



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

BOARD OF EDUCATION:
MRS. KATHY ALLAVIE,
PRESIDENT
MR. TOM HUNT,
VICE PRESIDENT
MR. BRENT LEE,
CLERK
MRS. GAYLE CLOUD
AND MRS. PATRICIA
LOCK-DAWSON,
MEMBERS

Closed Session – 4:30 p.m.

April 13, 2015

Open Session – 5:30 p.m.

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.

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

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 Director, Pupil Services

RECONVENE OPEN SESSION

The Board of Education will convene in Open Session at 5:30 p.m.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag will be led by Rachael Shah, 6th grade Mark Twain Elementary School student.

GROUP PERFORMANCE

The Riverside Polytechnic High School Poly Strings Ensemble will perform for the Board of Education.

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

A.1 Certificate of Appreciation to Jaime Ochoa, RUSD Employee

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

1

The Riverside Police Department will present a Certificate of Appreciation to Jaime Ochoa, RUSD Drop-Out and Retention Specialist.

A.2 Hispanas Organized for Political Equality (HOPE)

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

2-15

Riverside Unified School District students will provide a report.

SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES

B.1 High School Representatives

*Reysha Patel – Martin Luther King High School
David Andrade – Abraham Lincoln High School
Kiera Reshaw – Arlington High School*

SECTION C – DISTRICT SUPERINTENDENT’S REPORT

SECTION D – PUBLIC INPUT

*Public Input provides an opportunity for citizens to make suggestions, identify concerns, or request information about matters affecting the school District for items **NOT on the agenda**. Complaints against employees will normally be heard in Closed Session, and the District’s complaint procedure should be followed before discussion with the Board.*

Individuals or groups who wish to address the Board are requested to fill out a “Request to Address the Board of Education” card located on

the table at the back of the Board Room. Comments or presentations should be limited to three minutes or less.

Pursuant to the Brown Act, Board of Education members cannot discuss or take action on any item which does not appear on the Consent and Action Calendars of the agenda. The Board of Education may provide a reference to staff or other resources of information, request staff to report back at a subsequent meeting, or direct staff to place an item on a future agenda.

SECTION E – DISTRICT EMPLOYEE GROUP REPORTS

E.1 Riverside Council PTA Presentation by Ms. Sandie Page, President

District Superintendent

Ms. Sandie Page will report on the activities and accomplishments of the Riverside Council Parent Teacher Association (PTA).

E.2 CSEA Presentation by Mr. Daniel Rudd, President, Riverside Unified School District, Chapter #506

District Superintendent

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

SECTION F – CONSENT

Moved _____ Seconded _____ Vote _____

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

F.1 Minutes of Board Meeting

District Superintendent Consent 16-27

*March 2, 2015 – Regular Board Meeting
March 12, 2015 – Special Board Meeting
March 16, 2015 – Study Session, Regular Board Meeting*

F.2 Warrant List No. 13

Deputy Supt. Business Consent 28-38

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.

F.3	Acceptance of Gifts and Donations to the District	Deputy Supt. Business	Consent	39-41
	<i>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.</i>			
F.4	Rejection of Claim – Hale	Deputy Supt. Business	Consent	42
	<i>Claim for damage has been received and the recommendation is to reject the claim at this time.</i>			
F.5	Resolution No. 2014/15-30 – Resolution of the Board of Education of the Riverside Unified School District to Appropriate Revenues, Expenditures, and Fund Balance	Deputy Supt. Business	Consent	43-45
	<i>Funds have been received or are anticipated to be received by the school District. Revenue lists are presented to the Board of Education for adoption.</i>			
F.6	Cooperative Purchasing Agreements	Deputy Supt. Business	Consent	46-51
	Approval to Utilize the Cooperative Purchasing Agreement, Los Alamitos Unified School District, Bid Number 2010-0002 for the Lease, Relocation, Dismantle, and Removal of Division of State Architect (DSA) Approved Portable Classrooms and California Department of Housing Portable Buildings (DOH) District-wide			
	<i>Extended Cooperative Purchasing Agreement for lease, relocation, dismantle, and removal of DSA approved portable classrooms and DOH District-wide.</i>			
	Ratification of Approval to Purchase of Computer Workstations, Laptops and Peripherals – Cooperative Purchasing Agreement, Los Angeles County Office of Education – Bid No. 12/13-1468			
	<i>Cooperative purchasing agreement for the purchase of workstations, laptops and peripherals.</i>			
F.7	Resolution No. 2014/15-31 – Resolution of the Board of Education of the Riverside Unified School District for the Adoption of Pre-Qualification Procedures	Deputy Supt. Business	Consent	52-58
	<i>A resolution is requested to adopt procedures for pre-qualifying certain contractors on certain Public Works contracts pursuant to Public Contract Code Section 20111.6.</i>			

