HS Career Technology Education						
Sunshine ES Shade Shelter						
University MS Fencing Project						
University MS Mod						
Woodcrest ES Concrete Repairs						
Woodcrest ES New & Mod	318,437.00	318,437.00				
<b>Expenditures by Fund</b>	685,276.61	738,811.94	681,782.96	731,611.24	0.00	0.00
<b>Total Expenditures</b>	1,424,088.55		1,413,394.20		0.00	
<b>Project Savings Fund Balance</b>	0.00	0.00	0.00	0.00	371,376.59	404,640.13
<b>Project SavingsTotal Balance</b>	0.00		0.00		776,016.72	

<b>Project Savings Summary</b>						
<b>Project</b>	<b>Chemawa MS Group J Mod</b>		<b>Chemawa MS Wing Addn</b>		<b>Emerson ES Group J Mod</b>	
<b>Total Savings Amount</b>	645,132		1,235,728		206,502	
<b>Interest on Savings Amount</b>		23,394.39		46,839.06		9,305.72
<b>Fund</b>	21	35	21	35	21	35
<b>Percent</b>	40%	60%	50%	50%	40%	60%
<b>Savings Amount per Fund</b>	258,052.92	387,079.37	617,864.20	617,864.20	82,600.95	123,901.42
<b>Savings Applied to Project:</b>						
Alcott ES Staff Workroom						
Arlington HS Bleacher Repair						
Arlington HS EMS						
Arlington HS Mod - Group F						
Arlington HS Quad						
Arlington HS Science Wing						
Arlington HS Science Wing - Port Relocation						
Arlington HS Stucco Repair						
Bryant ES 2-Story Classroom/Library						
Campus Access Control/Security	116,637.65	403,992.62				
Central MS Mod - Group J						
Central MS - Trim Paint						
Chemawa MS Mod - Group J	291.60	666.40				
Emerson ES Mod - Group K						
Fremont ES Mod - Group G						
Gage MS Mod - Group G						
Gage MS Shade Structure						
Harrison ES Asphalt Addition						
Harrison ES Mod - Group G						
Hawthorne ES						
Highland ES Mod - Group J						
Jackson ES Restroom (ADA)						
Kennedy ES ADA Ramp						
King HS Lunch Shelters						
Liberty ES Landscaping						
Liberty ES Multi-Purpose						
Longfellow ES 2-Story Classroom/Library						
Madison ES Lunch Shelter						
Mt View ES Restroom (ADA)						
Mt View ES Wing						
North HS Portable Project						
North HS Science Wing						
Pachappa ES Lunch Shelter						
Patricia Beatty ES						
Poly HS Fencing Project						
Poly HS Portable Project						
Poly HS Science Wing - Portables						
Ramona HS Interior Landscaping					79,594.15	118,422.28
Ramona HS M&O Athletic						
Ramona HS Stadium Renovation						
Ramona HS Cafeteria Store Front	67,160.00					
Ramona HS Career Technology Education						
Sunshine ES Shade Shelter						
University MS Fencing Project						
University MS Mod						
Woodcrest ES Concrete Repairs						
Woodcrest ES New & Mod						
<b>Expenditures by Fund</b>	184,089.25	404,659.02	0.00	0.00	79,594.15	118,422.28
<b>Total Expenditures</b>	588,748.27		0.00		198,016.43	
<b>Project Savings Fund Balance</b>	73,963.67	5,814.74	617,864.20	664,703.26	3,006.80	14,784.86
<b>Project SavingsTotal Balance</b>	79,778.41		1,282,567.45		17,791.66	

<b>Project Savings Summary</b>						
<b>Project</b>	<b>Fremont ES Mod - Group G</b>		<b>Gage MS Mod - Group G</b>		<b>Harrison ES Mod - Group G</b>	
<b>Total Savings Amount</b>	<b>477,012</b>		<b>625,121</b>		<b>598,422</b>	
<b>Interest on Savings Amount</b>		<b>63,970.35</b>		<b>75,857.34</b>		<b>48,448.75</b>
<b>Fund</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>35</b>
<b>Percent</b>	20%	80%	20%	80%	20%	80%
<b>Savings Amount per Fund</b>	95,402.44	381,609.75	125,024.11	500,096.45	119,684.49	478,737.94
<b>Savings Applied to Project:</b>						
Alcott ES Staff Workroom						
Arlington HS Bleacher Repair						
Arlington HS EMS						
Arlington HS Mod - Group F						
Arlington HS Quad						
Arlington HS Science Wing						
Arlington HS Science Wing - Port Relocation						
Arlington HS Stucco Repair						
Bryant ES 2-Story Classroom/Library						
Campus Access Control/Security						
Central MS Mod - Group J					24,412.72	98,023.56
Central MS - Trim Paint						
Chemawa MS Mod - Group J						
Emerson ES Mod - Group K						
Fremont ES Mod - Group G	16,961.55	67,846.22				
Gage MS Mod - Group G			35.00	140.00		
Gage MS Shade Structure			17,013.74	66,225.44		
Harrison ES Asphalt Addition					1,295.89	5,183.58
Harrison ES Mod - Group G					873.15	3,492.58
Hawthorne ES						
Highland ES Mod - Group J						
Jackson ES Restroom (ADA)			23,470.84	93,792.00		
Kennedy ES ADA Ramp						
King HS Lunch Shelters						
Liberty ES Landscaping						
Liberty ES Multi-Purpose						
Longfellow ES 2-Story Classroom/Library						
Madison ES Lunch Shelter			7,786.46	45,065.65	41,189.94	202,305.69
Mt View ES Restroom (ADA)					18,987.07	75,948.32
Mt View ES Wing						
North HS Portable Project						
North HS Science Wing						
Pachappa ES Lunch Shelter					19,857.72	89,960.96
Patricia Beatty ES						
Poly HS Fencing Project					4,000.00	16,000.00
Poly HS Portable Project						
Poly HS Science Wing - Portables						
Ramona HS Interior Landscaping	78,440.89	377,733.88	76,648.67	370,453.10		
Ramona HS M&O Athletic						
Ramona HS Stadium Renovation					2,348.00	9,392.00
Ramona HS Cafeteria Store Front						
Ramona HS Career Technology Education						
Sunshine ES Shade Shelter						
University MS Fencing Project					6,720.00	26,880.00
University MS Mod			69.40	277.60		
Woodcrest ES Concrete Repairs						
Woodcrest ES New & Mod						
<b>Expenditures by Fund</b>	<b>95,402.44</b>	<b>445,580.10</b>	<b>125,024.11</b>	<b>575,953.79</b>	<b>119,684.49</b>	<b>527,186.69</b>
<b>Total Expenditures</b>	<b>540,982.54</b>		<b>700,977.90</b>		<b>646,871.18</b>	
<b>Project Savings Fund Balance</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Project SavingsTotal Balance</b>	<b>0.00</b>		<b>0.00</b>		<b>0.00</b>	

<b>Project Savings Summary</b>						
<b>Project</b>	<b>Hyatt ES Mod - Group G</b>		<b>Kennedy ES</b>		<b>Liberty ES Mod - Group J</b>	
<b>Total Savings Amount</b>	<b>71,318</b>		<b>275,041</b>		<b>133,675</b>	
<b>Interest on Savings Amount</b>		<b>11,778.11</b>		<b>8,158.97</b>		<b>4,078.45</b>
<b>Fund</b>	<b>21</b>	<b>35</b>	<b>CFD</b>	<b>35</b>	<b>21</b>	<b>35</b>
<b>Percent</b>	20%	80%	50%	50%	40%	60%
<b>Savings Amount per Fund</b>	14,263.57	57,054.30	137,520.30	137,520.29	53,470.05	80,205.07
<b>Savings Applied to Project:</b>						
Alcott ES Staff Workroom						
Arlington HS Bleacher Repair						
Arlington HS EMS						
Arlington HS Mod - Group F						
Arlington HS Quad						
Arlington HS Science Wing						
Arlington HS Science Wing - Port Relocation						
Arlington HS Stucco Repair						
Bryant ES 2-Story Classroom/Library			1,519.69	1,519.68		
Campus Access Control/Security						
Central MS Mod - Group J						
Central MS - Trim Paint						
Chemawa MS Mod - Group J						
Emerson ES Mod - Group K						
Fremont ES Mod - Group G						
Gage MS Mod - Group G						
Gage MS Shade Structure						
Harrison ES Asphalt Addition						
Harrison ES Mod - Group G						
Hawthorne ES			2,428.79	2,428.79		
Highland ES Mod - Group J						
Jackson ES Restroom (ADA)						
Kennedy ES ADA Ramp			13,196.09	13,196.52		
King HS Lunch Shelters						
Liberty ES Landscaping						
Liberty ES Multi-Purpose			10,393.15	10,393.15		
Longfellow ES 2-Story Classroom/Library			6,457.12	6,457.10		
Madison ES Lunch Shelter					693.31	1,039.96
Mt View ES Restroom (ADA)						
Mt View ES Wing			95,701.55	103,860.11		
North HS Portable Project						
North HS Science Wing						
Pachappa ES Lunch Shelter						
Patricia Beatty ES			2,573.91	2,573.91		
Poly HS Fencing Project						
Poly HS Portable Project						
Poly HS Science Wing - Portables						
Ramona HS Interior Landscaping	14,263.57	37,848.44				
Ramona HS M&O Athletic						
Ramona HS Stadium Renovation						
Ramona HS Cafeteria Store Front						
Ramona HS Career Technology Education						
Sunshine ES Shade Shelter						
University MS Fencing Project						
University MS Mod						
Woodcrest ES Concrete Repairs			5,250.00	5,250.00		
Woodcrest ES New & Mod						
<b>Expenditures by Fund</b>	14,263.57	37,848.44	137,520.30	145,679.26	693.31	1,039.96
<b>Total Expenditures</b>	52,112.01		283,199.56		1,733.27	
<b>Project Savings Fund Balance</b>	0.00	30,983.97	0.00	0.00	52,776.74	83,243.56
<b>Project SavingsTotal Balance</b>	30,983.97		0.00		136,020.30	



<b>Project Savings Summary</b>						
<b>Project</b>	<b>Liberty ES Multi-Purpose</b>		<b>Longfellow ES 2-Story CR/Lib</b>		<b>Magnolia ES Group H Mod</b>	
<b>Total Savings Amount</b>	<b>55,840</b>		<b>1,276,772</b>		<b>688,927</b>	
<b>Interest on Savings Amount</b>		<b>5,855.77</b>		<b>53,940.07</b>		<b>20,530.57</b>
<b>Fund</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>35</b>
<b>Percent</b>	50%	50%	50%	50%	40%	60%
<b>Savings Amount per Fund</b>	27,919.78	27,919.78	638,386.10	638,386.10	275,570.80	413,356.19
<b>Savings Applied to Project:</b>						
Alcott ES Staff Workroom						
Arlington HS Bleacher Repair						
Arlington HS EMS						
Arlington HS Mod - Group F						
Arlington HS Quad						
Arlington HS Science Wing						
Arlington HS Science Wing - Port Relocation				251.93		
Arlington HS Stucco Repair						
Bryant ES 2-Story Classroom/Library						
Campus Access Control/Security						
Central MS Mod - Group J						
Central MS - Trim Paint						
Chemawa MS Mod - Group J						
Emerson ES Mod - Group K						
Fremont ES Mod - Group G						
Gage MS Mod - Group G						
Gage MS Shade Structure						
Harrison ES Asphalt Addition						
Harrison ES Mod - Group G						
Hawthorne ES						
Highland ES Mod - Group J						
Jackson ES Restroom (ADA)						
Kennedy ES ADA Ramp						
King HS Lunch Shelters						
Liberty ES Landscaping						
Liberty ES Multi-Purpose	611.70	611.70				
Longfellow ES 2-Story Classroom/Library						
Madison ES Lunch Shelter						
Mt View ES Restroom (ADA)						
Mt View ES Wing			346,413.85	385,872.22		
North HS Portable Project						
North HS Science Wing						
Pachappa ES Lunch Shelter						
Patricia Beatty ES						
Poly HS Fencing Project						
Poly HS Portable Project						
Poly HS Science Wing - Portables						
Ramona HS Interior Landscaping					275,570.80	433,886.76
Ramona HS M&O Athletic						
Ramona HS Stadium Renovation						
Ramona HS Cafeteria Store Front						
Ramona HS Career Technology Education						
Sunshine ES Shade Shelter						
University MS Fencing Project						
University MS Mod						
Woodcrest ES Concrete Repairs						
Woodcrest ES New & Mod						
<b>Expenditures by Fund</b>	<b>611.70</b>	<b>611.70</b>	<b>346,413.85</b>	<b>386,124.15</b>	<b>275,570.80</b>	<b>433,886.76</b>
<b>Total Expenditures</b>	<b>1,223.40</b>		<b>732,538.00</b>		<b>709,457.56</b>	
<b>Project Savings Fund Balance</b>	<b>27,308.08</b>	<b>33,163.85</b>	<b>291,972.25</b>	<b>306,202.02</b>	<b>0.00</b>	<b>0.00</b>
<b>Project SavingsTotal Balance</b>	<b>60,471.93</b>		<b>598,174.27</b>		<b>0.00</b>	

<b>Project Savings Summary</b>						
<b>Project</b>	<b>North HS Mod - Group F</b>		<b>North HS Science Wing</b>		<b>Poly HS Mod - Group F</b>	
<b>Total Savings Amount</b>	<b>850,939</b>		<b>594,390</b>		<b>517,715</b>	
<b>Interest on Savings Amount</b>		<b>164,189.99</b>		<b>16,956.09</b>		<b>60,982.48</b>
<b>Fund</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>35</b>
<b>Percent</b>	20%	80%	50%	50%	20%	80%
<b>Savings Amount per Fund</b>	170,187.77	680,751.08	297,195.09	297,195.08	103,542.97	414,171.86
<b>Savings Applied to Project:</b>						
Alcott ES Staff Workroom	47,597.66	171,638.26				
Arlington HS Bleacher Repair					54,511.17	214,780.25
Arlington HS EMS						
Arlington HS Mod - Group F						
Arlington HS Quad						
Arlington HS Science Wing						
Arlington HS Science Wing - Port Relocation						
Arlington HS Stucco Repair						
Bryant ES 2-Story Classroom/Library						
Campus Access Control/Security						
Central MS Mod - Group J						
Central MS - Trim Paint						
Chemawa MS Mod - Group J						
Emerson ES Mod - Group K						
Fremont ES Mod - Group G						
Gage MS Mod - Group G						
Gage MS Shade Structure						
Harrison ES Asphalt Addition						
Harrison ES Mod - Group G						
Hawthorne ES						
Highland ES Mod - Group J	13,825.23	55,300.91				
Jackson ES Restroom (ADA)						
Kennedy ES ADA Ramp						
King HS Lunch Shelters		1,444.50				
Liberty ES Landscaping						
Liberty ES Multi-Purpose						
Longfellow ES 2-Story Classroom/Library						
Madison ES Lunch Shelter						
Mt View ES Restroom (ADA)						
Mt View ES Wing			66,873.71	83,829.81		
North HS Portable Project	1,607.00	6,709.60				
North HS Science Wing			2,642.42	2,642.41		
Pachappa ES Lunch Shelter						
Patricia Beatty ES						
Poly HS Fencing Project						
Poly HS Portable Project					16,184.34	64,737.36
Poly HS Science Wing - Portables					21,969.96	87,879.86
Ramona HS Interior Landscaping	106,302.48	599,240.20			10,877.50	107,756.87
Ramona HS M&O Athletic						
Ramona HS Stadium Renovation						
Ramona HS Cafeteria Store Front						
Ramona HS Career Technology Education						
Sunshine ES Shade Shelter	855.40	10,607.60				
University MS Fencing Project						
University MS Mod						
Woodcrest ES Concrete Repairs						
Woodcrest ES New & Mod			227,678.96	227,678.95		
<b>Expenditures by Fund</b>	<b>170,187.77</b>	<b>844,941.07</b>	<b>297,195.09</b>	<b>314,151.17</b>	<b>103,542.97</b>	<b>475,154.34</b>
<b>Total Expenditures</b>	<b>1,015,128.84</b>		<b>611,346.26</b>		<b>578,697.31</b>	
<b>Project Savings Fund Balance</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Project SavingsTotal Balance</b>	<b>0.00</b>		<b>0.00</b>		<b>0.00</b>	