F.8	General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit (Measure B Independent Performance Audit 2013-2014) Report	Asst. Supt. Operations	Consent	59-67
	<i>The 2013-2014 General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit (Measure B Independent Performance Audit 2013-2014) Report is presented to the Board of Education for approval.</i>			
F.9	Quarterly Report on Williams Uniform Complaints to Riverside County Office of Education	Asst. Supt. Operations	Consent	68-69
	<i>The quarterly report information confirms that there were no complaints filed with any school in the District for the period of January 1, 2015 – March 31, 2015.</i>			
F.10	Out-of-State Field Trips	Asst. Supt. Curr. & Inst. K-12	Consent	70-77
	Out-of-State Field Trip – Martin Luther King High School			
	<i>The Martin Luther King High School Pep Squad is requesting to travel to Las Vegas, Nevada, to participate in the SHARP Nationals Competition, April 18-19, 2015.</i>			
	Out-of-State Field Trip – Ramona High School			
	<i>The Ramona High School Cheer Squad is requesting to travel to Las Vegas, Nevada, to participate in the SHARP Nationals Competition, April 17-18, 2015.</i>			
F.11	Approval of Head Start Progress Report for February 2015	Asst. Supt. Curr. & Inst. K-12	Consent	78-79
	<i>Required monthly update regarding Head Start activities and budget.</i>			
F.12	Approval of Head Start Reapplication for 2015-2016	Asst. Supt. Curr. & Inst. K-12	Consent	80-119
	<i>Riverside Unified School District is submitting a reapplication for annual Head Start funding. The application for federal assistance amounts to \$1,118,826 funding with a \$279,707 District In-Kind match.</i>			
F.13	Single Plans for Student Achievement	Asst. Supt. Curr. & Inst. K-12	Consent	120-121
	<i>California Education Code requires that schools receiving state or federal categorical funding develop an annual Single Plan for Student Achievement (SPSA).</i>			

F.14 Recommended Actions From the Administrative Hearing Panel and/or the Executive Director, Pupil Services/SELPA and Adoption of the Findings of Fact for All Approved Cases

Exec. Director
Pupil Serv./SELPA

Consent

Confidential
Insert

Case for Expulsion

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

Student Case: #2014-084

Cases for Expulsion With a Recommendation for Suspended Expulsion

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

Student Cases: #2014-076, #2014-077, #2014-078, #2014-080, #2014-081, #2014-082, #2014-083, #2014-087, #2014-089, #2014-090

Cases 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 Cases: #2014-046, #2014-047

F.15 Certificated Personnel Assignment Order CE 2014/15-13

Asst. Supt.
Personnel

Consent

122-127

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

F.16 Classified/Non-Classified Personnel Assignment Order CL 2014/15-13

Asst. Supt.
Personnel

Consent

128-138

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

SECTION G – REPORTS/DISCUSSION

- | | | | | |
|------------|--|--------------------------|--------|---------|
| G.1 | Disclosure of Three Tentative Agreements and One Memorandum of Understanding Between the Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association | Asst. Supt.
Personnel | Report | 139-151 |
|------------|--|--------------------------|--------|---------|

This item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements and Memorandum of Understanding for employees represented by the Riverside City Teachers Association.

- | | | | | |
|------------|--|--------------------------|--------|---------|
| G.2 | Disclosure of Tentative Agreements Between the Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association | Asst. Supt.
Personnel | Report | 152-171 |
|------------|--|--------------------------|--------|---------|

This item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements for employees represented by the Riverside City Teachers Association.

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|------------|---|--------------------------|--------|---------|
| G.3 | Disclosure of Tentative Agreements Between the Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506 | Asst. Supt.
Personnel | Report | 172-188 |
|------------|---|--------------------------|--------|---------|

This item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.

SECTION H – PUBLIC HEARING

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|------------|---|---------------------------|-------------------|---------|
| H.1 | <u>Public Hearing</u> – Notice of Public Hearing of the Riverside Unified School District Relating to Consideration of Approval of a School Facilities Needs Analysis and Consideration of Adoption of Alternative School Facility Fees in Compliance With Government Code Sections 65995.5, 65995.6 and 65995.7 | Asst. Supt.
Operations | Public
Hearing | 189-190 |
|------------|---|---------------------------|-------------------|---------|

Public Hearing to review and consider adoption of a report entitled “School Facilities Needs Analysis,” dated January 30, 2015, and to consider and respond to all public comments received by the District.

SECTION I – ACTION

- I.1 Resolution No. 2014/15-25 – Resolution of the Board of Education of the Riverside Unified School District Approving a School Facilities Needs Analysis, Adopting Alternative School Facility Fees in Compliance With Government Code Sections 65995.5, 65995.6, and 65995.7, Adopting Responses to Public Comments Received and Making Related Findings and Determinations**
- Asst. Supt. Operations Action 191-261

Consideration of Resolution No. 2014/15-25, approving the School Facilities Needs Analysis and adopting alternative residential mitigation fees.

Moved _____ Seconded _____ Vote _____

- I.2 Proposed High School Course – Show Choir**
- Asst. Supt. Curr. & Inst. K-12 Action 262-274
- A new Visual and Performing Arts (VAPA) course is submitted for approval to the Board of Education. The course proposal was submitted to the Riverside Unified School District Instructional Services Board Subcommittee on February 11, 2015.*

Moved _____ Seconded _____ Vote _____

- I.3 Approval of Transitional Kindergarten Course of Study Purchasing Comprehensive Curriculum Materials for Transitional Kindergarten**
- Asst. Supt. Curr. & Inst. K-12 Action 275-286

The Instructional Services staff requests approval of a Transitional Kindergarten Course of Study including specific Transitional Kindergarten standards. Approval is also requested for the adoption and purchase of instructional materials for use in Transitional Kindergarten classrooms.

Moved _____ Seconded _____ Vote _____

- I.4 Policy #3470 – Debt Management Policy – Second Reading and Adoption**
- Deputy Supt. Business Action Second Reading 287-299
- Revised Board Policy #3470 – Debt Management Policy – has been revised to reflect current best practice for the Board of Education’s consideration for Second Reading and Adoption.*

Moved _____ Seconded _____ Vote _____

- | | | | | |
|------------|---|--------------------------|--------|---------|
| I.5 | Resolution No. 2014/15-34 - Resolution of the Board of Education of Riverside Unified School District Declaring Its Intention to Grant an Easement and Right-of-Way to the City of Riverside for a Temporary Construction Easement at 6401 Lincoln Avenue and Declaring a Public Hearing | Deputy Supt.
Business | Action | 300-303 |
|------------|---|--------------------------|--------|---------|

It is recommended that the Board of Education adopt Resolution No. 2014/15-34 to Declare Its Intention to Grant an Easement and Right-of-Way to the City of Riverside for a Temporary Construction Easement at 6401 Lincoln Avenue and Declaring a Public Hearing.

- | | | | | |
|------------|---|--------------------------|--------|---------|
| I.6 | Resolution No. 2014/2015-32 – Resolution of the Board of Education of the Riverside Unified School District Recognizing Classified School Employees Week – May 17-23, 2015 | Asst. Supt.
Personnel | Action | 304-306 |
|------------|---|--------------------------|--------|---------|

Staff recommends that the Board of Education adopt Resolution No. 2014/2015-32 which recognizes May 17-23, 2015 as Classified School Employees Week.

Moved _____ Seconded _____ Vote _____

- | | | | | |
|------------|---|--------------------------|--------|---------|
| I.7 | Resolution No. 2014/2015-33 – Resolution of the Board of Education of the Riverside Unified School District Recognizing California Day of the Teacher – May 13, 2015 | Asst. Supt.
Personnel | Action | 307-309 |
|------------|---|--------------------------|--------|---------|

Staff recommends that the Board of Education adopt Resolution No. 2014/2015-33 which recognizes May 13, 2015 as the California Day of the Teacher.

Moved _____ Seconded _____ Vote _____

SECTION J – CONCLUSION

- J.1 Board Members’ Comments**
- J.2 Agenda Items for Future Meetings**
Monday, May 4, Regular Board Meeting

ADJOURNMENT

The next regular meeting of the Board of Education is scheduled for Monday, May 4, 2015. 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 5:30 p.m., at which time the Board of Education will reconvene in Open Session.

**Board Meeting Agenda
April 13, 2015**

Topic: Certificate of Appreciation to Jaime Ochoa, RUSD Employee

Presented by: Officer Ryan J. Railsback, Riverside Police Department (RPD), Community Services Bureau
Chief Sergio Diaz, Riverside Police Department (RPD)
Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12

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

Type of Item: Presentation

Short Description: RPD will present a Certificate of Appreciation to Jaime Ochoa, RUSD Drop-Out and Retention Specialist.

DESCRIPTION OF AGENDA ITEM:

RPD would like to present a Certificate of Appreciation to Jaime Ochoa, RUSD Drop-Out and Retention Specialist, for his invaluable contribution as part of the OWE (Opportunity with Education) program since 2012. The OWE Program provides education and mentoring to our youth through positive interactions with police officers, educators, prosecutors, and other professionals, rather than the influences from the culture of criminal elements.

FISCAL IMPACT: None

RECOMMENDATION: Presentation only. No action required.

ADDITIONAL MATERIALS: None

Attached: No

**Board Meeting Agenda
April 13, 2015**

Topic: Hispanas Organized for Political Equality (HOPE)

Presented by: Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12
Marisa Yeager, Chair, Youth Leadership Development Committee
Darlene Trujillo Elliot, Latino Network Youth Leadership

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

Type of Item: Presentation

Short Description: Riverside Unified School District students will provide a report.

DESCRIPTION OF AGENDA ITEM:

Hispanas Organized for Political Equality (HOPE) hosts the annual Latina History Day conference in Los Angeles offering forums on career development, community issues, financial literacy, utilization of resources, and skill development. The Riverside Latino Network sponsored 14 students from John W. North, Riverside Polytechnic, Ramona and Arlington High Schools to participate in the conference on March 13, 2015. The students were tasked to develop a presentation to the Board of Education as part of their leadership development.

FISCAL IMPACT: None

RECOMMENDATION: Report only. No action is requested.

ADDITIONAL MATERIALS: PowerPoint Presentation

Attached: Yes



2015



HOPE and Latino Network's History

Hispanas Organized for Political Equality (HOPE) was founded in 1989.