<b>Project Savings Summary</b>						
<b>Project</b>	<b>Poly HS Science Wing</b>		<b>Ramona HS Group J Mod</b>		<b>Sierra MS Mod - Group J</b>	
<b>Total Savings Amount</b>	<b>1,631,460</b>		<b>911,664</b>		<b>183,921</b>	
<b>Interest on Savings Amount</b>		<b>27,690.06</b>		<b>22,421.13</b>		<b>6,223.71</b>
<b>Fund</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>35</b>	<b>21</b>	<b>35</b>
<b>Percent</b>	50%	50%	40%	60%	40%	60%
<b>Savings Amount per Fund</b>	815,730.18	815,730.17	364,665.51	546,998.28	73,568.58	110,352.88
<b>Savings Applied to Project:</b>						
Alcott ES Staff Workroom						
Arlington HS Bleacher Repair						
Arlington HS EMS						
Arlington HS Mod - Group F						
Arlington HS Quad						
Arlington HS Science Wing						
Arlington HS Science Wing - Port Relocation						
Arlington HS Stucco Repair						
Bryant ES 2-Story Classroom/Library						
Campus Access Control/Security			123,665.51	267,886.22		
Central MS Mod - Group J						
Central MS - Trim Paint					8,400.00	12,600.00
Chemawa MS Mod - Group J						
Emerson ES Mod - Group K					32,658.27	71,602.91
Fremont ES Mod - Group G						
Gage MS Mod - Group G						
Gage MS Shade Structure						
Harrison ES Asphalt Addition						
Harrison ES Mod - Group G						
Hawthorne ES						
Highland ES Mod - Group J						
Jackson ES Restroom (ADA)						
Kennedy ES ADA Ramp						
King HS Lunch Shelters						
Liberty ES Landscaping						
Liberty ES Multi-Purpose						
Longfellow ES 2-Story Classroom/Library						
Madison ES Lunch Shelter						
Mt View ES Restroom (ADA)						
Mt View ES Wing	181,274.37	208,964.42				
North HS Portable Project						
North HS Science Wing						
Pachappa ES Lunch Shelter						
Patricia Beatty ES						
Poly HS Fencing Project						
Poly HS Portable Project						
Poly HS Science Wing - Portables						
Ramona HS Interior Landscaping						
Ramona HS M&O Athletic					812.74	
Ramona HS Stadium Renovation						
Ramona HS Cafeteria Store Front						
Ramona HS Career Technology Education			241,000.00	300,000.00		
Sunshine ES Shade Shelter						
University MS Fencing Project						
University MS Mod						
Woodcrest ES Concrete Repairs						
Woodcrest ES New & Mod	634,455.81	634,455.81				
<b>Expenditures by Fund</b>	<b>815,730.18</b>	<b>843,420.23</b>	<b>364,665.51</b>	<b>567,886.22</b>	<b>41,871.01</b>	<b>84,202.91</b>
<b>Total Expenditures</b>	<b>1,659,150.41</b>		<b>932,551.73</b>		<b>126,073.92</b>	
<b>Project Savings Fund Balance</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,533.19</b>	<b>31,697.57</b>	<b>32,373.68</b>
<b>Project SavingsTotal Balance</b>	<b>0.00</b>		<b>1,533.19</b>		<b>64,071.25</b>	

<b>Project Savings Summary</b>			
<b>Project</b>	<b>Washington ES Mod - Group H</b>		<b>Total</b>
<b>Total Savings Amount</b>	<b>495,982</b>		<b>17,753,932.85</b>
<b>Interest on Savings Amount</b>		<b>18,602.15</b>	<b>915,332.48</b>
<b>Fund</b>	<b>21</b>	<b>35</b>	
<b>Percent</b>	40%	60%	
<b>Savings Amount per Fund</b>	198,392.89	297,589.34	18,669,265.33
<b>Savings Applied to Project:</b>			
Alcott ES Staff Workroom			219,235.92
Arlington HS Bleacher Repair			269,291.42
Arlington HS EMS			398,259.07
Arlington HS Mod - Group F			126.37
Arlington HS Quad			928,644.03
Arlington HS Science Wing			3,522.75
Arlington HS Science Wing - Port Relocation			815,580.23
Arlington HS Stucco Repair			98,918.01
Bryant ES 2-Story Classroom/Library			3,539.37
Campus Access Control/Security			912,182.00
Central MS Mod - Group J			122,436.28
Central MS - Trim Paint			21,000.00
Chemawa MS Mod - Group J			958.00
Emerson ES Mod - Group K			104,261.18
Fremont ES Mod - Group G			84,807.77
Gage MS Mod - Group G			175.00
Gage MS Shade Structure			83,239.18
Harrison ES Asphalt Addition			6,479.47
Harrison ES Mod - Group G			4,365.73
Hawthorne ES			4,857.58
Highland ES Mod - Group J			69,126.14
Jackson ES Restroom (ADA)			117,262.84
Kennedy ES ADA Ramp			26,392.61
King HS Lunch Shelters			1,444.50
Liberty ES Landscaping			298,299.04
Liberty ES Multi-Purpose			22,009.70
Longfellow ES 2-Story Classroom/Library			12,914.22
Madison ES Lunch Shelter			298,081.01
Mt View ES Restroom (ADA)			94,935.39
Mt View ES Wing			3,419,376.04
North HS Portable Project			8,316.60
North HS Science Wing			5,284.83
Pachappa ES Lunch Shelter			109,818.68
Patricia Beatty ES			5,147.82
Poly HS Fencing Project			20,000.00
Poly HS Portable Project			80,921.70
Poly HS Science Wing - Portables			109,849.82
Ramona HS Interior Landscaping	198,392.89	316,191.49	3,777,377.01
Ramona HS M&O Athletic			812.74
Ramona HS Stadium Renovation			11,740.00
Ramona HS Cafeteria Store Front			67,160.00
Ramona HS Career Technology Education			541,000.00
Sunshine ES Shade Shelter			11,463.00
University MS Fencing Project			33,600.00
University MS Mod			347.00
Woodcrest ES Concrete Repairs			10,500.00
Woodcrest ES New & Mod			2,361,143.53
<b>Expenditures by Fund</b>	<b>198,392.89</b>	<b>316,191.49</b>	<b>15,596,203.58</b>
<b>Total Expenditures</b>	<b>514,584.38</b>		<b>15,596,203.58</b>
<b>Project Savings Fund Balance</b>	<b>0.00</b>	<b>0.00</b>	<b>3,073,061.75</b>
<b>Project SavingsTotal Balance</b>	<b>0.00</b>		<b>3,073,061.75</b>

## **Riverside Unified School District**

### **General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit**

(Measure B Independent Performance Audit 2013-2014)

**June 2014**

**(Note:** The complete General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit (Measure B Independent Performance Audit 2013-2014) Report is available online at the following URL:

<http://www.rusdlink.org/cms/lib3/CA01001728/Centricity/Domain/88/Riverside%20USD%20GO%20Bond%202014%20Final%20Rpt.pdf>



**RIVERSIDE UNIFIED SCHOOL DISTRICT**

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**GENERAL OBLIGATION BONDS,  
ELECTION 2001  
(SERIES B AND C)  
PERFORMANCE AUDIT**

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**JUNE 30, 2014**

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
BUILDING FUND - GENERAL OBLIGATION BONDS,  
ELECTION 2001 (SERIES B AND C)**

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**INDEPENDENT AUDITOR'S REPORT ON PERFORMANCE**

Governing Board and  
Citizens Oversight Committee  
Riverside Unified School District  
Riverside, California

We were engaged to conduct a performance audit of the Riverside Unified School District (the District), General Obligation Bonds, Election 2001 (Series B and C) funds for the year ended June 30, 2014.

We conducted this performance audit in accordance with the standards applicable to performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our conclusions based on our audit objectives.

Our audit was limited to the objectives listed within the report which includes determining the District's compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. Management is responsible for the District's compliance with those requirements.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

The results of our tests indicated that the District expended General Obligation Bonds, Election 2001 (Series B and C) funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution.

*Vavrinek, Trine, Day & Co. LLP*

Rancho Cucamonga, California  
November 14, 2014

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
BUILDING FUND GENERAL OBLIGATION BONDS,  
ELECTION 2001 (SERIES B AND C)**

**JUNE 30, 2014**

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***AUTHORITY FOR ISSUANCE***

The General Obligation Bonds, Election 2001 Bonds are issued pursuant to the Constitution and laws of the State of California (the State), including the provisions of Chapters 1 and 1.5 of Part 10 of the California Education Code, and other applicable provisions of law. The Bonds are authorized to be issued by a resolution adopted by the Board of Supervisors of the County on January 29, 2002 (the Resolution), pursuant to a request of the District made by a resolution adopted by the Board of Education of the District on January 9, 2002.

The District received authorization at an election held on November 6, 2001, to issue bonds of the District in an aggregate principal amount not to exceed \$175,000,000 to finance specific construction and renovation projects approved by eligible voters within the District. The proposition required approval by at least 55 percent of the votes cast by eligible voters within the District (the 2001 Authorization). The Bonds represent the second and third series of the authorized bonds to be issued under the 2001 Authorization.

***PURPOSE OF ISSUANCE***

The general obligation bond funds of the District would be used to replace old, deteriorating roofs, plumbing, sewers and heating systems; improve electrical systems for efficiency and to safely accommodate technology; relieve severe overcrowding by providing new schools and classrooms; and meet health, safety and educational needs.

***AUTHORITY FOR THE AUDIT***

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools, and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by school districts, community college districts, or county offices of education, "for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of rental property for school facilities", upon approval by 55 percent of the electorate. In addition to reducing the approval threshold from two-thirds to 55 percent, Proposition 39 and the enacting legislation (AB 1908 and AB 2659) requires the following accountability measures as codified in *Education Code* Sections 15278-15282:

1. Requires that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3)(C) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.
2. The school district must list the specific school facilities projects to be funded in the ballot measure, and must certify that the governing board has evaluated safety, class size reduction and information technology needs in developing the project list.
3. Requires the school district to appoint a citizen's oversight committee.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
BUILDING FUND GENERAL OBLIGATION BONDS,  
ELECTION 2001 (SERIES B AND C)**

**JUNE 30, 2014**

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4. Requires the school district to conduct an annual independent financial audit and performance audit in accordance with the *Government Auditing Standards* issued by the Comptroller General of the United States of the bond proceeds until all of the proceeds have been expended.
5. Requires the school district to conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

***OBJECTIVES OF THE AUDIT***

1. Determine whether expenditures charged to the Building Fund have been made in accordance with the bond project list approved by the voters through the approval of General Obligation Bonds, Election 2001.
2. Determine whether salary transactions, charged to the Building Fund were in support of General Obligation Bonds, Election 2001 and not for District general administration or operations.

***SCOPE OF THE AUDIT***

The scope of our performance audit covered the period of July 1, 2013 to June 30, 2014. The population of expenditures tested included all object and project codes associated with the bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2014, were not reviewed, or included within the scope of our audit or in this report.

***PROCEDURES PERFORMED***

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2014, for the Building Fund (General Obligation Bonds, Election 2001). Within the fiscal year audited, we obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution and General Obligation Bonds, Election 2001 as to the approved bond projects list. We performed the following procedures:

1. We selected a sample of expenditures for the period starting July 1, 2013 and ending June 30, 2014, and reviewed supporting documentation to ensure that such funds were properly expended on the specific projects listed in the ballot text.
2. Our sample included 60 transactions totaling \$4,322,245. This represents 64.2 percent of the total expenditures of \$6,811,611, including expenditures related to transferred funds.
3. We verified that funds from the Building Fund (General Obligation Bonds, Election 2001) were generally expended for the construction, renovation, furnishing and equipping of District facilities constituting authorized bond projects.



**RIVERSIDE UNIFIED SCHOOL DISTRICT  
BUILDING FUND GENERAL OBLIGATION BONDS,  
ELECTION 2001 (SERIES B AND C)**

**JUNE 30, 2014**

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*CONCLUSION*

The results of our tests indicated that, in all significant respects, the Riverside Unified School District has properly accounted for the expenditures held in the Building Fund (General Obligation Bonds, Election 2001) and that such expenditures were made for authorized Bond projects.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
BUILDING FUND GENERAL OBLIGATION BONDS,  
ELECTION 2001 (SERIES B AND C)**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
JUNE 30, 2014**

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None reported.

**RIVERSIDE UNIFIED SCHOOL DISTRICT  
BUILDING FUND GENERAL OBLIGATION BONDS,  
ELECTION 2001 (SERIES B AND C)**

**SUIMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
JUNE 30, 2014**

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There were no audit findings reported in the prior year's schedule of financial statement findings.

## **Riverside Unified School District**

### **Riverside Unified School District 2013-2014 Annual Financial and Audit Report**

The following pages are extracted from the  
Riverside Unified School District  
2013-2014 Annual Financial and Audit Report

**June 2014**

**(Note:** The complete Riverside Unified School District 2013-2014 Annual Financial and Audit Report is available online at the following URL:

<http://rusd.schoolwires.net/cms/lib3/CA01001728/Centricity/Domain/83/Riverside%20USD%20Audit%20Report%202014.pdf>

**RIVERSIDE UNIFIED SCHOOL DISTRICT***Balance Sheet - Governmental Funds**June 30, 2014*

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
<b>ASSETS</b>				
Cash	\$ 60,055,999	\$ 22,308,494	\$ 41,214,417	\$ 123,578,910
Investments	-	-	6,863,373	6,863,373
Accounts receivable	29,353,374	79,127	3,978,573	33,411,074
Due from other funds	6,015,499	608,702	191,986	6,816,187
Inventories	122,123	-	307,387	429,510
Prepaid expenditures	51,428	-	-	51,428
Total Assets	<u>\$ 95,598,423</u>	<u>\$ 22,996,323</u>	<u>\$ 52,555,736</u>	<u>\$ 171,150,482</u>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>Liabilities</b>				
Accounts payable	\$ 6,138,693	\$ 507,035	\$ 2,527,304	\$ 9,173,032
Due to other funds	3,129,832	130,776	6,650,323	9,910,931
Unearned revenue	991,304	-	-	991,304
Total Liabilities	<u>10,259,829</u>	<u>637,811</u>	<u>9,177,627</u>	<u>20,075,267</u>
<b>Fund Balances</b>				
Nonspendable	323,551	-	331,382	654,933
Restricted	23,173,455	22,358,512	43,046,727	88,578,694
Committed	26,709,935	-	-	26,709,935
Assigned	4,419,800	-	-	4,419,800
Unassigned	30,711,853	-	-	30,711,853
Total Fund Balances	<u>85,338,594</u>	<u>22,358,512</u>	<u>43,378,109</u>	<u>151,075,215</u>
Total Liabilities and Fund Balances	<u>\$ 95,598,423</u>	<u>\$ 22,996,323</u>	<u>\$ 52,555,736</u>	<u>\$ 171,150,482</u>



## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position

June 30, 2014

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**Total fund balances - governmental funds** \$ 151,075,215

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 \$710,703,693, and the accumulated depreciation is (\$186,322,835). 524,380,858

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: (15,646,137)

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: (2,878,361)

Deferred charges 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 charges on refunding at the end of the period were: 1,350,937

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	142,940,965	
Certificates of participation payable	11,880,000	
Compensated absences payable	<u>4,770,366</u>	(159,591,331)

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: 39,055,291

**Total net position - governmental activities** \$ 537,746,472

## RIVERSIDE UNIFIED SCHOOL DISTRICT

### Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds For the Fiscal Year Ended June 30, 2014

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
<b>REVENUES</b>				
LCFF sources	\$ 267,489,315	\$ -	\$ -	\$ 267,489,315
Federal sources	23,656,181	-	17,958,962	41,615,143
Other state sources	45,608,117	-	11,061,637	56,669,754
Other local sources	8,064,252	74,009	14,886,960	23,025,221
Total Revenues	<u>344,817,865</u>	<u>74,009</u>	<u>43,907,559</u>	<u>388,799,433</u>
<b>EXPENDITURES</b>				
Current:				
Instruction	214,117,944	-	2,416,675	216,534,619
Instruction-related services:				
Supervision of instruction	10,949,365	-	296,016	11,245,381
Instructional library, media and technology	2,977,771	-	-	2,977,771
School site administration	23,415,823	-	34,641	23,450,464
Pupil support services:				
Home-to-school transportation	10,532,243	-	-	10,532,243
Food services	7,985	-	18,685,150	18,693,135
All other pupil services	12,845,217	-	94,527	12,939,744
Ancillary services	2,310,952	-	-	2,310,952
Community services	63,042	-	-	63,042
General administration services:				
Data processing services	4,898,106	-	-	4,898,106
Other general administration	10,944,234	-	117,085	11,061,319
Plant services	34,470,945	-	287,692	34,758,637
Transfers of indirect costs	(831,436)	-	831,436	-
Capital Outlay	5,586,485	6,442,805	3,904,210	15,933,500
Intergovernmental	471,987	-	-	471,987
Debt Service:				
Principal	-	-	4,700,000	4,700,000
Interest	-	-	7,325,011	7,325,011
Total Expenditures	<u>332,760,663</u>	<u>6,442,805</u>	<u>38,692,443</u>	<u>377,895,911</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>12,057,202</u>	<u>(6,368,796)</u>	<u>5,215,116</u>	<u>10,903,522</u>
<b>OTHER FINANCING SOURCES (USES)</b>				
Interfund transfers in	5,769,152	4,389,649	9,208,063	19,366,864
Interfund transfers out	<u>(11,157,630)</u>	<u>(564,078)</u>	<u>(10,320,835)</u>	<u>(22,042,543)</u>
Total Other Financing Sources and Uses	<u>(5,388,478)</u>	<u>3,825,571</u>	<u>(1,112,772)</u>	<u>(2,675,679)</u>
Net Change in Fund Balances	6,668,724	(2,543,225)	4,102,344	8,227,843
Fund Balances, July 1, 2013	<u>78,669,870</u>	<u>24,901,737</u>	<u>39,275,765</u>	<u>142,847,372</u>
Fund Balances, June 30, 2014	<u>\$ 85,338,594</u>	<u>\$ 22,358,512</u>	<u>\$ 43,378,109</u>	<u>\$ 151,075,215</u>

BOARD OF EDUCATION  
Mrs. Patricia Lock-Dawson  
President  
Mr. Tom Hunt  
Vice President  
Mrs. Kathy Y. Allavie  
Clerk  
Mrs. Gayle Cloud  
Mr. Brent Lee

## Riverside Unified School District

DAVD C. HANSEN, Ed.D.  
District Superintendent

3380 14<sup>th</sup> STREET  
RIVERSIDE, CALIFORNIA 92501

OFFICE OF THE DEPUTY SUPERINTENDENT  
BUSINESS SERVICES AND GOVERNMENTAL RELATIONS  
(951) 788-7135 x80423  
FAX: (951) 778-5713

December 1, 2014

Nigro & Nigro, PC  
25220 Hancock Avenue, Suite #400  
Murrieta, CA 92562

This representation letter is provided in connection with your audit of the financial statements of Riverside Unified School District, which comprise the respective financial position of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information as of June 30, 2014, and the respective changes in financial position and, where applicable, cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing opinions as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of December 1, 2014, the following representations made to you during your audit.

### Financial Statements

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated February 24, 2012, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP and for preparation of the supplementary information in accordance with the applicable criteria.

- 2) The financial statements referred to above are fairly presented in conformity with U.S. GAAP and include all properly classified funds and other financial information of the primary government and all component units required by generally accepted accounting principles to be included in the financial reporting entity.
- 3) We acknowledge our responsibility for 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.
- 4) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- 5) Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- 6) Related party relationships and transactions, including revenues, expenditures/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
- 7) Adjustments or disclosure have been made for all events, including instances of noncompliance, subsequent to the date of the financial statements that would require adjustment to or disclosure in the financial statements or in the schedule of findings and questioned costs.
- 8) The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole for each opinion unit.
- 9) The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
- 10) Guarantees, whether written or oral, under which the District is contingently liable, if any, have been properly recorded or disclosed.

**Information Provided**

- 11) We have provided you with:
  - a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters and all audit or relevant monitoring reports, if any, received from funding sources.
  - b) Additional information that you have requested from us for the purpose of the audit.
  - c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
  - d) Minutes of the meetings of Board of Education or summaries of actions of recent meetings for which minutes have not yet been prepared.

- 12) All material transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.
- 13) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- 14) We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
  - a) Management,
  - b) Employees who have significant roles in internal control, or
  - c) Others where the fraud could have a material effect on the financial statements.
- 15) We have no knowledge of any allegations of fraud or suspected fraud affecting the entity's financial statements communicated by employees, former employees, regulators, or others.
- 16) We have no knowledge of instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or abuse, whose effects should be considered when preparing financial statements.
- 17) We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
- 18) We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware.

**Government—Specific**

- 19) There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
- 20) We have taken timely and appropriate steps to remedy fraud, noncompliance with provisions of laws, regulations, contracts, or grant agreements, or abuse that you have reported to us.
- 21) We have a process to track the status of audit findings and recommendations.
- 22) We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- 23) We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.
- 24) The District has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.



- 25) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts; and legal and contractual provisions for reporting specific activities in separate funds.
- 26) We have identified and disclosed to you all instances, which have occurred or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance.
- 27) We have identified and disclosed to you all instances, which have occurred or are likely to have occurred, of noncompliance with provisions of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
- 28) We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.
- 29) Except as reported to you, there are no violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
- 30) As part of your audit, you assisted with preparation of the financial statements and related notes and schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.
- 31) The District has satisfactory title to all owned assets.
- 32) The District has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
- 33) The financial statements include all component units as well as joint ventures with an equity interest, and properly disclose all other joint ventures and other related organizations.

- 34) The financial statements properly classify all funds and activities, in accordance with GASB Statement No. 34.
- 35) All funds that meet the quantitative criteria in GASB Statement Nos. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.
- 36) Components of net position (net investment in capital assets; restricted; and unrestricted) and equity amounts are properly classified and, if applicable, approved.
- 37) Investments, derivative instruments, and land and other real estate held by endowments are properly valued.
- 38) Provisions for uncollectible receivables have been properly identified and recorded.
- 39) Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.
- 40) Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
- 41) Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.
- 42) Deposits and investment securities and derivative instruments are properly classified as to risk and are properly disclosed.
- 43) Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated.
- 44) We have appropriately disclosed the District's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available and have determined that net position is properly recognized under the policy.
- 45) We are following our established accounting policy regarding which resources (that is, restricted, committed, assigned, or unassigned) are considered to be spent first for expenditures for which more than one resource classification is available. That policy determines the fund balance classifications for financial reporting purposes.
- 46) We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.

47) With respect to the Supplementary Information required by *Standards and Procedures for Audits of California K-12 Local Education Agencies 2013-14* issued by the Education Audit Appeals Panel:

- a) We acknowledge our responsibility for presenting the supplementary information in accordance with accounting principles generally accepted in the United States of America, and we believe the supplementary information, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
- b) If the supplementary information is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the supplementary information no later than the date we issue the supplementary information and the auditor's report thereon.

48) With respect to federal award programs:

- a) We are responsible for understanding and complying with and have complied with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, including requirements relating to preparation of the schedule of expenditures of federal awards.
- b) We acknowledge our responsibility for presenting the schedule of expenditures of federal awards (SEFA) in accordance with the requirements of OMB Circular A-133 §310.b, and we believe the SEFA, including its form and content, is fairly presented in accordance with OMB Circular A-133 §310.b. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period and we have disclosed to you any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
- c) If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.
- d) We have identified and disclosed to you all of our government programs and related activities subject to OMB Circular A-133 and included in the SEFA expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.



- e) We are responsible for understanding and complying with, and have complied with, the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs and have identified and disclosed to you the requirements of laws, regulations, and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major program.
- f) We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to federal programs that provides reasonable assurance that we are managing our federal awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- g) We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- h) Except as disclosed to you, we have received no requests from a federal agency to audit one or more specific programs as a major program.
- i) We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the *OMB Circular A-133 Compliance Supplement*, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards.
- j) We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- k) We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- l) Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB Circular A-87, *Cost Principles for State, Local, and Tribal Governments*, and OMB's *Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments*.
- m) We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.

- n) We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- o) We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- p) There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- q) No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance, subsequent to the date as of which compliance was audited.
- r) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
- s) The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- t) We have charged costs to federal awards in accordance with applicable cost principles.
- u) We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by OMB Circular A-133 and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- v) We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by OMB Circular A-133.
- w) We are responsible for preparing and implementing a corrective action plan for each audit finding.

Sincerely,



Michael H. Fine  
Deputy Superintendent  
Business Services and Governmental Relations





## 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, 2014, 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 *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2013-14*. 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, 2014, 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.G. to the basic financial statements, the District has changed its method for accounting and reporting certain items previously reported as assets or liabilities during fiscal year 2013-2014 due to the adoption of Governmental Accounting Standards Board Statement No. 65, "Items Previously Reported as Assets and Liabilities". The adoption of this standard required retrospective application resulting in a \$437,530 reduction of previously reported net position at July 1, 2013. 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 11, budgetary comparison information on page 47 and schedule of funding progress on page 48 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 Riverside Unified School District's basic financial statements. The other supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The other supplementary information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, is the responsibility of management and was derived from and relates 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 other supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated December 1, 2014 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 1, 2014



# **Measure B Citizens' Oversight Committee 2014 Annual Report April 2016**

Riverside Unified School District  
Board of Education Meeting  
April 11, 2016

# MEASURE B CITIZENS' OVERSIGHT COMMITTEE

## Committee Members

Mark Cloud, Chairperson

Christal Pennington, Vice Chairperson

Jim Goldenetz, Member

Diane Huntley, Member

Jaime Hurtado, Member

Kevin Milligan, Member

Chad Sisco, Member

Lewis Vanderzyl, Member

Terry Walling, Member

## Support Staff

David C. Hansen, District Superintendent

Michael Fine, Deputy Superintendent

Kirk R. Lewis, Assistant Superintendent Operations

Annette Alvarez, Manager, Fiscal Services

Naomi Dillon, Accountant

Hayley Calhoun, Director, Planning and Development

Orin Williams, Director, Maintenance and Operations

Kevin Hauser, Assistant Director, Facilities Projects

Lizette Delgado, Executive Secretary

# COMMITTEE ACTIVITIES

- ▶ Met 70 times since November 2002
- ▶ Have held meetings at various Measure B project locations
- ▶ Have reviewed detailed Project Status Updates
- ▶ Have reviewed Measure B Projects Implementation Master Plan
- ▶ Have reviewed project financial reports



# BUILDING FUND SUMMARY

- ▶ \$175,000,000 of the first, second, and third issuances of Measure B funds has been appropriated
- ▶ Bond premium dollars refunded to Measure B amounts to \$1,212,745
- ▶ Interest generated (as of June 30, 2014) is \$10,480,150
- ▶ Total funds available to Measure B projects are \$186,692,895
- ▶ \$183,916,655 has been appropriated to specific projects
- ▶ \$2,776,240 has not been committed to specific projects

# COMMITTEE FINDINGS

- ▶ Measure B fund expenditures are committed to identified Measure B projects and not disbursed for any teacher or administrative salaries or other school operating expenses
- ▶ Each project reviewed is either on target for completion or schedule changes accounted for
- ▶ All projects completed at or under budget
- ▶ Financial reports are accurate and complete
- ▶ RUSD staff has been appropriately responsive to requests on progress reports and fund accountability
- ▶ The Committee has reviewed the *General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit* (Measure B Independent Performance Audit 2013-2014) (Appendix B) and the *Riverside Unified School District 2013-2014 Annual Financial Audit* (Appendix C), and finds that Audit findings are in accord with the restricted expenditure of Measure B funds

# COMMITTEE COMMENTS/RECOMMENDATIONS

- ▶ Funds are being judiciously used and current programs and accountability procedures should be continued
- ▶ Continuation of regular review of progress of Measure B projects and a complete review and report on an annual basis
- ▶ The Committee is pleased with RUSD's responsible use of Measure B funds and the efficient approach to projects and reviews
- ▶ The Committee has been deeply impacted by the infectious enthusiasm and heart-felt appreciation shown by administrators with respect to Measure B funded improvements.



## Riverside Unified School District

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

### Board Meeting Agenda April 11, 2016

Topic: Visual and Performing Arts (VAPA) Program Update

Presented by: Brad Shearer, Director of Instructional Services K-6  
Kim Coons Leonard, Instructional Services Specialist

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

Type of Item: Report/Discussion

Short Description: Update on the Visual and Performing Arts Program Review Committee's work and recommendations for a long-term vision of a comprehensive art plan.

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

Update on the Visual and Performing Arts Program Review Committee's work and recommendations for a long-term vision of a comprehensive art plan. An overview will be provided on key components of the plan and discussion of possible next steps towards implementation.

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**FISCAL IMPACT:** To be determined

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

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**ADDITIONAL MATERIAL:** PowerPoint, 2016 Arts Action Plan

Attached: Yes



# Riverside Unified School District 2016 Arts Action Plan

**School Board Presentation**

**April 11, 2016**



# *Staying Ahead of the Curve*

**Riverside Unified School District's visual and performing arts program is clearly poised to go to the next level to achieve its goal of becoming a point of excellence in the region.**

*A sampling of current regional efforts towards making  
the arts a central part of the educational landscape*

- **Chula Vista Elementary Unified School District**
- **San Diego Unified School District**
- **Irvine Unified School District**
- **Capistrano Unified School District**
- **Orange Unified School District**
- **Temecula Valley Unified School District**
- **LA Unified School District**

# *Compelling Research Calls Us to Take Action*

## **Supporting the Board Goal of Literacy by Third Grade**

- Strong link between theater instruction and performance and growth in verbal skills (Transformative Power of the Arts in closing the Achievement Gap, 2008)
- Integrated arts programs yield higher test scores especially for low-income and English Learners (DREAM study, 2011; Teaching Artist Project San Diego; August & Shannahan, 2006)
- 2 years of music training at elementary linked to reading and language growth (Journal of Neuroscience, 2014)

# Supporting the Board Goal of College and Career Readiness

High arts involvement, defined as ongoing and intensive, result in greater academic success for low-income students.

- Higher mean GPA
- Higher mean math GPA
- Increased college attendance (71% vs. 45%)
- Four year college attendance (39% vs. 17%)
- Gains were greater for students who had participated in a regular arts program beginning in elementary school.

The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies;  
National Endowment for the Arts; 2012

# *Arts Action Plan Recommendations to Achieve A Vision of Excellence*

- (1) Equity and access to all four arts disciplines- dance, music, theater, and visual arts K-12
- (2) Personnel to provide quality arts instruction in all four disciplines
- (3) Professional learning that fosters artistic excellence for multiple subject elementary, special education, and single subject teachers
- (4) Administrative oversight to ensure implementation and sustainability of a comprehensive arts program



# A Long-Term Vision For Elementary (K-6)

- Provide K-6 Music Program for all
  - K-4 General Music (2 times a month)
  - 5-6 Choice of Band or Choir (2 times a week)
  - Facilities to support it
- Provide K-6 Visual Arts Program for all
  - Utilize the Riverside Art Museum's Art-to-Go program
- Provide Staff Development/Coaching for K-6 teachers
  - VAPA skills and Arts integration
  - Integrate Theater and Dance

# A Long-Term Vision For Secondary (7-12)

- Provide additional FTE (1.0) at each Middle School to increase access to arts electives
- Provide additional funding for core program costs at High Schools
- Provide on-going Professional Development for VAPA teachers

# Phase 1

- 1.2 FTE to augment itinerant music instruction for grades 5-6
- Begin implementation of a general music program for all students grades 2-4
- Provide general music resources
- Provide Art To Go visual arts lessons for all students grades 3-6
- Provide funds to augment base funding for high school visual and performing arts classes
- Provide consistent funding to showcase districtwide events

## Phase 2

- Hire Visual and Performing Arts Coordinator
- Begin to provide up to 1.0 FTE per Middle School to increase access to arts electives

## Phase 3

- Expand General Music program to grades K-1 and provide supporting resources
- Expand Art to Go visual arts lessons to K-2
- Begin to provide professional development on theater and dance integration K-6

## Phase 4

- Provide music for all for grades 5-6 with choice of band and vocal music pathways
- Provide instruments for low-income students and music books for all
- Provide ongoing music supply and repair budget to support 5-6 music for all
- Provide keyboards (1 per school) to support vocal music instruction
- Begin to provide portables at elementary schools to augment facilities
- Continue to provide K-6 professional development and expand to 7-12

## *Summary of Costs to Stay Ahead of the Curve*

- Phase One: An estimated ongoing cost of \$910,000
- Full implementation of Phases One-Four: The final estimated ongoing annual budget is \$4,338,750.

***A full overview of budget costs are provided on pages 12-13 of the Arts Action Plan.***





**ABSTRACT**

*A long-term  
vision to  
provide access  
to the arts for  
all students*

# **2016 ARTS ACTION PLAN**

**Riverside Unified School District**

# Acknowledgements

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Thanks are due to the members of the Riverside Unified School District Visual and Performing Arts Review Committee for their commitment to and vision for a comprehensive K-12 arts program. The committee was formed in March 2015 to initially review and ultimately develop a vision for our district's arts programs.

Kim Coons-Leonard, Instructional Services Specialist

Doug Gottdiner, Fourth Grade Teacher, Rivera

Brian Holm, Choir Director, King High School

Pete Jackson, Band Director, North

Mi Yeon Lee, Visual Arts Teacher, Arlington

Chris Markermorse, Theater Director, Poly

Lynn McCown, Principal, Central

Beth Morrow, Visual Arts Teacher, Poly

Brett Mosher, Visual Arts Teacher, Ramona

Susan Olsen, Itinerant Elementary Music Teacher

Julie Olson, Band Director, Central

Special thanks to Armalyn De La O, Director of the RIMS (Riverside, Inyo, Mono, and San Bernardino) California Arts Project who served as the consultant for the development of this Arts Action Plan.

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# Executive Summary

In the 2015 report to State Superintendent Tom Torlakson, *A Blueprint for Creative Schools* noted the following: “The arts are important for lifelong learning, the development of 21<sup>st</sup> century learning skills, and college and career readiness. They are a critical part of the foundational education everyone needs to fully engage in society...Now is the time for the resurgence and expansion of arts instruction in California’s public schools.” <sup>1</sup>

## Staying Ahead of the Curve

The Riverside Unified School District has been ahead of this creative schools curve, maintaining its arts programs during the extended recession. This includes the instrumental music program beginning at the elementary level; development of integrated elementary visual arts lessons; middle school electives in visual art, vocal and instrumental music; a wider spectrum of introductory and advanced-level visual and performing arts courses offered at the high school level; and ongoing support of Ramona High School’s Arts Magnet program.

In 2013, the School Board established a goal directly addressing the arts: *A Visual and Performing Arts program that is a point of excellence in the region* and reaffirmed that goal in 2015. Beginning in the 2014-15 school year Local Control and Accountability Plan (LCAP) funding has been provided for the purchase of instruments and music

books for the elementary pull-out band program, visual and performing arts extra-curricular activities at the secondary level, additional funding for the high school arts magnet, and funding for additional electives to help establish a middle school arts and innovation magnet school.

**The Riverside Unified School District’s visual and performing arts program is clearly poised to go to the next level to achieve its goal of becoming a point of excellence in the region.**

To advance this effort Assistant Superintendent of Instruction Antonio Garcia established the development of a Visual and Performing Arts Program (VAPA) Review Committee in the spring of 2015 and tasked the committee with conducting a review of the strengths and needs of the district’s art program, and developing a long-term arts plan.