- **1991 – The Latina History Day Conference**, for which Latina History Day in California was created, draws over 600 women to celebrate the historic accomplishments of Latinas and partake in forums on corporate advancement, the state of public education, and financial empowerment.
 - **This year Ramona, Poly, North, Lincoln and Norte Vista students attended this conference.**
- **1999 – The HOPE Leadership Institute (HLI)** is the first and only statewide leadership program specifically designed for professional Latinas in California.
 - **Eight women have gone through this program from Riverside.**
- **2004 – The Youth Leadership through Literacy Program (YLTLP)** is a 6-month statewide development program designed to prepare low-income, high school age Latinas for a self-sufficient future that will allow for economic and political parity through a college education.
 - **The RUSD high schools who have participated since this program began are John W. North (3), Ramona (2), and Arlington (1).**

Thank you

to our

2015 Sponsors

- *State Senator Richard Roth*
- *State Assemblymember Jose Medina*
- *Riverside County Supervisor John Tavaglione*
- *Riverside County Supervisor Kevin Jefferies*
 - *Riverside Mayor Rusty Bailey*
- *Riverside Council Member Mike Gardner*
- *Riverside Council Member Chris Mac Arthur*
 - *Riverside Council Member Jim Perry*
- ***Patricia Locke-Dawson, RUSD Board Trustee***
 - ***Kathy Allavie, RUSD Board Trustee***
 - ***David Hansen, RUSD Superintendent***
 - *Sid Salazar, AUSD Superintendent*
- *Southern California Regional Rail Authority (METROLINK)*
 - *Arthur T. Leahy, CEO, Los Angeles County Metro*
- ***High School Principals and Counselors from participating high schools***
 - *Latino Network Members*

HOPE Conference



HOPE Conference

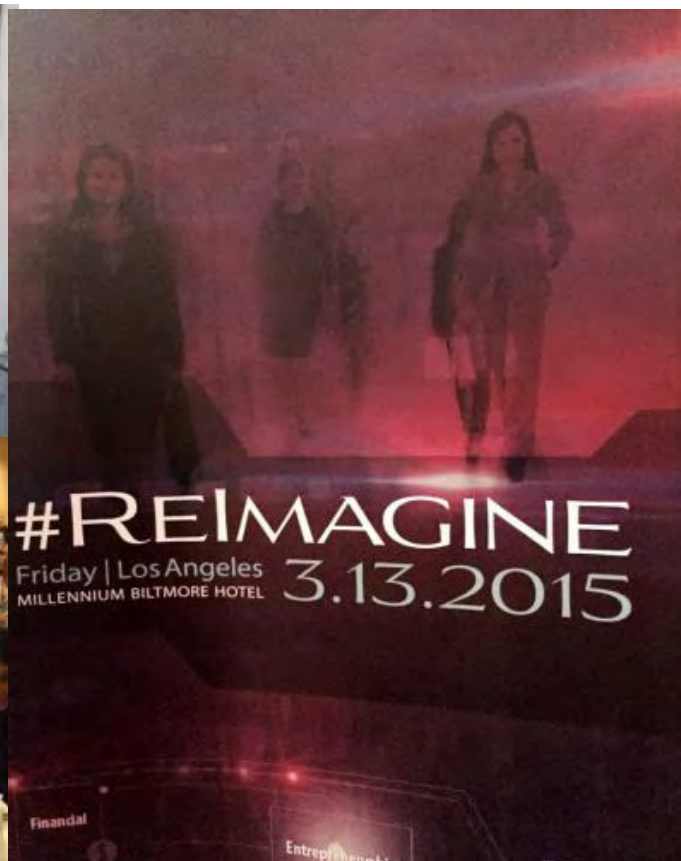
College Track Session

Reimagine Your College & Career Path

Youth Leadership Track Sessions

Can I Afford That? How to Manage Your Money and Build Your Career

Bold Girls: A Discussion on Dating, Choices, and Being Assertive



HOPE Conference

Honorable Mentions

Speakers throughout the day:

- Congresswoman Linda Sánchez, California's 38th District
- Supervisor Hilda Solis, L.A. County 1st District
- Councilwoman Nury Martinez, L.A. City 6th District
- Aymee Zubizarreta, Award Winning Publicist and Social Media Expert
- Sonia Nazario, Pulitzer Prize Winning Journalist and Author of Enrique's Journey
- Elsa Ramon, Anchor & Reporter, CBS2/KCAL9



Ramona High School



**Vickie Lopez
Brenda Molina
Dyanna Pelayo**



Valued Counselor & Chaperone: Leona Allan



Poly High School



**Ruth Lopez
Gabriela Ortiz
Yuridia Avila**



Valued Counselor & Chaperone: Patricia Miller



North High School



**Melanie Moreno
Arlette Cabrera
Gisselle Manzo
Elena Rosales**



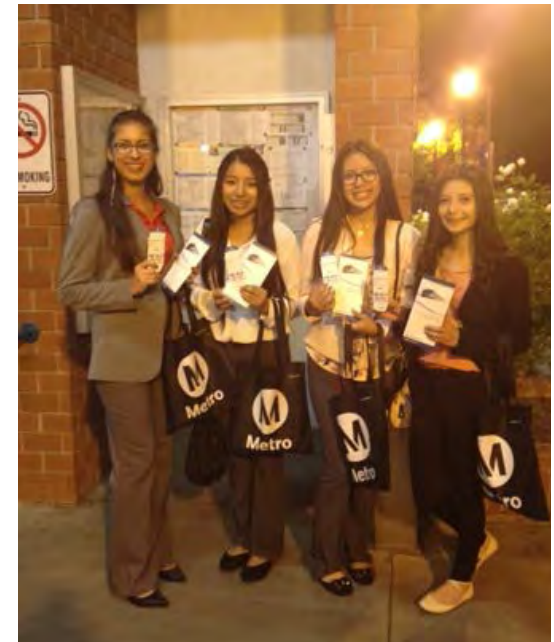
Valued Teacher & Chaperone: Carolina Tamayo



Arlington High School



Amaris Garcia
Emeli Navarro
Leticia Guerra-Martinez
Daisy Flores



Valued Teacher & Chaperone: Ivette Barajas

Youth Leadership 2015



Take Back

Through the HOPE Conference, we gained a new appreciation of our Latina role models after learning how much of a minority Latinas are in leadership positions. We learned life skills, such as financing and maintaining healthy relationships, as well as gained knowledge about our future college and career choices that will impact the rest of our lives. We feel more prepared for college and our future life choices with the information that we learned. We will put our knowledge to good use, and will continue to work hard for our dreams and goals, just as our Latina role models have before us.



www.riversidelatinonetwork.org



www.latinas.org

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 2, 2015
BOARD ROOM
6735 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA**

CALL THE MEETING TO ORDER

Mrs. Kathy Allavie, Board President, called the meeting to order at 4:30 p.m.

MEMBERS PRESENT

Mrs. Kathy Allavie, Board President; Mr. Tom Hunt, Vice President; Mrs. Gayle Cloud, Member; and Mrs. Patricia Lock-Dawson, Member.

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

PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS

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

The Board adjourned to Closed Session at 4:30 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. Real Property Negotiations Pursuant to Government Code Section 54956.8 to Discuss the Price and Terms of Purchase and/or Sale of Real Property

District Negotiator:	Michael H. Fine, Deputy Superintendent
Property:	APN #223-092-028 and APN #266-040-050, Riverside

Mr. Brent Lee, Board Clerk, arrived at 5:15 p.m.

RECONVENE OPEN SESSION

The Board reconvened in Open Session at 5:32 p.m. Mrs. Allavie announced that the following action was taken by the Board during Closed Session:

It was moved by Mr. Hunt and seconded by Mrs. Cloud to approve the appointment of Mr. Paul DeFoe and Ms. Lana Goffman, as Child Welfare and Attendance, Managers:

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

It was moved by Mr. Hunt and seconded by Mrs. Cloud to release from contract Employee #130711:

AYES: Allavie, Cloud, 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 Matthew Nakafuji, 6th grade Tomás Riverside Elementary School student.

GROUP PERFORMANCE

The Arlington High School Choir performed for the Board of Education in tribute to Black History Month.

SECTION A – REPORTS BY HIGH SCHOOL REPRESENTATIVES

A.1 Reports presented by Ramona, Educational Options Center/Riverside Virtual, John W. North, and Riverside Polytechnic High Schools’ Student Board Representatives.

SECTION B – DISTRICT SUPERINTENDENT’S REPORT

Dr. Hansen mentioned that today Riverside County Superintendent Kenn Young and Board President Kathy Allavie joined him for a surprise visit to Mr. Rich Davis at John W. North High School to share the news that he has been chosen as the 2014-15 Riverside County Certificated Administrator of the Year. He discussed Mr. Davis will be recognized with other employees of the year at the Celebrating Educators Luncheon that will be held later in May.

Dr. Hansen reported that Assemblyman Medina has selected 21 Women of Distinction for 2015 to be recipients of the “61st Assembly District Women of Distinction Award”. He said that Board President Allavie was chosen as one of these women of distinction who has made a significant contribution to the community and has served as a role model and mentor for young women. He noted that she would be honored on March 23 at a luncheon that Assemblyman Medina is hosting.

Dr. Hansen indicated that this past Saturday, he served as a panelist for Inlandia on the “No Easy Way” Casa Blanca Panel. The topic covered was: Riverside School Desegregation as a Forerunner to Multicultural Education. He noted that this is the second in a total of five panels, and that Mrs. Allavie will be participating in a future panel.

In closing, Dr. Hansen referenced that he knows the Board will mention this under adjournments, but he wanted to note the recent passing of Ms. Ardie Bailor and how we are all saddened by the loss of this pillar in our community and our school district for so many years. He stated that she has left behind a strong legacy and one that will be felt and remembered for many years to come.

SECTION C – PUBLIC INPUT

There were no requests received to speak to the Board members.

SECTION D – DISTRICT EMPLOYEE GROUP REPORT

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

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

SECTION E – CONSENT

Approval of the Consent Calendar was moved by Mr. Hunt and seconded by Mrs. Cloud was approved by members present, with the following roll call vote:

- AYES: Allavie, Cloud, 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 F – REPORT/DISCUSSION

F.1 Riverside STEM (Science, Technology, Engineering, Math) Academy School – Update to Board of Education

Mrs. Carmen Day, Chief Academic Officer, and Mr. Antonio Garcia, Assistant Superintendent, Curriculum and Instruction, K-12, reviewed a PowerPoint and provided updated information on the Riverside STEM Academy School.