<sup>1</sup> A Blueprint for Creative Schools; Innovation-Imagination; Create CA, California’s Statewide Arts Education Coalition; 2015

## Strategic Research

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The committee began by reviewing the district's 2008 Arts Education Plan. This plan identified the greatest strength and need for our district's VAPA program: A highly recognized music program which benefits from music instruction (band) beginning in fifth grade at all of our elementary schools, and the need to ensure that elementary students receive exposure to the California arts standards on a regular basis. Most needs identified in the 2008 arts plan still remain unmet.

Consequently, the committee conducted a strengths and needs survey in the spring of 2015 of our elementary and secondary teachers and administrators. The following were identified as our district's VAPA program's ongoing greatest strengths and needs:

### 2015 Strengths:

- A vertically aligned band program grades 5-12
- A consistently expressed desire by both administrators and teachers K-12 to offer a comprehensive, standards-based arts program

### 2015 Needs:

- Systemic support at all levels to provide a comprehensive VAPA program grades K-12
- Stronger foundational programs K-8



The committee reviewed a wide range of current research on arts education and confirmed that a comprehensive arts program best supports the RUSD Board Goals of preparing all students for college and career readiness, and literacy by third grade. Research demonstrates irrefutable evidence of academic gains by all students, especially low-income, when provided a comprehensive and ongoing arts program; with the greatest gains for students who had participated in an arts program beginning in elementary school.



One example comes from the study *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, which found that **“high arts involvement,” defined as ongoing and intensive, resulted in greater academic success for low-income students.**

The study cited significant areas of academic gain including:

- Higher mean GPA
- Higher mean math GPA
- Increased college attendance (71% vs. 45%)
- Four year college attendance (39% vs. 17%)
- Gains were greater for students who had participated in a regular arts program beginning in elementary school. <sup>2</sup>

A body of research also provides compelling evidence to support integration of the arts into reading instruction at the elementary level and ongoing music instruction to strengthen literacy skills.<sup>3</sup>

The committee researched arts programs offered by districts throughout California with a focus on those located in the Southern California region. The committee learned the following:

- Two Orange County districts have offered comprehensive music programs for all elementary students for over 20 years. Specifically, Irvine Unified offers a general

music program beginning at kindergarten, and a choice of band, strings, or choir for all upper grade elementary students. Irvine has expanded its arts program to include visual arts instruction at the elementary level

- The largest district in Riverside County, Corona-Norco, offers a seven-period day at the middle school level which allows for greater access to electives.
- Several districts are in the process of developing comprehensive arts plans to increase access to the arts, most with a focus on expanding access to music at the elementary level.

Through this extensive research, the committee affirmed that arts study and exposure provides benefits that research proves enhanced achievement in the broader academic world. Just as importantly, however, the research also opens up creative and emotional vistas distinct and apart from these important academic benefits. The affirmation and cultivation of these two parallel paths has been foundational in the committee’s thinking and planning.

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<sup>2</sup> The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies; National Endowment for the Arts; 2012

<sup>3</sup> Boosting Language Skills of English Learners Through Dramatization and Movement; *The Reading Teacher*; Nov. 2013

Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition; 2008

Music Enrichment Programs Improve the Neural Encoding of Speech in At-Risk Children; *Journal of Neuroscience*; 2014

The Transformative Power of the Arts in Closing the Achievement Gap; California County Superintendents Arts Initiative; 2008

## A Vision of Excellence

Through its work the Visual and Performing Arts Program Review Committee developed a vision statement aligned to the Board Goal:

Riverside Unified School District's Visual and Performing Arts program strives to be a point of excellence in the region. All students, the district, and our community at large benefit from the critical thinking, creativity, and perspective that ongoing arts study and exposure provide. The arts must be an essential and foundational pillar of every Riverside Unified School District student's education.

To achieve the aspirations of this vision, the committee recommends four focus areas of implementation.

### Recommendations:

- (1) Equity and access to all four arts disciplines—dance, music, theater, and visual arts K-12
- (2) Personnel to provide quality arts instruction in all four disciplines
- (3) Professional learning that fosters artistic excellence for multiple subject elementary, special education, and single subject teachers
- (4) Administrative oversight to ensure implementation and sustainability of a comprehensive arts program



### Implementing the Plan

This is a comprehensive, research-based plan that outlines a long-term vision for an arts program that is a point of excellence in the region. It is recommended that the plan be implemented in phases to ensure ongoing funding of each component of the program.

"I start from a simple presumption that I think most parents and teachers share. And that is that all students—100 percent—should have access to arts instruction. All children should have arts-rich schools."<sup>4</sup>

## Establishing a Comprehensive Arts Program

At the heart of the four recommendations is the belief that the arts are an important core discipline. As such all RUSD students should receive ongoing exposure to the dance, theater, music and visual arts beginning at the elementary level, and at the secondary level the arts program should provide choices that focus on the individual student's interest, talents and artistic potential.

The following provides a brief rationale and key components (in boldface) for each of the four recommendations.



**1. Equity and Access:** Every RUSD student, K-12, will have equal access to a systematic course of study in the disciplines of dance, music, theatre, and visual arts.

- **Provide a foundational, comprehensive course of study in each arts discipline in grades K – 6.**
- **Provide a comprehensive course of study in each arts discipline in grades 7-8.**
- **Provide a comprehensive, multi-tiered course of study in Dance, Music, Theatre and Visual Arts in grades 9 – 12.**

California Education code 51210 and 51220 states “ The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, ...and the adopted course of study for grades 7-12, inclusive, offer courses in the following areas of study: ...(e g) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative

<sup>4</sup> US Secretary of Education Arne Duncan in a speech delivered at Miner Elementary School, Washington DC, April 2, 2012 from prepared remarks on the report “Arts Education in Public Elementary and Secondary Schools 2009-10”

expression.” A critical step towards implementing a high quality, comprehensive arts plan is to develop courses of study for each discipline.

- **Provide supplies to support instruction in each of the arts disciplines K-12**

Integral to implementation are adequate supplies to ensure student access to quality programs across the district. While some basic supplies, such as drawing paper, paint, and other visual arts materials can be provided through a site’s base funding, other supplies cannot. Expanding access into a music program for all students requires the purchase of instruments, music booklets, and ongoing funding for supplies and repair.

Input from secondary visual and performing (theater and choir) arts teachers indicate that a site’s base funding does not meet all program expenses. An augmentation of base funding (similar to that already provided for secondary instrumental music) at the high school level will shore-up our core arts visual, choir, and theater programs.

- **Provide facilities appropriate to each of the arts disciplines (dance, music, theatre and visual arts) K-12.**

In the fall of 2015 a study was conducted by the elementary music teachers of available facilities at our 30 elementary schools (including STEM) to house music instruction. Currently, at approximately one-third of our elementary schools instrumental music is taught in the multipurpose room competing

with breakfast and lunch preparation, lunch times, and clean-up. At approximately another third of our elementary schools, music teachers share their instructional space with the HEARTS program, working around HEARTS teacher preparation and supplies. Several of our elementary schools that currently provide a separate instructional room, also use those spaces for storage and ancillary programs. In addition, many have indicated that expanding enrollment will eliminate this option in upcoming school years.

Dedicated space for arts instruction at the elementary level is a critical need as we expand access into the program for all students.



**2. Personnel:** Every RUSD student, K-12, will have quality instruction in the disciplines of dance, music, theatre, and visual arts, by providing qualified personnel to facilitate full and ongoing implementation.

- **Expand the itinerant elementary music program to include general music in grades K-4, and provide a choice of pathways in vocal or instrumental music in grades 5-6.**

Research strongly indicates that academic gains are associated with long-term instruction in music. Providing a general music program for kindergarten through fourth grade students on a bi-weekly basis will build a foundation of music skills for all students.

Currently, the district offers a twice-weekly pull-out program for band at all thirty elementary schools (including STEM). Approximately 2,200 fifth and sixth graders participate in this program. For many participating students (and their teachers) there is a tug-of-war between classroom instruction missed and the desire to learn how to play a musical instrument. Often, it results in a student opting out of music.

One elementary school, Taft, purchased music instruments and books for all fifth grade students and built the instrumental music program into its fifth grade instructional schedule. This school has

demonstrated it is possible for all students to have access to a music program and eliminates the tug-of-war experienced by so many of our elementary students.

Our district's strings program, currently offered beginning at fourth grade at the four elementary schools feeding into Gage Middle School, would continue as a pull-out option at fourth grade, and become a third music pathway choice beginning in fifth grade at those schools.

**Hiring qualified teachers in sufficient number to provide music instruction to all K-6 students takes time and cooperation with our nearby universities and colleges. The hiring timeline must also will be aligned to facility availability.**

- **Provide visual arts specialists K-6.**

Tom Torlakson noted in 2013 that, "...California schools are experiencing the effects of decades of underfunding for the arts, **lack of arts preparation for elementary school teachers...A generation of administrators who were not prepared with an arts education** as K-12 students or in their teacher preparation programs has moved the arts to the outskirts of the educational landscape."<sup>5</sup>

This was reflected in our arts program needs survey of teachers and administrators conducted last spring. Both teachers and

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<sup>5</sup> The Joint Arts Education Task Force Report; California Department of Education, 2013



administrators indicated they desired guidance on visual arts instruction and many specifically requested that art specialists be provided.

To begin to address this need the district is piloting Riverside Art Museum's *Art to Go* program in fifth and sixth grade classrooms at 27 elementary schools between February and June 2016. This program provides an art lesson aligned to visual arts standards. It is recommended that the *Art To Go* program continue to be utilized and expanded over time to serve all grade levels K-6.

Visual and Performing Arts encompass dance and theater. Both of these disciplines lend themselves to enriching integration with other core curriculum.

- **A staff developer will facilitate development of a plan to integrate theatre in language arts, science, and social studies at the elementary level.**
- **A staff developer will facilitate development of a plan to integrate dance in physical education and/or**

**general music at the elementary level.**

These two staff developers would be short term positions –recommended three years- to develop dance and theater curriculum aligned to the VAPA standards, train teachers in how to implement the curriculum, and provide coaching to ensure implementation.

- **Provide additional VAPA teachers at the middle school level to increase access for students, up to 1.0 FTE per school.**

Currently, the majority of students have access to only one elective at the middle school level. Middle school students must choose between Advancement Via Individual Determination (AVID), or band, or choir, or foreign language, or theater, or visual arts. Students enrolled in special education or intervention classes have no electives. **It should not be a matter of OR; rather it should be a choice guided by AND.**



**3. Professional Learning:** Deliver strong professional learning in the arts that is standards-based, personalized, differentiated, and discipline-based in order to foster creative joy and capacity for artistic excellence in both teachers and their students.

- **Determine the areas of need for professional learning for all teachers and site administrators.**
- **Provide professional learning development for single subject VAPA teachers and multiple subject/ non-arts teachers**

We have two distinct needs in professional learning for the arts:

1. Providing our single-subject arts teachers with training and collaboration opportunities that will extend, refine, and enrich their arts instruction.

2. Developing the capacity of our multiple-subject elementary teachers to integrate the arts into their core curriculum as envisioned by but not limited to the Common Core State Standards for English Language Arts. At the elementary level this training can be facilitated to a great extent by our theater and dance staff

developers, and the itinerant music and visual arts teachers.

**4. Administration:** Ensure the organization, implementation, and sustainability of arts education in Riverside Unified School District.

- **Select a highly qualified VAPA coordinator who will be responsible for oversight, implementation, evaluation, and modification of the RUSD Visual and Performing Arts Plan.**
- **The VAPA coordinator will also foster connections and collaborate with the greater Riverside arts community and beyond.**

Full-time, focused oversight is required to successfully implement the RUSD Arts Action Plan. The administrator overseeing this program will not only be working with a cadre of arts-credentialed teachers, but will also be developing and strengthening relationships with the greater community. It is recommended that this be a coordinator-level position as this administrator will be responsible for oversight of a large itinerant st

# Summary of Costs

“We know how much the arts have struggled in a lot of our school districts and now is a good time – now that there’s finally some more money coming back into the system – to have these conversations and work with our school districts to make sure that our students aren’t being short changed.”<sup>6</sup>

The estimated cost for full implementation of the Arts Action Plan recommendations is approximately \$4,400,000 annually.

This would mean that for approximately \$105 per student each year, we can impact the lives of all 42,000 students in the Riverside Unified School District by providing equity and access to a comprehensive arts program. **The proposed Visual and Performing Arts Action Plan is a comprehensive K-12 arts program designed to keep Riverside Unified School District’s arts program ahead of the curve** by providing an exemplary scope and sequence of arts study for every child in our district, and establishing the visual and performing arts as a core program in our schools.



<sup>6</sup> CA State Senator Ben Allen, chair of the Joint Committee on the Arts, in a statement to the committee, November 2015

“We know the arts can be a key component of strategies to keep students in school, close the achievement gap, and give students the skills and experiences they need to live great and successful lives. Including the arts in the curriculum offers students more opportunities to discover their individual talents and find inspiration to ensure their own success and happiness.”<sup>7</sup>

The 2016 RUSD Arts Action Plan is a strategic plan which provides a blueprint for equity and access to the rigorous and vibrant statewide and national standards and expectations in arts education.

By celebrating the visual and performing arts as an essential and foundational pillar of our students’ development of critical thinking, knowledge, and skills, this strategic plan recognizes the arts as an equal part of the core curriculum, engaging and expanding the skills and knowledge of our diverse student body.

In conclusion, the committee recommends the following guidance in measuring successful implementation of the Arts Action Plan:

- The arts are established as an important core discipline.
- All RUSD students are exposed to the dance, music, theater, and visual arts at the elementary level.
- Arts study at the secondary level is focused on the individual student’s interest, talents and artistic potential.
- Each student is supported in developing and strengthening their individual interests and talents in the arts, including those who desire to pursue professions or continued study in the arts.
- A sustainable arts program is maintained.
- RUSD arts programs are celebrated as an innovative and comprehensive model for other districts to emulate.

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<sup>7</sup> A Blueprint for Creative Schools; Innovation-Imagination; Create CA, California’s Statewide Arts Education Coalition; 2015

# Budget Overview

<b>TOTAL COST</b>	<b>Implementation Cost</b>	<b>One-Time</b>	<b>Ongoing Annual Cost</b>
<b>Phase 1 Total</b>	960,750	50,750	910,000
<b>Phase 2 Total</b>	1,030,000	0	1,030,000
<b>Phase 3 Total</b>	1,926,050	1,276,050	671,000
<b>Phase 4 Total</b>	4,834,100	3,119,100	1,727,750
<b>Total Cost</b>	<b>8,750,800</b>	<b>4,445,900</b>	<b>4,338,750</b>

<b>PHASE ONE</b>	<b>Implementation Cost</b>	<b>One-Time</b>	<b>Ongoing Annual Cost</b>
<b>Goal 1</b>			
High School Visual Arts Base Augmentation (10,000 per HS)	50,000		50,000
High School Performing Arts Base Augmentation (10,000 per HS)	50,000		50,000
General Music Resources (\$1750 per school)	50,750	50750	
<b>Goal 2</b>			
1.2 FTE Elementary Music Pull-Out Program	150000		150,000
4.0 FTE General Music Grades 2-4	500,000		500,000
Art To Go Grades 3-6 Visual Arts Program( 6 lessons per grade annually)	150,000		150000
<b>Goal 4</b>			
Showcase Districtwide Events	10,000		10,000
<b>Total</b>	<b>960,750</b>	<b>50,750</b>	<b>910,000</b>

<b>PHASE TWO</b>	<b>Implementation Cost</b>	<b>One-Time</b>	<b>Ongoing Annual Cost</b>
<b>Goal 2</b>			
Up to 7.0 FTE MS Electives (Roll out 2 schools per yr)	875,000		875,000
<b>Goal 4</b>			
Visual and Performing Arts Program Coordinator	155,000		155,000
<b>Total</b>	<b>1,030,000</b>	<b>0</b>	<b>1,030,000</b>



<b>PHASE THREE</b>	<b>Implementation Cost</b>	<b>One-Time</b>	<b>Ongoing Annual Cost</b>
<b>Goal 2</b>			
3.4 FTE General Music K-1	425000		425000
Art To Go K-2	225000		225000
2.0 FTE Staff Developers (Theater/Dance for 3 years)	750,000	750,000	
<b>Goal 3</b>			
Develop Professional Learning Needs Surveys-ES	450	450	
Develop 2 Professional Learning Plans-ES	600	600	
PD Elementary teachers 2 days per year @ 2 years K-2/3-6 and ongoing afterschool)	525,000	525,000	21,000
<b>Total</b>	<b>1,926,050</b>	<b>1,276,050</b>	<b>671,000</b>

<b>PHASE FOUR</b>	<b>Implementation Cost</b>	<b>One-Time</b>	<b>Ongoing Annual Cost</b>
<b>Goal 1</b>			
Music supply/repair (\$4,000 per school)	120,000		120,000
6,000 music booklets 5-6 band ( \$8 each)	48,000	48,000	
4,000 instruments for low income students (\$300 each)	1,200,000	1,200,000	
Keyboard for vocal music (1 per school)	75,000	75,000	
Portables to augment facilities (8 @) \$211,500 ea.)	1,692,000	1,692,000	
<b>Goal 2</b>			
3.0 FTE 5th/6th Band	325000		325,000
10.0 FTE 5th/6th Choral	1,250,000	1,250,000	1,250,000
<b>Goal 3</b>			
PD Secondary Teachers (2 days per year @ 4 years/ongoing afterschool)	102,000	102,000	12,750
Develop Professional Learning Needs Survey-MS/HS (Committee)	900	900	
Develop Professional Learning Plans-MS/HS (Committee)	1200	1200	
<b>Goal 4</b>			
Secretarial Support for Coordinator	20000		20000
<b>Total</b>	<b>4,834,100</b>	<b>3,119,100</b>	<b>1,727,750</b>

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**Arts Education Plan;** Riverside Unified School District, 2008

**Survey of School District VAPA Programs Statewide** compiled by the VAPA Program Review Committee, August 2015

**Visual and Performing Arts Strengths and Needs Survey** conducted by the VAPA Program Review Committee, April 2015

## ***Reports***

**A Blueprint for Creative Schools; Innovation-Imagination;** Create CA, California's Statewide Arts Education Coalition; 2015

**Boosting Language Skills of English Learners Through Dramatization and Movement;** Mulker-Greenfader & Brouillette; *The Reading Teacher*; November 2013;

**Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition;** The Dana Foundation; 2008

**Music Enrichment Programs Improve the Neural Encoding of Speech in At-Risk Children;** Kraus; *Journal of Neuroscience*; September 3, 2014

**The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies;** National Endowment for the Arts; 2012

**The Impact of Professional Development Interventions on Teacher Learning in Arts Integration;** Saraniero & Goldberg; Presented at the American Educational Research Association's Annual Meeting; 2011

**The Joint Arts Education Task Force Report to Tom Torlakson,** State Superintendent of Public Instruction: How the Arts and Creative Education Can Transform California's Classrooms; California Department of Education, California Arts Council, California Alliance for Arts Education, and California County Superintendents Educational Services Association; 2013

**The Transformative Power of the Arts in Closing the Achievement Gap;** California County Superintendents Arts Initiative; 2008

**Board Meeting Agenda**

April 11, 2016

Topic: Resolution No. 2015/16-43 – Resolution of the Board of Education of the Riverside Unified School District Denying the Charter Petition for the Establishment of Options for Youth – Riverside and Adopting Findings of Fact

Presented by: Dr. Keyisha Holmes, Principal on Special Assignment  
Dina Harris, Partner, Best Best & Krieger

Responsible

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

Type of Item: Action

Short Description: Petitioners for Options for Youth Public Charter School - Riverside submitted a Charter Petition for consideration by the Board. After careful review, District staff recommends that the Board adopt Resolution No. 2015/16-43 denying the Charter Petition.