SECTION G – PUBLIC HEARING

G.1 Public Hearing – Notice of Public Hearing of the Riverside Unified School District Relating to Consideration of Approval of a School Facilities Needs Analysis and Consideration of Adoption of Alternative School Facility Fees in Compliance With Government Code Sections 65995.5, 65995.6 and 65995.7

The item was moved by Mr. Hunt and seconded by Mr. Lee and was approved by the following roll call vote to Table the Item until the Board Operations Subcommittee has the opportunity to review Items G.1 and H.1:

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

SECTION H – ACTION

H.1 Resolution No. 2014/15-25 – Resolution of the Board of Education of the Riverside Unified School District Approving a School Facilities Needs Analysis, Adopting Alternative School Facility Fees in Compliance With Government Code Sections 65995.5, 65995.6, and 65995.7, Adopting Responses to Public Comments Received and Making Related Findings and Determinations

The item was moved by Mr. Hunt and seconded by Mr. Lee and was approved by the following roll call vote to Table the Item until the Board Operations Subcommittee has the Opportunity to Review Items G.1 and H.1:

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

H.2 Resolution No. 2014/2015-26 – 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. Susan Mills, Assistant Superintendent, Department of Personnel Leadership and Development, discussed that Resolution No. 2014/2015-26 – Resolution of the Board of Education 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 Mr. Hunt and was approved unanimously by the following roll call vote to adopt Resolution No. 2014/15-26:

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

H.3 Resolution No. 2014/15-27 – Resolution of the Board of Education of the Riverside Unified School District Declaring Its Intent to Issue Tax-Exempt Bonds to be Used to Reimburse the School District for Expenditures for the Ramona High School Theater Modernization Prior to the Issuance of Tax-Exempt Bonds

Mr. Michael Fine, Deputy Superintendent, Business Services and Governmental Relations, referenced that adoption of Resolution No. 2014/15-27 provides flexibility to the District to use future tax-exempt bond proceeds to reimburse the District for expenditures incurred to finance the construction and/or modernization of the Ramona High School Theater Modernization that are incurred prior to the issuance of tax-exempt bonds.

The item was moved by Mr. Hunt and seconded by Mr. Lee and was approved unanimously by the following roll call vote to adopt Resolution No. 2014/15-27:

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

H.4 Resolution No. 2014/15-28 – Resolution of the Board of Education of the Riverside Unified School District Declaring its Intent to Issue Tax-Exempt Bonds to be Used to Reimburse the School District for Expenditures for the Riverside STEM Academy Prior to the Issuance of Tax-Exempt Bonds

Mr. Fine discussed that adoption of Resolution No. 2014/15-28 provides flexibility to the District to use future tax-exempt bond proceeds to reimburse the District for expenditures incurred to finance the construction and/or modernization of the Riverside STEM Academy that are incurred prior to the issuance of tax-exempt bonds.

The item was moved by Mr. Hunt and seconded by Mr. Lee and was approved unanimously by the following roll call vote to adopt Resolution No. 2014/15-28:

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

H.5 Resolution No. 2014/15-29 – Resolution of the Board of Education of the Riverside Unified School District Calling Upon the California Legislature and the Governor to Repeal the Language Contained in Senate Bill 858 (Chapter 32, Statutes of 2014), Section 27/California Education Code 42127.01

Mr. Fine stated that adoption of Resolution No. 2014/15-29 calls upon the California Legislature and the Governor to repeal the language contained in Senate Bill 858 (Chapter 32, Statutes of 2014), Section 27/California Education Code 42127.01.

The item was moved by Mr. Hunt and seconded by Mrs. Cloud and was approved unanimously by the following roll call vote to adopt Resolution No. 2014/15-29:

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

H.6 Policy #3470 – Debt Management Policy – First Reading

Mr. Fine indicated that revised Board Policy #3470 – Debt Management Policy – has been revised to reflect current best practice for the Board of Education’s consideration for First Reading.

The item was moved by Mr. Hunt and seconded by Mrs. Lock-Dawson and was approved unanimously by the following roll call vote to approve revised Board Policy #3470:

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

H.7 2014-15 Second Period Interim Financial Report

Mr. Fine stated 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. Mr. Fine shared a PowerPoint providing information on the second report which covers the financial and budgetary status of the District for the period ending January 31, 2015.

The item was moved by Mrs. Lock-Dawson seconded by Mr. Hunt and was approved unanimously by the following roll call vote to approve the 2014-2015 Second Period Interim Report and adopt a positive certification pursuant to Education Code Section 42131:

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

H.8 Consideration of 2015 California School Boards Association (CSBA) Delegate Assembly Election

Dr. Hansen stated that election material for the CSBA Delegate Assembly Subregion 18-A has been received.

The item was moved by Mrs. Cloud seconded by Mr. Hunt and was approved unanimously by the following roll call vote to accept all six of the delegates:

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

SECTION I – CONCLUSION

I.1 Board Members’ Comments

Mr. Lee had no closing comments.

Mr. Hunt shared that for Read Across America Day he read at Lake Mathews Elementary School, and he stated that he is impressed with the work that Principal Williams is doing at the site and that they are eligible for National Blue Ribbon status. He noted that Principal Cortez is doing a good job at Longfellow Elementary School, and he discussed that their PTA has grown to an impressive 20 parents that are getting involved. He spoke about the Special Education Prom coming up on March 13. In regards to handling the communication of measles information to the Amelia Earhart community, Mr. Hunt commended District staff. Related to traffic control, he questioned what measures can be enforced by school site staff members and that Board members be provided the information by Dr. Kirk Lewis, Assistant Superintendent, Operations. In closing, he mentioned that Mr. Jesus Holguin, President, California School Boards Association (CSBA), has asked him to participate on the Education Legal Alliance’s (ELA) Adequacy Committee and there is a meeting scheduled in Sacramento on March 18.