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**DESCRIPTION OF AGENDA ITEM:**

The Charter Schools Act of 1992 provides for the establishment and operation of publicly funded charter schools in the State of California. Petitioners for Options for Youth Public Charter School - Riverside submitted a charter petition on February 1, 2016.

The Board held a public hearing on the provisions of the Charter Petition on March 7, 2016 as required by law. The Board is required to either grant or deny the Charter Petition within 60 days of receipt, unless both parties agree upon an extension. A short extension was agreed upon in this case.

In reviewing the Charter Petition, the Board is to be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged (Ed. Code § 47605(b)). A governing board shall grant a charter if it is satisfied that granting the charter is consistent with sound educational practice. A governing board shall not deny a petition for the establishment of a charter school unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following: (1) The charter school presents an

unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the number of signatures required; (4) The petition does not contain an affirmation of each of the conditions described in 47605(d); or (5) The petition does not contain reasonably comprehensive descriptions of 16 elements listed in Section 47605(b)(5).

The District's charter review team has completed a comprehensive review of the Charter Petition and has found that it includes several deficiencies that support denial. Based on that review, a report entitled "Review of Charter Petition for the Establishment of Options for Youth Public Charter School – Riverside and Proposed Findings of Fact" was prepared and will be presented to the Board at its meeting on April 11, 2016. District staff recommends that the Board adopt Resolution No. 2015/16-43 to deny the Charter Petition.

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**FISCAL IMPACT:** None.

**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2015/16-43, Resolution of the Board of Education of the Riverside Unified School District Denying the Charter Petition for the Establishment of Options for Youth – Riverside and Adopting Findings of Fact.

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**ADDITIONAL MATERIAL:**

Document entitled "Review of Charter Petition for the Establishment of Options for Youth Public Charter School – Riverside and Proposed Findings of Fact"

Resolution No. 2015/16-43 - Resolution of the Board of Education of the Riverside Unified School District Denying the Charter Petition for the Establishment of Options for Youth – Riverside and Adopting Findings of Fact.

Attached: Yes

petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the number of signatures required; (4) The petition does not contain an affirmation of each of the conditions described in 47605(d); or (5) The petition does not contain reasonably comprehensive descriptions of 16 elements listed in Section 47605(b)(5).

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**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2015/16-43, Resolution of the Board of Education of the Riverside Unified School District Denying the Charter Petition for the Establishment of Options for Youth – Riverside and Adopting Findings of Fact.

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Resolution No. 2015/16-43 - Resolution of the Board of Education of the Riverside Unified School District Denying the Charter Petition for the Establishment of Options for Youth – Riverside and Adopting Findings of Fact.

Attached: Yes



**REVIEW OF CHARTER PETITION FOR THE ESTABLISHMENT OF  
OPTIONS FOR YOUTH PUBLIC CHARTER SCHOOL - RIVERSIDE**

**AND PROPOSED FINDINGS OF FACT**

April 11, 2016

**BACKGROUND**

On February 2, 2016, the Riverside Unified School District (“District”) received a charter petition (“Charter Petition”) for the establishment of Options for Youth Public Charter School - Riverside (“Charter School”), to be operated as a California nonprofit, public benefit corporation called Options for Youth – Riverside, Inc. (“OFY-Riverside, Inc”). The sole member of OFY-Riverside, Inc. is a California nonprofit public benefit corporation called Options for Youth - California, Inc. (“OFY-California, Inc.)

On March 7, 2016, the District’s Board of Education (“Board”) held a public hearing to consider the terms of the proposed charter and the level of support from teachers and other employees of the District, and from parents. At that time, Petitioners made a presentation to the Board about its proposal. The District’s charter review team and legal counsel have carefully reviewed the Charter Petition. The findings set forth below were developed based on that review.

The Board is required to grant or deny the Charter Petition within sixty (60) days of the submission, unless the parties agree on an extension up to 30-days. That extension was agreed to in this case. If the Board grants the Charter Petition, it becomes the chartering authority with certain oversight and supervisory responsibilities. If the Board denies the Charter Petition, the denial must be based on specific legal criteria and supported by written findings of facts specific to the Charter Petition.

**LEGAL STANDARD**

The legal standards and criteria for reviewing and taking action on a charter petition are set forth in the Section 47605 of the California Education Code. The Board shall grant a charter petition “if it is satisfied that granting the charter is consistent with sound educational practice.” (Educ. Code § 47605(b).) Conversely, the Board may deny a charter petition if it makes written factual findings, specific to the petition, to support one or more of the following findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;

3. The petition does not contain the required number of signatures;
4. The petition does not contain an affirmation of each of the conditions described in [Section 47605(d)]; or
5. The petition does not contain reasonably comprehensive descriptions of 16 listed elements. (*See* Educ. Code § 47605(b)(5).) These include: A description of the educational program; measurable pupil outcomes and measurement of those outcomes; governance structure; employee qualifications; health and safety procedures; means to achieve racial and ethnic balance; any admission requirements; the manner of conducting an annual audit and resolving audit exceptions; student discipline procedures; retirement programs; attendance alternatives; employee return rights; dispute resolution; exclusive employer; and closure procedures.

As part of the review process, Petitioners are required to provide the District information regarding the proposed operation and potential effects of the school, including:

1. The facilities to be utilized by the school;
2. The manner in which administrative services of the school are to be provided; and
3. Potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education.

Petitioners must also provide financial statements that include a proposed first-year operational budget, including startup costs, cash flow and financial projections for the first three years of operation.

An initial charter school petition may be granted for up to five (5) years. Subsequent renewals, if granted, must be for five-year periods. If the Board approves the Charter Petition, the Board becomes the chartering authority and oversight agency, with certain statutory obligations. If the Board denies the Charter Petition, Petitioners have the right to submit the Charter Petition to the Riverside County Board of Education on appeal. They would also have the right to rewrite and resubmit the petition to the District or another school district as a new charter petition. If the Riverside County Board of Education grants the Charter Petition on appeal, it becomes the oversight agency. If it denies the Charter Petition on appeal, Petitioners could then submit the Charter Petition to the State Board of Education.

## RECOMMENDATION

Based on a careful review of the Charter Petition by the District’s charter review team and legal counsel, it is recommended that the Board of Education take action to **ADOPT the Findings of Fact and DENY the Charter Petition.**

## FINDINGS OF FACT

**1. The Petition does not contain reasonably comprehensive descriptions of all 16 required elements:**

a) Educational Program. The Petition fails to provide a reasonably comprehensive description of the educational program in several areas, as follows:

1. The Petition does not identify the curriculum that will be used to meet the school’s legal obligations to serve English learners. There is no reference to core materials to be utilized, and it is unclear how Structured English Immersion would be implemented in an Independent Study/Blended instructional program. In addition, the Petition includes no reference to credentials that would be required of teacher of English learners. (Petition, p. 15.)

2. The Petition does not provide an adequate description of how it will serve students with disabilities and provide a free appropriate public education (“FAPE”) under the Individuals with Disabilities Education Act (“IDEA”).

a. The Charter School proposes to initially be a “school of the district” for purposes of special education and proposes a Memorandum of Understanding (“MOU”) with the District, whereby the Charter School would provide all services to Charter School students, and the District would reimburse the Charter School for services provided up to the amount of AB 602 funds allocated by the SELPA. (Petition, p. 18; Exhibit Q, p. 1.) However, the Petition provides very little detail, about how it plans to serve special education students.

b. The Petition does not ensure that all eligible students enrolled in the Charter School will receive a FAPE. The Petition fails to explain how the Charter School intends to serve students who require specialized academic instruction, in a structured intensive setting, for the majority of the school day. The Petition assumes that “the majority of special education

students are likely to be classified as non-severe . . . and require less than 50 percent of the school day receiving special education services.” (Petition, p. 19.) Although the Petition states a full continuum of services will be provided, it lacks evidence that the Charter School is prepared to serve all disabled students, regardless of the severity of their needs, as required by State and federal law.

b) Health and Safety. The Petition fails to include a reasonably comprehensive description of the procedures the Charter School will follow to ensure the health and safety of pupils and staff, as required by Education Code Section 47605(b)(5)(F), as follows:

1. The Petition notes it will require criminal background checks, TB testing, and immunizations, but it does not adequately describe the procedures that will be followed in these areas. (Petition, pp. 39-40.)
2. The Petition fails to indicate that it will provide the mandatory annual training to all employees who are mandated reporters regarding the detection and reporting of suspected child abuse. This mandated training is required by Education Code section 44691 and specifically applies to charter schools.
3. The Petition fails to indicate that it will require fingerprinting of the employees of contractors, who may have any contact with pupils, providing certain services to the Charter School, including janitorial, administrative, school grounds and landscape maintenance, transportation, and food services. This is required by Education Code section 45125.1 and specifically applies to charter schools.
4. The Petition fails to provide for the screening of pupils’ vision and hearing and the screening for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. This is one of the minimum requirements used by the State Board of Education to determine whether there is a reasonably comprehensive description of health and safety procedures. (5 C.C.R. § 11967.5.1(f)(6)(D).)

c) Governance Structure. The Petition does not provide a reasonably comprehensive description of its governance structure, including how it will ensure parent involvement in governance, as required by Education Code Section 47605(b)(5)(D), as follows:

1. The Petition states that the Board of Directors of the Charter School (i.e., the Directors of OFY-Riverside, Inc.) will initially consist of three Board Members, with the option of electing up to two additional Board Members. (Petition, p. 36.) The parent corporation, OFY-California, Inc. serves as the Sole Member of OFY-Riverside, Inc. The Directors of

OFY-Riverside, Inc. are appointed by the Sole Member (i.e., OFY-California, Inc.), Directors may be removed by the Sole Member, with or without cause, and vacancies can only be filled by the Sole Member. (Petition, Exhibit O, pp. 2, 7, 8.) OFY-California, Inc. would therefore have significant control over the Charter School. The current Board of Directors (Petition, Exhibit B) appear to include no local representation, and the Directors hold office “until a successor is elected and qualified by the Sole Member.” (Petition, p. 37.) This provides no assurance that there is, or ever will be, local and parent participation in governance.

2. The Petition provides that the Board will “meet at least quarterly” (Petition, p. 37), and the Bylaws indicate that meetings may be held “at any place within or outside the State of California designated from time to time by resolution of the Board.” (Petition, Exhibit O, p. 3.) The Bylaws also provide that the Corporation’s principal office shall be “at such place in Los Angeles County, California, or elsewhere as the Board of Directors . . . shall from time to time determine.” (Petition, Exhibit O, p. 1) The Petition, therefore, fails to adequately describe how the Charter School will include parents in governance, especially in light of these provisions regarding frequency and location of meetings that seem to inhibit or discourage community and parent involvement and participation.
3. The Petition states that it will comply with the provisions of the Brown Act “to the extent that it applies to charter schools.” (Petition, Assurances, p. iii.) It also states that “The Charter School, as always, will follow all applicable laws, including the Brown Act as it applies to charter schools.” (Petition, p. 36.) However, the Bylaws describe procedures that would violate the Brown Act (Government Code Section 54950 et seq.), including, but limited to, the procedures described under the headings “Waiver of Notice of Meeting,” “Action by Board Without a Meeting,” and “Place of Meetings and Meetings by Telephone.” (Petition, Exhibit O, pp. 9-12.) The Bylaws do not provide for posting of agendas, or public access to and participation in meetings. The Petition fails to adequately describe how it will comply with the provisions of the Brown Act, given these contradictory procedures governing the Board of Directors.
4. The Petition does not describe how the Charter School and its officials would comply with conflict of interest laws, including the Political Reform Act and implementing regulations (Gov. Code § 81000 et seq; 2, C.C.R. § 18110 et seq.), which the Fair Political Practices Commission has determined apply to charter schools. Rather, the Petition simply states that the Board “shall adopt policies and procedures regarding self-dealing and conflicts of interest” (Petition, p. 37) and “OFY-Riverside shall at all times comply with the applicable law concerning conflicts of interest” (Petition, p. 56.), without providing any detail about what this



would entail. The Bylaws include a section called “Conflicts of Interest,” but the procedures there would violate the Political Reform Act. (Petition, Exhibit O, pp. 7-8.)

- d) Admission Requirements. The Petition fails to provide a reasonably comprehensive description of how students will be selected for enrollment if applicants exceed capacity. The Petition states that attendance, except for existing students, shall be determined by a public random drawing. The Petition states that preference shall be extended to pupils who reside in the District, and that “other preferences may be permitted consistent with law,” but the Petition does not list what those preferences are, and the order of priority. (Petition, p. 42.)

**2. The Petition fails to specify all facility locations, as required by law.**

- a) The Petition identifies the locations of three satellite resource centers or target neighborhoods “as of the time of this petition” as 5188 Arlington Ave.; 2995 Van Buren Blvd.; and 3856 La Sierra Ave. (Petition, p. 54.), but also states that: “the District hereby agrees that OFY-Riverside may open additional satellite resource centers if and when OFY-Riverside determines the need is substantiated through enrollment and related funding to support additional satellite resource centers is available. OFY-Riverside will inform the Riverside Unified School District in writing of its intention to establish new centers.” (Petition, p. 54.) This is inconsistent with Education Code Section 47605(a)(1), which provides that, once a petition is approved, a charter school that proposes to establish operations at additional sites shall request a material revision to its charter, and receive approval by the chartering agency’s governing board. (Ed. Code § 47605(a)(1), (4).)
- b) The Charter Petition states that the Charter School will comply with any “applicable jurisdictional limitations” to the location of its facilities (Petition, p. ii of Assurances), and “the applicable provisions of Education Code Sections 47605 and 47605.1 as to the location of its resources centers.” (Petition, p. 54.) However, it does not describe the Petitioners’ understanding of what the “applicable” provisions require in terms of location of resource centers. This is particularly concerning given the open-ended authority being sought by the Charter School to open any number of satellites without Board approval. Furthermore, the interpretation of Sections 47605 and 47605.1 is the subject of several recent legal disputes, including a case currently before a court of appeal on this issue. (*Anderson Union High School District v. Shasta Secondary Home School*.) In that case, a charter school is arguing for an expansive interpretation of the geographic limitations described in the Charter Schools Act with respect to resource centers. The California School Boards Association (CSBA) Education Legal Alliance has filed an *Amicus Curie* brief in support of the school district’s position that the location of resource centers should be limited. The Charter Petition’s ambiguity on this issue is concerning in light of this controversial and unsettled issue.

3. **The Petition presents an unsound educational program for the students to be enrolled in the Charter School.** For the reasons listed above, the Petition presents an unsound educational program for the students to be enrolled in the Charter School. The specific findings listed under Paragraphs 1 and 2 above are incorporated here by this reference.

### **CONCLUSION**

For the reasons outlined above, it is recommended that the District Board of Education ADOPT the Findings of Fact and DENY the Charter Petition. It should be noted that the findings above are not exhaustive. This document should not be interpreted as implicitly approving or agreeing with the areas of the Charter Petition not specifically discussed here.