Mrs. Lock-Dawson stated that she will be Chairing the Student Activities and the Communications Board Subcommittee meetings this year. She encouraged everyone to send agenda items to her attention for these committees. She mentioned reading at Emerson and Longfellow Elementary Schools. She thanked Mr. Fine and his staff for the Board agenda items regarding Riverside STEM and Ramona High School related to the issuance of tax exempt bonds.

Mrs. Allavie discussed a meeting that she attended with Dr. Hansen at Martin Luther King High School where Visual and Performing Arts (VAPA) teachers shared concerns regarding the vast amounts of paperwork that is required when applying for field trips. Mrs. Allavie requested that staff look at streamlining this process. She discussed the Race to Nowhere movie and that Mr. Lee would love it. Mrs. Allavie suggested that she would like Mrs. Carmen Day to look at our homework policies and possibly having no homework on weekends. She voiced her concern that we need to think about – do we really want our elementary school students having mounds of homework on weekends?

Mrs. Cloud stated that she was wearing her Dr. Seuss shirt. She reminded the Board members and the public that the Riverside County School Boards Association (RCSBA) Workforce Development Summit “Your Future at a Glance” is scheduled for this Saturday, March 7 at La Sierra High School from 10:00 a.m. to 2:00 p.m. Mrs. Cloud shared that she has decided that she is not going to run for re-election this year. She shared that she has been proud to have been able to serve the students, parents, and, community, and she will continue to volunteer but that she feels it is time to move on and allow someone else to serve on the Board in her position.

I.2 Next Board Meeting: March 16, 2015 – Regular Board Study Session

ADJOURNMENT

Mrs. Allavie adjourned the Public Session at 8:02 p.m. in memory of Ms. Ardice “Archie” Bailor, former RUSD Board of Education member from 1976-1994 who cared deeply about our students and families, who passed away on February 24; Mrs. Grace Reid Fischer Athey former PTA President at Jackson Elementary, Chemawa Middle Schools, who passed away on January 3; and Ms. Susan Hirsch, Arlington High School English Teacher, who passed away on March 1; and Ms. Kushi Jones, wife of longtime Riverside Polytechnic teacher and coach Mr. Eddie Jones, who passed away on February 21.

CLOSED SESSION

The Board adjourned to Closed Session at 8:02 p.m.

RECONVENE OPEN SESSION

The Board reconvened in Open Session at 8:45 p.m. Mrs. Allavie announced that the following action was taken by the Board during Closed Session:

It was moved by Mrs. Lock-Dawson and seconded by Mrs. Cloud to approve the offer on APN#266-040-050, Riverside:

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

ADJOURNMENT

Mrs. Kathy Allavie adjourned the Public Session at 8:45 p.m.

Brent Lee
Clerk
Board of Education

UNOFFICIAL

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 SPECIAL BOARD OF EDUCATION MEETING
THURSDAY, MARCH 12, 2015
BRYANT ELEMENTARY SCHOOL LIBRARY
4324 THIRD STREET, RIVERSIDE, CALIFORNIA**

CALL MEETING TO ORDER

Mrs. Allavie, Board President, called the Special Board meeting to order at 5:36 p.m.

MEMBERS PRESENT

Mrs. Kathy Allavie, Board President; Mr. Tom Hunt, Vice President; Mr. Brent Lee, Board Clerk; Mrs. Gayle Cloud, Member; and Mrs. Patricia Lock-Dawson, 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 5:36 p.m.

CLOSED SESSION

1. Public Employee Performance Evaluation Pursuant to Government Code Section 54957

Title: District Superintendent

Dr. Ken Bechler and Mr. Rich Thome, Leadership Associates, arrived at 6:25 p.m.

RECONVENE OPEN SESSION

The Board reconvened in Open Session at 6:43 p.m. Mrs. Allavie announced that no action was taken by the Board during Closed Session.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag was led by Mrs. Allavie.

SECTION A – PUBLIC INPUT

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

SECTION B – GOVERNANCE TEAM WORKSHOP

- B.1 Agenda/Introduction/Opening Presentation**
- B.2 Board/Superintendent Protocols**
- B.3 Mission, Vision, Goals, and Objectives**

The Board took a break from 7:33 to 7:44 p.m.

SECTION C – CONCLUSION

C.1 Board Members’ Comments

There were no comments made by the Board members.

ADJOURNMENT

Mrs. Allavie adjourned the Public Session at 8:32 p.m.

Brent Lee
Clerk
Board of Education

UNOFFICIAL

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 BOARD OF EDUCATION MEETING
MONDAY, MARCH 16, 2015
CENTRAL MIDDLE SCHOOL LIBRARY
4795 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA**

CALL MEETING TO ORDER

Mrs. Allavie, Board President, called the Board meeting to order at 4:07 p.m.

MEMBERS PRESENT

Mrs. Kathy Allavie, Board President; Mr. Tom Hunt, Vice President; Mr. Brent Lee, Board Clerk; Mrs. Gayle Cloud, Member; and Mrs. Patricia Lock-Dawson, 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 4:07 p.m.

CLOSED SESSION

1. 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

RECONVENE OPEN SESSION

The Board reconvened in Open Session at 4:57 p.m. Mrs. Allavie announced that no action was taken by the Board during Closed Session.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag was led by Mrs. Allavie.