# # #

**Resolution No. 2015/16-43**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE  
RIVERSIDE UNIFIED SCHOOL DISTRICT DENYING THE CHARTER  
PETITION FOR THE ESTABLISHMENT OF OPTIONS FOR YOUTH-  
RIVERSIDE AND ADOPTING FINDINGS OF FACT**

**WHEREAS**, the Charter Schools Act of 1992, set forth at Education Code Section 47600 *et seq.* (the "Act"), provides for the establishment and operation of publicly-funded charter schools in the State of California; and

**WHEREAS**, pursuant to Section 47605 of the Act, a school district governing board may approve a petition for the operation of a charter school that operates at one or more sites within the geographical boundaries of the school district; and

**WHEREAS**, a school district governing board may only approve a charter petition if the board is satisfied that granting the charter is consistent with sound educational practice; and

**WHEREAS**, a school district governing board may deny a petition for the establishment of a charter school if the board makes one or more of the findings listed in Section 47605(b) and sets forth specific facts to support such findings; and

**WHEREAS**, on February 1, 2016, petitioners for the proposed Options for Youth Public Charter School – Riverside submitted a charter petition to the Riverside Unified School District Board of Education for the establishment of a new charter school operating within the boundaries of the District; and

**WHEREAS**, pursuant to Education Code Section 47605(b), the Board held a duly noticed public hearing on the provisions of the Charter Petition on March 7, 2016, at which time Petitioners were provided an opportunity to make a presentation to the Board regarding the proposed Charter School, and at which time members of the public had an opportunity to comment on the proposed Charter Petition; and

**WHEREAS**, the Board has considered the level of support for the Charter Petition by teachers and other employees of the District and by parents; and

**WHEREAS**, at its meeting of April 11, 2016, the Board further considered the terms of the Charter Petition, and whether to grant or deny the Charter Petition, and members of the public had an opportunity to comment on the proposed Charter School; and

**WHEREAS**, at the Board meeting of April 11, 2016, District staff presented a document, "Review of Charter Petition for the Establishment of Options for Youth Public Charter School – Riverside and Proposed Findings of Fact, for the Board's consideration.

That document includes proposed findings of fact, specific to the Charter Petition, in support of denial.

**NOW, THEREFORE, THE BOARD OF EDUCATION OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT HEREBY FINDS AS FOLLOWS:**

**Section 1.** The Charter Petition does not contain reasonably comprehensive descriptions of all 16 elements required by Education Code Section 47605(b)(5).

**Section 2.** The Charter Petition fails to specify all facility locations, as required by Education Code Section 47605(a).

**Section 3.** The Charter Petition presents an unsound educational program for the students to be enrolled in the Charter School.

**Section 4.** Denial of the Charter Petition is supported by the Proposed Findings of Fact presented by District staff.

**NOW, THEREFORE, BE IT RESOLVED BY THE RIVERSIDE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION as follows:**

**Section 1.** The Board hereby adopts the Proposed Findings of Fact relating to the Charter Petition.

**Section 2.** The Board hereby denies the Charter Petition.

**PASSED AND ADOPTED** by the Board of Education this 11<sup>th</sup> day of April, 2016 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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President, Board of Education

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Clerk, Board of Education



**Board Meeting Agenda  
April 11, 2016**

Topic: Proposed Attendance Area Adjustment for Communities Facilities District (CFD) No. 32 from Lake Mathews Elementary School to Harrison Elementary School and from Frank Augustus Miller Middle School to Chemawa Middle School – First Reading

Presented by: Hayley Calhoun, Director, Planning and Development

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

Type of Item: Action

Short Description: The Board of Education will be presented a proposal to transfer a future residential development, CFD No. 32, from Lake Mathews Elementary School to Harrison Elementary School and similarly from Frank Augustus Miller Middle School to Chemawa Middle School.

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**DESCRIPTION OF AGENDA ITEM:**

Planning and Development staff is tracking several new residential developments in the Lake Mathews Elementary School and Frank Augustus Miller Middle School attendance areas.

Lake Mathews Elementary School is at capacity and Frank Augustus Miller is nearing capacity based on homes under construction in the vicinity of the school.

In response to the imminent new home construction in CFD No. 32, staff is recommending school attendance area adjustments to transfer this development from Lake Mathews Elementary School to Harrison Elementary School and from Frank Augustus Miller Middle School to Chemawa Middle School.

While the proposed area of transfer is currently unpopulated, homes are anticipated to be occupied beginning in the 2016-2017 school year.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** The Board of Education approve the proposed attendance area adjustments.

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**ADDITIONAL MATERIAL:** Proposed Attendance Area Adjustments for Communities Facilities District (CFD) No. 32 from Lake Mathews Elementary School to Harrison Elementary School and from Frank Augustus Miller Middle School to Chemawa Middle School PowerPoint Presentation.

Attached: Yes



# Proposed Attendance Area Adjustments for Communities Facilities District (CFD) No. 32

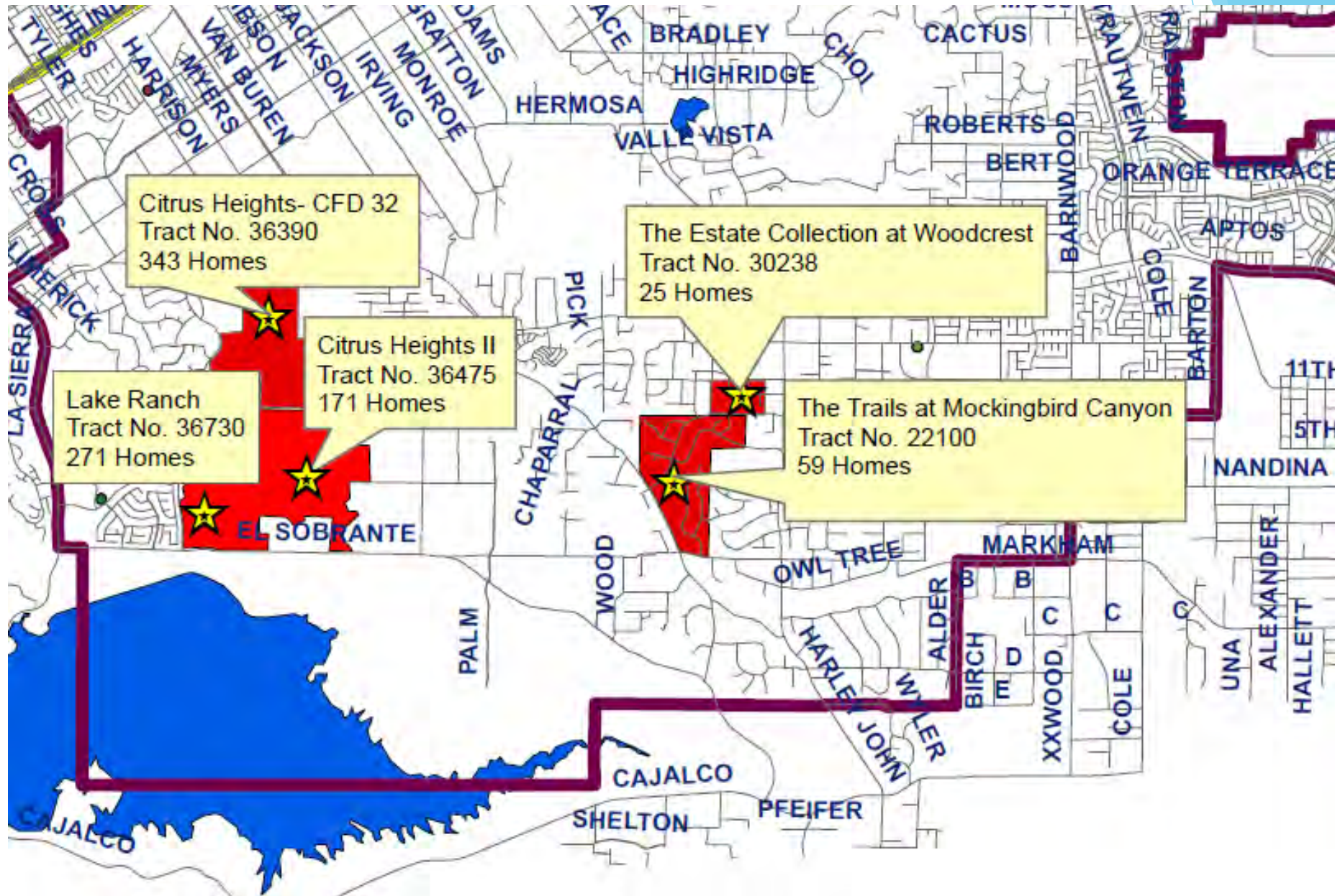
from Lake Mathews Elementary School to Harrison  
Elementary School

and from Frank Augustus Miller Middle School to  
Chemawa Middle School

Board of Education Meeting  
April 11, 2016

Dr. Kirk Lewis, Assistant Superintendent, Operations  
Hayley Calhoun, Director, Planning and Development

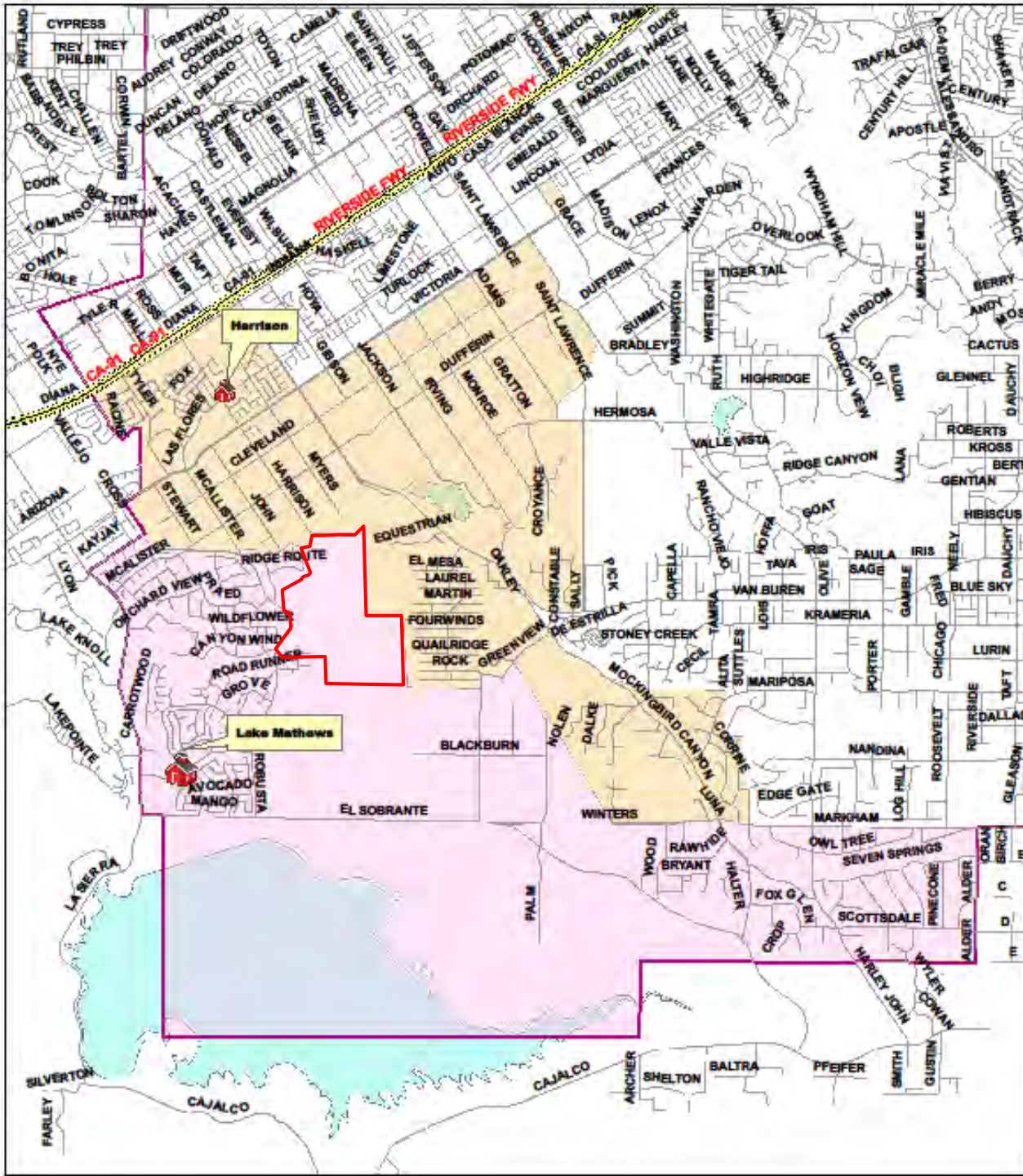
# Areas of Future Residential Development



# Communities Facilities District No. 32

- ▶ Developer: Lennar Homes
- ▶ Development name: Citrus Heights
  - ▶ 106 Acres
  - ▶ 343 Homes
  - ▶ Cost range: \$500,000-\$700,000
  - ▶ East of McAllister Street and SW of Van Buren Blvd
- ▶ Grand Opening planned April 2<sup>nd</sup>
- ▶ Projected Sales and Build out in two and a half years: 2016-2019
- ▶ Projected student generation:
  - ▶ Elementary 120 students
  - ▶ Middle 35 students
  - ▶ High 69 students





# Current Attendance Areas for Lake Mathews and Harrison Elementary Schools

CFD No. 32

# Attendance Area Impact

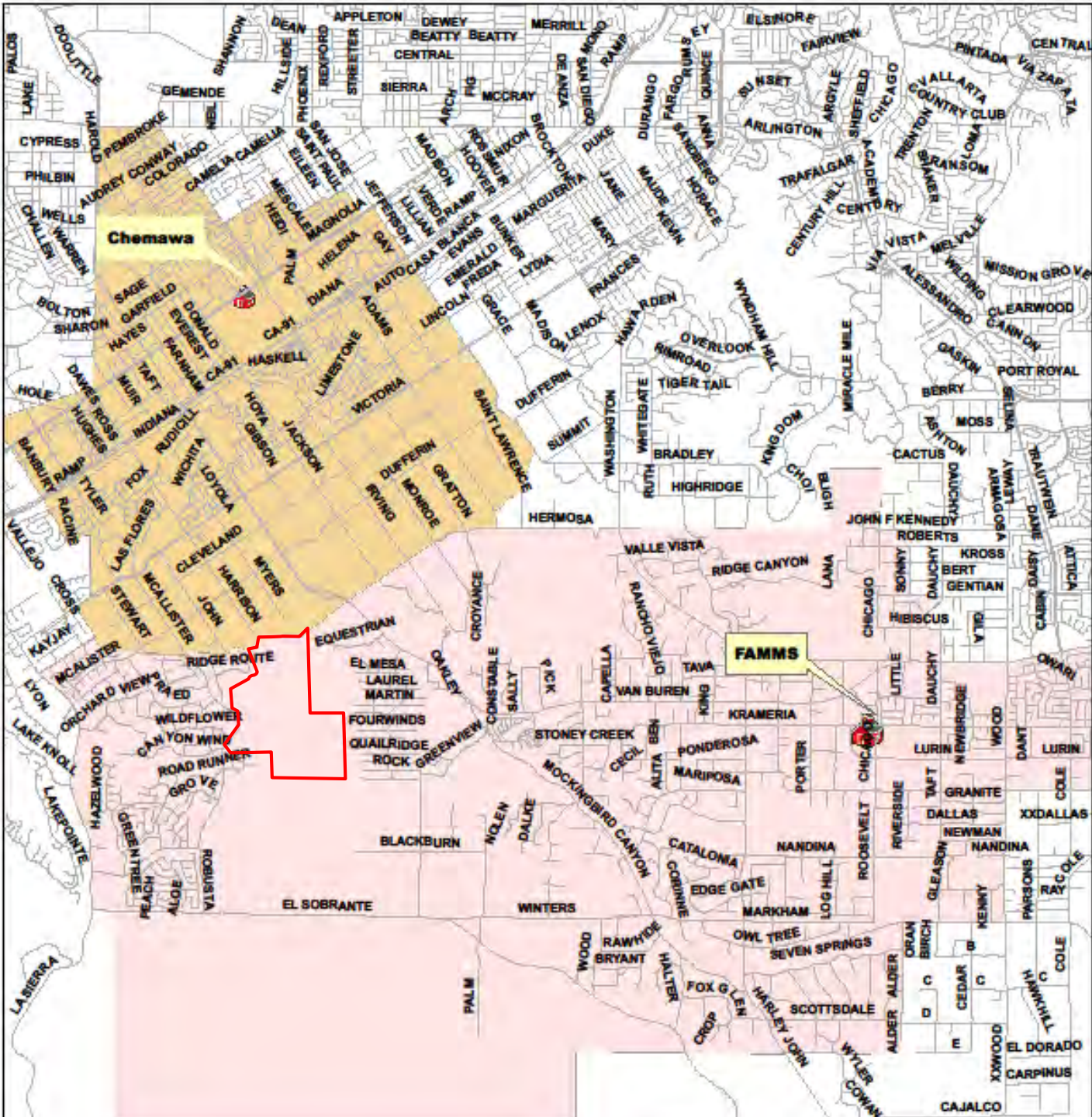
Assigned Sites	Site Capacity	2016 Projected Enrollment* within Current Boundaries	Projected Student Generation from CFD No. 32 Development	Projected Enrollment with CFD No. 32 Students	Projected Enrollment - Capacity	Projected student generation of future development In addition to CFD No. 32
Lake Mathews	875	875	120	995	+120	155
Harrison	625	490	120	610	-15	21

Projected student enrollment from CFD No. 32 is at build-out of the development.  
Enrollment projections do not include special day class students.



# Impact on Ethnicity of Students

Sites	Current Attendance Area				With Proposed Attendance Area				Change			
	% Hispanic	% White	% Black	% Other	% Hispanic	% White	% Black	% Other	% Hispanic	% White	% Black	% Other
Lake Mathews	27	46	6	21	27	46	6	21	0	0	0	0
Harrison	63	22	9	6	55	27	9	8	-8	+5	0	+2
Total District	61	23	7	9	61	23	7	9				



# Current Attendance Areas for Frank Augustus Miller and Chemawa Middle Schools

**CFD No. 32**

# Attendance Area Impact

Proposed Sites	Site Capacity	2016 Projected Enrollment* within Current Attendance Area	Projected Student Generation from CFD No. 32 Development	Projected Enrollment with CFD No. 32 Students	Projected Enrollment - Capacity	Projected student generation of future development in addition to CFD No. 32
FAMMS	1130	1072	35	1107	-23	53
Chemawa	1075	818	35	853	-222	0

Projected student enrollment from CFD No. 32 is at build-out of the development. Enrollment projections do not include special day class students.

# Impact on Ethnicity of Students

Sites	Current Attendance Area				With Proposed Attendance Area				Change			
	% Hispanic	% White	% Black	% Other	% Hispanic	% White	% Black	% Other	% Hispanic	% White	% Black	% Other
FAMMS	41	37	8	14	40	37	7	16	-1	0	-1	+2
Chemawa	80	9	6	5	77	11	6	6	-3	+2	0	+1
Total District	61	23	7	9	61	23	7	9				

Ethnicity percentages based on base student enrollment

# Recommendation

It is recommended that CFD No. 32 be assigned from Lake Mathews Elementary and Frank Augustus Miller Middle schools to Harrison Elementary and Chemawa Middle schools where capacity is available.



# ADVANTAGES OF EXECUTING THE RECOMMENDED ATTENDANCE AREA ADJUSTMENTS

- ▶ Lake Mathews Elementary School and Frank Augustus Middle School (FAMMS) are at or nearly at capacity while Harrison Elementary School and Chemawa Middle School have capacity to accept more students.
- ▶ Lake Mathews Elementary School is within the developing Riverside East area.
- ▶ Riverside East is in beginning development. Tentative Tract Map No. 36730, known as Lake Ranch on El Sobrante, is undergoing environmental impact studies in consideration of 271 homes and Citrus Heights II with 171 homes. Possible impact within three years of 155 students to Lake Mathews Elementary School and 44 students at FAMMS.
- ▶ Additional developments around FAMMS include The Estate Collection with 25 homes and The Trails at Mockingbird Canyon with 59 homes.
- ▶ FAMMS is located in an area where in-fill development is on-going in the Bridal Creek area and a continuing development, Sky Ranch, has 26 homes built out of a planned 90. These students will become part of the school's resident enrollment.
- ▶ FAMMS is a Program Improvement (PI) receiving site. In 2015-2016, the school received 46 students through the PI transfer process. In 2016-2017, they have received 81 students through the PI transfer process. These students become part of their residence attendance enrollment numbers.
- ▶ **It is advantageous to consider executing these attendance area adjustments before students arrive.**

**Board Meeting Agenda  
April 11, 2016**

Topic: Approval to Purchase Instructional Materials for Third-Sixth Grade

Presented by: Brad Shearer, Director of Instructional Services K-6  
Adela Flores-Bertrand, Instructional Services Specialist

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

Type of Item: Action

Short Description: The Instructional Services staff requests approval for the adoption and purchase of English-Language Arts instructional material for use in third through sixth grade classrooms.

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**DESCRIPTION OF AGENDA ITEM:**

The RUSD 3<sup>rd</sup>-6<sup>th</sup> Grade English-Language Arts adoption committee recommends that the Board adopt and approve for purchase McGraw-Hill’s *Wonders* and *Maravillas* programs for 28 of the district’s 30 schools. The *Maravillas* program is the Spanish equivalent of the *Wonders* program for Dual Language Immersion students. For Bryant and Adams Elementary schools, committees representing both school sites request that the Board adopt and approve for purchase Amplify’s Core Knowledge Language Arts (CKLA) program for students in grades 3-5, along with Amplify’s ELA: California Edition for grade 6 at their two schools.

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**FISCAL IMPACT:** \$2,500,000 to purchase third through sixth grade instructional materials aligned to the California ELA/ELD Framework and Common Core State Standards.

**RECOMMENDATION:** It is recommended that the Board of Education approve the purchase of *McGraw Hill- Wonders* and *Amplify* instructional materials.

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**ADDITIONAL MATERIAL:** PowerPoint Presentation

Attached: Yes



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# **Riverside Unified School District**

## **English Language Arts and English Language Development Instructional Materials Adoption 3rd - 6th Grade**

# Background

- Current 3rd - 6th English Language Arts program (Houghton Mifflin *Reading*) - over 14 years old
- Not aligned to Common Core standards
- Units of Study created to address shifts in Common Core (2014-15)
- Strong consensus from teachers and principals to consider a new adoption

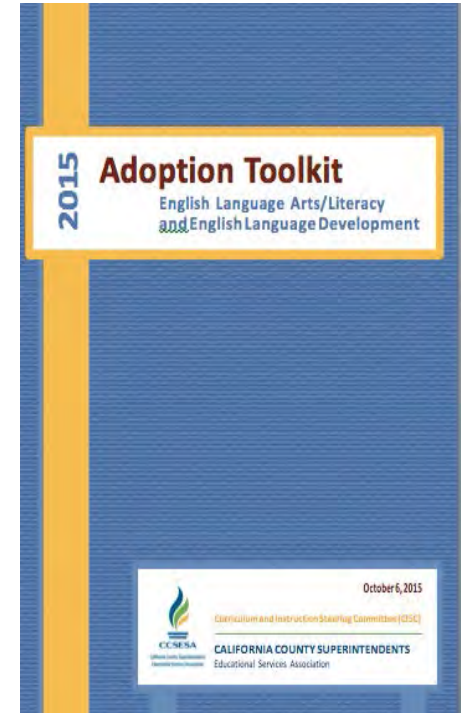
# Background, cont.

- State Board of Education (SBE) submitted list of recommended materials in November 2015
- Steering Committee formed to prepare an adoption process (November/December 2015)
- Teachers recruited to serve on Adoption Committee (December 2015)
- Committee reviewed all three programs that met SBE criteria and contained a Spanish program equivalent.



# Adoption Committee

- Committee included...
  - One teacher representative from each school site
  - Teachers representing special education
  - Principals from various school sites
  - District staff from various departments
- Only teachers got to vote
- Teachers and staff represented a variety of areas including...
  - Personalized Learning
  - Dual Language Immersion
  - Assessment
  - Academic English Learners
  - Special Education



# Core Knowledge Sub-Committee

- Bryant and Adams subcommittee reviewed Amplify's Core Knowledge Language Arts (CKLA) program for grades 3-5
  - Better aligned to the Core Knowledge sequence
  - Not SBE Approved, but permissible for adoption as long as reviewed carefully by district committee
- Engaged in same process as larger committee
- Included a teacher representative from each grade level (3-6) at both school sites
- Committee also reviewed Amplify's 6th grade curriculum
  - (Amplify's ELA: California Edition for 6-8, which was SBE approved)

# Our Process

- Analysis of Teacher Editions

- *The Big Picture*
- *Below the Surface*
- *Deeper Dive*



HOUGHTON  
MIFFLIN  
HARCOURT



- Narrow to two programs for further review

- Publisher's Presentation #1



- Publisher's Presentation #2

- Publisher's Presentation #3

- Analysis of Ancillary Material for both Publishers

- Materials on Display at Sites (gather staff and parent feedback)

- Deliberations and Make a Decision



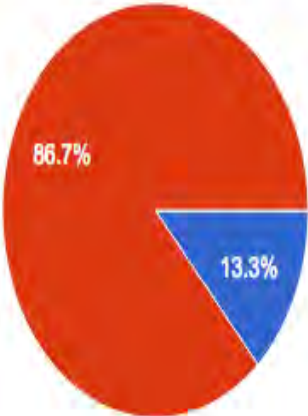
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# Results

## McGraw Hill and Benchmark

## *Amplify*

Choose the program you recommend for adoption (30 responses)



- Benchmark Advance
- McGraw Hill



- Option 1

# Highlights of recommended programs

- McGraw-Hill *Wonders* and *Maravillas*
  - Full and Equitable Spanish program (Maravillas)
  - Program is **100% print** and **100% digital**
  - Robust digital resources and digital environment
  - **Fully aligned** with Common Core Standards and shifts
  - Abundance of resources for small group instruction and intervention
  - Designated ELD aligned to the ELA program
  - Formative and Summative assessments, including assessments that mirror SBAC item types





# Highlights of recommended programs

- Amplify *Core Knowledge Language Arts* (grades 3-5)
  - Fully aligned with Common Core Standards and shifts
  - **Aligned to Core Knowledge progressions**
  - Blend of print and digital materials
  - Designated ELD aligned to the ELA program



- Amplify ELA: California Edition
  - Fully aligned with the Common Core Standards and shifts
  - **Primarily digital program**
    - Carefully sequenced digital lessons, feedback tools, integrated assessments
  - Designated ELD aligned to the ELA program





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# Questions?

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**Board Meeting Agenda  
April 11, 2016**

Topic: Board Policy #1230 (a) – Recognition of Organized Booster and Parent Groups – Second Reading and Approval

Presented by: Sandra L. Meekins, Director, Business Services  
Darel Hansen, Director, Secondary Education

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

Type of Item: Action

Short Description: The Board of Education will be asked to review the recommended revisions to Board Policy #1230 (a) – Recognition of Organized Booster and Parent Groups being presented for second reading and approval.

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**DESCRIPTION OF AGENDA ITEM:**

Proposed revisions to Board Policy #1230 (a) - Recognition of Organized Booster and Parent Groups.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education consider the proposed revisions to Board Policy #1230 (a) - Recognition of Organized Booster and Parent Groups which is being presented for second reading and approval.

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**ADDITIONAL MATERIAL:** Revised Board Policy #1230 (a) - Recognition of Organized Booster and Parent Groups.

Attached: Yes



# Policy

Board of Education

Riverside Unified School District

## Recognition of Organized Booster and Parent Groups

**PURPOSE:** The purpose of this policy is to clarify the District's policy for organized booster and parent groups.

**POSITION:** The Governing Board recognizes organized booster and parent groups are integral in creating additional educational opportunities for our students and encourages their support and involvement.

1.1 The Board of Education recognizes the importance and value of relationships between the school and parent groups which are dedicated to the welfare of all students and are organized for the purpose of supporting the District's school's educational and extracurricular programs. The Board appreciates the contributions made by such organizations and encourages their interest and participation in helping to achieve the District's vision for student learning.

1.2 The Board has the legal responsibility and authority to ensure that all formal extra-curricular activities in which students of the District are involved are appropriate and consistent with the education of all such students and with provisions of the Education Code and other laws.

1.3 The Board encourages the promotion of community participation and supports the establishment of PTA's, PTSA's, PTO's, parent groups, Booster Clubs, alumni, and other groups which may be organized to promote and support an activity or activities in the best interest of students.

1.4 The Board recognizes that these organizations are separate legal entities, independent of the school or District. However, in order to protect the District and students, the Superintendent or designee shall establish appropriate controls for the relationship between such organizations and the District to help the Board fulfill its legal and fiduciary responsibility to manage district operations and in accordance with Education Code 51521, any group wishing to operate a booster or parent group that will conduct fundraising activities to benefit the District, its schools or its students shall obtain prior written approval by the Board or the designee of the Board.

1.4.1 Any fundraising activities initiated by an approved booster club/parent group shall be submitted to school administration for approval prior to the fundraising activity. The Board encourages the booster club/parent groups to consider the impact of fundraising activities on the overall school and district program. Booster club/parent groups may consult with school administration to determine school and student needs and priorities. Activities by booster club/parent groups shall not conflict with law, Board policies, administrative regulations, or any rules of the school site.

1.5 Principals, teachers, and other staff are encouraged to assist parents in organizing active organizations and channeling their energies toward programs which are mutually beneficial to schools and the community.

1.6 Such organizations shall be recognized only if they comply with all conditions and regulations of this policy.

1.6.1 The principal at each school, with the cooperation of parents and faculty, along with the consensus of the Superintendent or designee, shall determine the type of organization or organizations they feel meet the needs of the students in their school.

1.6.2 The Board requires all recognized school support groups to have a written statement of purpose and bylaws.

1.6.3 In order to become an official school support organization each group ~~the constitution and bylaws of each organizing group~~ shall, on an annual basis, submit to the school principal site administration for review and approval, a Booster Club/Parent Organization application, constitution and bylaws and other information identified in District procedures and guidelines. A list of Booster Club/Parent Organizations will be submitted to the Board for ratification.

In order to be considered for approval Booster Clubs and the Parent Groups which are not National Parent Teacher Associations must have a parent/guardian of an active student hold the position of President or Vice President.

1.6.4 In the event the Superintendent or ~~his~~ designee, after conferring with the school principal and conducting an investigation, determines that an organization is in violation of a policy condition or regulation, or no longer functions in the best interest of the students, school or District, it shall be the prerogative of the Superintendent or ~~his~~ designee to initiate appropriate corrective remedies or administrative sanctions or to recommend to the Board of Education the disassociation of the District and school from that organization.

1.6.5 The Superintendent or designee shall establish Rules, and Regulations and ~~Procedures~~ and appropriate procedures, guidelines and internal controls to provide direction for recognized school support groups related to students, student interests, ~~or~~ and schools of the District.

1.6.6 Events sponsored by school support groups shall be consistent with existing District policies establishing tobacco, alcohol, and drug-free environments at all school functions.

1.6.7 The Superintendent or ~~his~~ designee shall, based upon information submitted by the school principal, annually report to the Board of Education on the activities of all organizations covered by this policy.

1.7 The following legal citations are incorporated by their reference.



Legal Reference:

EDUCATION CODE

200-283 Educational Equity

35160 Authority of governing boards

~~38131 Use of civic center by public~~ 38130-38138 Civic Center Act

48931 Sale of Food on School Premises

49430-34 The Pupil Nutrition, Health, and Achievement Act of 2001

~~38134 Groups which may use school facilities without charge-~~

51520-21 Solicitations

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Charitable Solicitations

25608 Regulatory Provisions-Alcoholic Beverage

GOVERNMENT CODE

12580-12599.8 Supervision of Trustees and Fundraisers for Charitable Purposes Act

PENAL CODE

319-329 Lotteries

CALIFORNIA CODE OF REGULATIONS

Title 5 §§ 4900-4965 Nondiscrimination

Title 5 §§ 1550, 15501 Child Nutrition Programs

Title 11 §§ 300-312.1 Supervision of Trustees and Fundraisers for Charitable Purposes Act

CODE OF FEDERAL REGULATIONS

Title 20 §§ 1681-1688 Discrimination in Educational Programs

California Interscholastic Federation Blue Book

Management Resources:

CDE Legal Advisories

1101.89 School District Liability and "Hold Harmless" Agreements, LO:4-89

Adopted: May 16, 1988

Readopted: November 7, 1994

Reissued: May 20, 1996

Reissued: November 7, 1997 - Updated legal references

Readopted: April 11, 2016

**Board Meeting Agenda  
April 11, 2016**

Topic: Revised Board Policy #5113 – Absences and Excuses – 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 revised Board Policy #5113 – Absences and Excuses which is being presented for first reading.

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**DESCRIPTION OF AGENDA ITEM:**

Proposed revised Board Policy #5113 – Absences and Excuses 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 revised Board Policy #5113 – Absences and Excuses which is being presented for first reading.

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**ADDITIONAL MATERIAL:** Revised Board Policy #5113 – Absences and Excuses

Attached: Yes

# Policy

## Board of Education Riverside Unified School District

### ~~Excused Absences~~ and ~~Excuses~~ ~~Truancy~~

- PURPOSE:** The Board of Education believes that regular attendance plays an important role in student achievement.
- POSITION:** The District will work with parents/guardians and students to provide support and guidance to reduce chronic absence or truancy.

#### Truancy

- ~~1. The Board recognizes that repeated acts of unexcused absences, which under the law constitute truancy, are generally deliberate violations of reasonable laws, rules, and regulations, and, as such are harmful to students as well as to the proper conduct of schools and district.~~

#### Excused Absences

- ~~2.1. Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations. (Education Code 48205) In addition to other legally acceptable absences, as defined in CAC Title 5, Section 420, a pupil shall be excused from school justifiable personal reasons including, but not limited to, those specific activities included in Rules and Regulations #5113 when these cannot be scheduled outside the regular school day.~~
  - ~~a. Rules and Regulations for implementing this policy shall be established by the Superintendent.~~
2. Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.
3. At the beginning of each school year, the Superintendent or designee shall send a notification to the parents/guardians of all students, and to all students in grades 7-12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1) (cf. 5145.6 - Parental Notifications)
4. Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.
5. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

#### Effect of Absence on Grades/Credits

6. If a student's absence is excused under Education Code 48205, he/she shall be allowed to complete any missed assignment or test that can be reasonably given, as determined by the

teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period of time. (Education Code 48205)

7. A student's grades may be affected by excessive unexcused absences in accordance with Board policy.  
(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6154 - Homework/Makeup Work)

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

2550-2558.6 Computation of revenue limits

37201 School month

37223 Weekend classes

41601 Reports of average daily attendance

42238-42250.1 Apportionments

46000 Records (attendance)

46010-46014 Absences

46100-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48210-48216 Exclusions from attendance

48240-48246 Supervisors of attendance

48260-48273 Truants

48292 Filing complaint against parent

48320-48324 School attendance review boards

48340-48341 Improvement of student attendance

49067 Unexcused absences as cause of failing grade

49701 Provisions of the interstate compact on educational opportunities for military children

ELECTIONS CODE

12302 Student participation on precinct boards

FAMILY CODE

6920-6929 Consent by minor

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 168 (2004)

66 Ops.Cal.Atty.Gen. 244 (1983)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CSBA PUBLICATIONS

Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010

WEB SITES

CSBA: <http://www.csba.org>

~~46040-46015 Absences~~

~~48205 Absence for justifiable personal reasons~~

~~48260-48273 Truants~~

Adopted: October 15, 1979

Readopted: March 3, 1980

Readopted: July 18, 1989

Readopted: January 19, 1993

Readopted: April 11, 2016



**Board Meeting Agenda  
April 11, 2016**

Topic: Revised Board Policy #5145.7 – Sexual Harassment – 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 revised Board Policy #5145.7 – Sexual Harassment which is being presented for first reading.

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**DESCRIPTION OF AGENDA ITEM:**

Proposed revised Board Policy #5145.7 – Sexual Harassment 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 revised Board Policy #5145.7 – Sexual Harassment which is being presented for first reading.

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**ADDITIONAL MATERIAL:** Revised Board Policy #5145.7 – Sexual Harassment

Attached: Yes

# Policy

## Board of Education Riverside Unified School District Sexual Harassment

**PURPOSE:** The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination.

**POSITION:** The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

1. The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.~~The Board of Education is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.~~
  1. (cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
2. ~~The Superintendent or designee shall ensure that students receive age appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.~~
3. ~~Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion.~~
4. ~~Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.~~
5. ~~Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal~~

~~or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.~~

- a. The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedure.
- b. Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.  
(cf. 1312.3 - Uniform Complaint Procedures)
- c. The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

## 6. Instruction/Information

2. The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:~~The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint or sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.~~
  - a. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
  - b. A clear message that students do not have to endure sexual harassment under any circumstance
  - c. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
  - d. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
  - e. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
  - 7.f. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

## Disciplinary Actions

3. Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
  
4. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.  
(cf. 4117.4 - Dismissal)  
(cf. 4117.7 - Employment Status Report)  
(cf. 4118 - Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

### **Record Keeping**

5. The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.  
(cf. 3580 - District Records)

### **Legal Reference:**

#### **EDUCATION CODE**

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

#### **CIVIL CODE**

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

#### **GOVERNMENT CODE**

12950.1 Sexual harassment training

#### **CODE OF REGULATIONS, TITLE 5**

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

#### **UNITED STATES CODE, TITLE 20**

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

#### **UNITED STATES CODE, TITLE 42**

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>  
Education Code

200 240 — Prohibition of discrimination on the basis of sex, especially:

212.5 — Sexual harassment

212.6 — Sexual harassment policy

230 — Particular practices prohibited

48900.2 — Additional grounds for suspension or expulsion; sexual harassment

48904 — Liability of parent/guardian for willful student misconduct

48980 — Notice at beginning of term

Civil Code

51.9 — Liability for sexual harassment; business, service and professional relationships

1714.1 — Liability of parents/guardians for willful misconduct of minor

United States Code, Title 20

1681-1688 — Title IX, 1972 Education Act Amendments

United States Code, Title 42

2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

Franklin v. Gwinnet County Schools (1992) 112 S. Ct. 1028

Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447

Clyde K. v. Puyallup school District #3 (1994) 35 F.3d 1396

Oona R. S. etc. v. Santa Rosa City Schools et al (1995) 890 F.Supp. 1452



~~Patricia H. V. Berkeley Unified School District (1993) 830 F.Supp. 1288~~  
~~Rosa H. v. San Elizario Ind. School District, 998 F.Supp. 140, 143 (W.D. Tex. 1995)~~  
~~Davis v. Monroe County Board of Education (1996, 11th Cir.) 74 F.3d 1186~~  
~~Kelson v. City of Springfield, Oregon (1985, 9th Cir.) 767 F.2d 651~~

Adopted: May 17, 1993  
Readopted: September 2, 1997  
Readopted: April 11, 2016

**Board Meeting Agenda**

April 11, 2016

Topic: New Board Policy #1341 – Data Breach Notification – First Reading

Presented by: Renee Hill, Assistant Superintendent, Instructional Support  
Charles Szilagyi, Director, Technology Services

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

Type of Item: Action

Short Description: The Board of Education will be asked to review new Board Policy #1341 – Data Breach Notification which is being presented for first reading.

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**DESCRIPTION OF AGENDA ITEM:** Staff will provide the Board of Education a proposed policy that will be followed in the event a data breach occurs within the District.

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**FISCAL IMPACT:** None.

**RECOMMENDATION:** It is recommended that the Board of Education consider the proposed new Board Policy #1341 – Data Breach Notification.

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**ADDITIONAL MATERIAL:** Board Policy #1341 - Data Breach Notification

Attached: Yes



# POLICY

## Board of Education Riverside Unified School District

### Data Breach Notification

**PURPOSE:** The purpose of this policy is to safeguard student data and ensure notification of affected parties in the event that a breach should occur.

**POSITION:** The Board of Education recognizes the importance of maintaining a secure environment for our computerized data that contains personal information. In the event of a data breach, the Board of Education intends to comply with current California mandated notification requirements.

1. The Superintendent or designee shall maintain procedures, consistent with applicable laws and regulations, to provide notification of a breach of the security of a computer system following discovery or notification of the security breach to any California resident whose unencrypted personal information was, or is reasonably believed to have been, acquired by an unauthorized person.
  - a. Personal information is considered “encrypted” if it can be “rendered unusable, unreadable or indecipherable to an unauthorized person through a security technology generally accepted in the field of information security.”
  - b. A data security breach is a security incident in which sensitive, protected or confidential data is copied, transmitted, viewed, stolen or used by an individual unauthorized to do so. The incident can range from deliberate system attacks to careless disposal of computer equipment and storage devices to allowing access to your personal login.
2. The Board of Education recognizes that California Civil Code 1798.29 and 1798.82 state that data security breach notifications are to be written in plain language with specific titles and organized under specified headings as modeled in the statute.
3. The Superintendent or designee will implement this policy which shall address, at a minimum, the following:
  - a. Upon discovery of a data security breach, a notification will be generated in plain language and titled “Notice of Data Breach”.
  - b. Information required in the notice will be organized under specified headings: “What Happened,” “What Information Was Involved,” “What We Are Doing,” “What You Can Do,” and “For More Information.”
  - c. The title and headings will be clearly and conspicuously displayed, and the text of the notice must be no smaller than 10-point type minimum.

- d. This standard format will be used in both printed and emailed data security breach notifications.
- e. The notice will be conspicuously posted on the District website for a minimum of 30 days per statute. Conspicuous posting means providing a link to the notice on the home page or first significant page that is in larger type than surrounding text, or contrasting text, or set off by symbols or other marks calling attention to the link.

Legal Reference:

CIVIL CODE

1798.29 – Personal Data - Accounting of Disclosures

1798.82 – Customer Records

Cross Reference:

Policy 4040 – Employee Use of Technology

Policy 6163.4 – Use of Technology

Presented to Board: April 11, 2016

Adopted:

**Board Meeting Agenda  
April 11, 2016**

Topic: Resolution No. 2015/16-44 – Resolution of the Board of Education of the Riverside Unified School District Recognizing California Day of the Teacher, May 11, 2016

Presented by: Susan Mills, Assistant Superintendent, Department of Personnel Leadership and Development

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

Type of Item: Action

Short Description: Staff recommends that the Board of Education adopt Resolution No. 2015/16-44 which recognizes May 11, 2016 as the California Day of the Teacher.

---

**DESCRIPTION OF AGENDA ITEM:**

May 11, 2016 has been designated as the Day of the Teacher for the Riverside Unified School District. The Board is requested to adopt Resolution No. 2015/16-44 which recognizes May 11, 2016 as the California Day of the Teacher. This resolution has been prepared to proclaim the Day of the Teacher and to invite other individuals and organizations within the community to honor teachers on this special day.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2015/16-44 – California Day of the Teacher, May 11, 2016.

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**ADDITIONAL MATERIAL:** Resolution No. 2015/16-44 – California Day of the Teacher, May 11, 2016

Attached: Yes



**RESOLUTION No. 2015/16-44**  
**RESOLUTION OF THE BOARD OF EDUCATION OF THE**  
**RIVERSIDE UNIFIED SCHOOL DISTRICT RECOGNIZING**  
**CALIFORNIA DAY OF THE TEACHER, MAY 11, 2016**

WHEREAS, California Education Code Section 37222 sets aside the second Wednesday in May as the Day of the Teacher and encourages suitable commemorative exercises directing attention to teachers and the teaching profession; and

WHEREAS, the Riverside Unified School District Board of Education has the utmost respect and admiration for professional teachers who have dedicated their lives and their talents to the education of our children, who are truly our state's most precious and important resource; and

WHEREAS, the Riverside Unified School District recognizes that the educational experiences of all students depend significantly and vitally upon the quality of their teachers and recognizes the truly vital role of teachers in realizing the vision for California public education; and

WHEREAS, the Riverside Unified School District Board of Education acknowledges and endorses the Day of the Teacher celebration.

THEREFORE, BE IT RESOLVED, that the Riverside Unified School District Board of Education hereby declares May 11, 2016, as the California Day of the Teacher, and extends its sincere appreciation to our teachers as well as to the many thousands of professional teachers in the State of California all of whom make our public schools at once successful and improving, and urges appropriate activities celebrating and emphasizing the contributions of teachers.

PASSED AND ADOPTED by the Board of Education of Riverside Unified School District at its regular meeting held on the 11<sup>th</sup> day of April 2016, by the following vote:

AYES: \_\_\_\_\_

NOES \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

I certify that the resolution above was duly adopted by the Board of Education of the Riverside Unified School District at its meeting held on April 11, 2016.

April 11, 2016

BY \_\_\_\_\_  
President  
Board of Education  
Riverside Unified School District  
Riverside County, California

ATTEST:

BY \_\_\_\_\_  
Clerk, Board of Education  
Riverside Unified School District  
Riverside County, California

**Board Meeting Agenda  
April 11, 2016**

Topic: Resolution No. 2015/16-45 – Resolution of the Board of Education of the Riverside Unified School District Recognizing Classified School Employees Week – May 15-21, 2016

Presented by: Susan Mills, Assistant Superintendent, Department of Personnel Leadership and Development

Responsible

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

Type of Item: Action

Short Description: Staff recommends that the Board of Education adopt Resolution No. 2015/16-45 which recognizes May 15-21, 2016 as Classified School Employees Week.

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**DESCRIPTION OF AGENDA ITEM:**

The week of May 15-21, 2016 has been designated as Classified School Employees Week for the Riverside Unified School District. It is being requested that the Board of Education adopt Resolution No. 2015/16-45 – Classified School Employees Week, May 15-21, 2016. This resolution has been prepared to proclaim Classified Employees Week to recognize classified employees and to invite individuals and organizations within the community to honor classified employees.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** It is recommended that the Board of Education adopt Resolution No. 2015/16-45 – Classified School Employees Week – May 15-21, 2016.

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**ADDITIONAL MATERIAL:** Resolution No. 2015/16-45– Classified School Employees Week – May 15-21, 2016

Attached: Yes

**RESOLUTION No. 2015/16-45**

**RESOLUTION OF THE BOARD OF EDUCATION  
OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT RECOGNIZING  
CLASSIFIED SCHOOL EMPLOYEES WEEK – MAY 15-21, 2016**

WHEREAS, the Riverside Unified School District employees approximately 1,750 classified staff; and

WHEREAS, a majority of classified employees serve in paraprofessional capacities, providing direct assistance to classroom teachers in providing students with the individual attention and support they need to succeed academically; and

WHEREAS, many other classified employees perform vital clerical and office support functions without which local schools, as well as district and county offices, could not operate, and without which many students would not receive important educational and health-related services; and

WHEREAS, many classified employees perform custodial services, ensuring that thousands of school buildings and grounds are clean, safe, and well maintained statewide therefore protecting the public’s substantial investment in these facilities; and

WHEREAS, the efficient and effective support and ancillary services provided by classified employees are essential ingredients and enable excellent teaching, sound administration, and high achievement by students, and

WHEREAS, the Riverside Unified School District Board of Education believes that a solid system of classified service in the public schools is critical to strong effective schools and a provision of a wholesome, learning environment.

THEREFORE, BE IT RESOLVED, that the Riverside Unified School District Board of Education hereby recognizes and wishes to honor the many outstanding contributions and services of the classified school employees in the provision of quality education in the State of California and in the district and declares the week of May 15-21, 2016, as Classified School Employees Week.

PASSED AND ADOPTED by the Board of Education of Riverside Unified School District at its regular meeting held on the 11<sup>th</sup> day of April 2016, by the following vote:

AYES: \_\_\_\_\_

NOES \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

I certify that the resolution above was duly adopted by the Board of Education of the Riverside Unified School District at its meeting held on April 11, 2016.

April 11, 2016\_\_\_\_\_

BY\_\_\_\_\_

President  
Board of Education  
Riverside Unified School District  
Riverside County, California

ATTEST:

BY\_\_\_\_\_

Clerk, Board of Education  
Riverside Unified School District  
Riverside County, California



## Riverside Unified School District

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

### Board Meeting Agenda April 11, 2016

Topic: California School Boards Association's (CSBA) Delegate Assembly Riverside Unified School District Representative Appointment

Presented by: David C. Hansen, Ed.D., District Superintendent

Responsible  
Cabinet Member: David C. Hansen, Ed.D., District Superintendent

Type of Item: Action

Short Description: The Board of Education is being asked to appoint a representative to the CSBA's Delegate Assembly to fill the position that is open due to Mr. Brent Lee's resignation to serve as RUSD's CSBA Delegate.

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#### DESCRIPTION OF AGENDA ITEM:

Based on the ADA of this District, the Board of Education is entitled to appoint two representatives to CSBA's Delegate Assembly. Currently, the District's delegates are Mr. Brent Lee, whose term expires on March 31, 2017, and Mrs. Patricia Lock-Dawson, whose term expires on March 31, 2018. **As of tonight's Board meeting, due to scheduling conflicts, Mr. Lee is resigning as one of our appointed CSBA delegate representatives. CSBA has indicated that Riverside Unified can appoint another Board member to complete the remainder of Mr. Lee's delegate term.**

The CSBA Delegate Assembly sets the general policy direction for the association. Delegates fulfill a critical governance role by communicating the interest of local boards to CSBA's Board of Directors, Executive Committee, and staff. Delegates give policy and legislative direction through the adoption of the policy platform every two years and the adoption of other policy statements as needed. They also speak on issues and provide direct advocacy on behalf of the association.

There are normally two Delegate Assembly meetings each year, one in May prior to the Legislative Action Conference, and one preceding the CSBA Annual Education Conference in December.

The District must submit the attached CSBA Delegate Appointment form and the Appointed Delegate's Biographical Sketch within five business days and notify CSBA verbally by April 12, 2016 of the Board member that has been appointed to the position.

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**FISCAL IMPACT:** None

**RECOMMENDATION:** The Board is being asked to appoint a representative to CSBA's Delegate Assembly to fill this position.



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**ADDITIONAL MATERIAL:** Delegate Appointment Form, Delegate Assembly Candidate Biographical Sketch Form

Attached: Yes



## Delegate Assembly Appointment Form

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

**CSBA Region/subregion #18A**

The Board of Education of the \_\_\_\_\_  
(School District or COE)

wishes to appoint: \_\_\_\_\_ to the  
(Appointee)

**CSBA Delegate Assembly for a two-year term beginning April 12, 2016 through March 31, 2017.**

- The appointee has consented to this appointment, and
- Attached is the appointee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé, or
- The appointee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé will be submitted under separate transmittal.

\_\_\_\_\_  
*Board Clerk or Board Secretary (signed)*

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

\_\_\_\_\_  
*Board Clerk or Board Secretary (printed)*

**PLEASE NOTE:** The appointment and candidate biographical sketch forms must be returned, faxed to (916) 371-3407 or mailed with U.S.P.S. postmark to CSBA, Attn: Leadership Services, 3251 Beacon Blvd., West Sacramento, CA 95691. Please contact CSBA Leadership Services at (800) 266-3382 should you have any questions. Thank you.

# APPOINTED Delegate Assembly Candidate Biographical Sketch Form



Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at [ctuter@csba.org](mailto:ctuter@csba.org) or (800) 266-3281.

Name: _____	CSBA Region: _____
District or COE: _____	Years on board: _____
Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.**

**Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.**

**Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?**

*Your signature indicates your consent to serve as an appointed CSBA Delegate.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date