SECTION A – PUBLIC INPUT

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

SECTION B – DISTRICT SUPERINTENDENT’S ANNOUNCEMENTS

Dr. Hansen did not have any announcements to share with the Board members.

SECTION C – STUDY SESSION

C.1 Local Control and Accountability Plan (LCAP) Update

Mrs. Lynn Carmen Day, Chief Academic Officer; Mr. Michael Fine, Deputy Superintendent, Business Services and Governmental Relations; Mrs. Gloria Cowder, Director, Program Development and Extended Learning; and Mr. Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12, reviewed a PowerPoint, highlighted the budget, shared the LCAP video, and provided detailed background information on the seven LCAP Needs.

Mrs. Cloud left the meeting at 6:30 p.m.

SECTION D – CONCLUSION

D.1 Board Members' Comments

Dr. Hansen thanked staff for all of their hard work and dedication in this LCAP process, and he voiced his appreciation for the community input. The Board members agreed.

Mr. Hunt said that he recently heard that Mr. Girish Balachandran, General Manager, Riverside Public Utilities (RPU) provides a preferred rate for specific utility customers. He requested that Mr. Fine work with the administrative staff at RPU and engage their staff in an effort by rallying our administrators and teachers to encourage the City Council Members that we are part of this community and should be charged a lower rate. In closing, Mr. Hunt shared his vision for the District to create another way of receiving donations and endowments similar to universities; he would like to go above and beyond donations to the Riverside Educational Enrichment Foundation (REEF).

ADJOURNMENT

Mrs. Allavie adjourned the Public Session at 7:29 p.m.

Brent Lee
Clerk
Board of Education

**Board Meeting Agenda
April 13, 2015**

Topic: Warrant List No. 13

Presented by: Jeannie Darnell, Account Clerk, Business Services

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent Business Services and 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.

DESCRIPTION OF AGENDA ITEM:

B-Warrants in excess of \$2,000.00 issued since last period. Invoices for the claims have been checked and audited by the Business Office. Warrants for the claims have been prepared.

FISCAL IMPACT: \$11,630,151.50

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

ADDITIONAL MATERIAL: Warrant List No. 13

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT
Commercial Warrant Listing 2014 - 2015

January 31, 2015 THRU March 06, 2015

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

Claim	Date	Fund	Warrant	Vendor Name	Claim Amount
<u>GENERAL FUND UNRESTRICTED 03</u>					
239016	02/02/2015	03	14957193	PATHFINDER RANCH	\$3,075.00
239023	02/02/2015	03	14957200	AT&T	\$2,185.35
239051	02/02/2015	03	14957228	NICK RAIL MUSIC	\$10,119.60
239066	02/02/2015	03	14957243	STUDENT TRANSPORTATION OF AMERICA	\$27,289.93
239070	02/02/2015	03	14957247	STUDENT TRANSPORTATION OF AMERICA	\$172,182.61
239071	02/02/2015	03	14957248	STUDENT TRANSPORTATION OF AMERICA	\$82,217.68
239072	02/02/2015	03	14957249	STUDENT TRANSPORTATION OF AMERICA	\$83,517.41
239073	02/02/2015	03	14957250	STUDENT TRANSPORTATION OF AMERICA	\$183,644.75
239076	02/03/2015	03	14958040	INLAND LIGHTING SUPPLIES INC	\$19,430.93
239092	02/03/2015	03	14958056	THE GAS COMPANY	\$15,013.08
239094	02/03/2015	03	14958058	SOUTHERN CALIFORNIA EDISON CO	\$15,173.42
239098	02/03/2015	03	14958062	AMS.NET, INC	\$3,888.46
239106	02/03/2015	03	14958070	FLOOR TECH AMERICA, INC.	\$4,811.24
239109	02/03/2015	03	14958073	ON TARGET VOICE AND DATA, INC.	\$6,183.79
239113	02/03/2015	03	14958077	WESTERN MUNICIPAL WATER DISTRICT	\$3,257.40
239120	02/03/2015	03	14958083	FACTORY DIRECT PROMOS	\$2,045.35
239121	02/03/2015	03	14958084	AREY JONES EDUCATIONAL SOLUTIONS	\$2,370.24
239140	02/03/2015	03	14958103	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$53,777.48
239153	02/03/2015	03	14958116	VARSITY BRANDS INC.	\$12,606.80
239154	02/03/2015	03	14958117	RIDDELL/ ALL AMERICAN SPORTS GROUP	\$20,529.41
239165	02/03/2015	03	14958128	SPORT CHALET, INC.	\$2,585.25
239180	02/04/2015	03	14960572	J W NORTH UNITED STUDENT LEAGUE	\$9,975.61
239190	02/04/2015	03	14960582	BROADWAY KNITTING MILLS, INC.	\$15,723.72
239233	02/04/2015	03	14960625	XEROX CORPORATION	\$2,071.04
239260	02/05/2015	03	14961137	AVID CENTER	\$2,115.00
239265	02/05/2015	03	14961142	AVID CENTER	\$2,115.00
239266	02/05/2015	03	14961143	AVID CENTER	\$2,115.00
239289	02/05/2015	03	14961166	ART VARGAS DESIGNS	\$6,926.85
239296	02/05/2015	03	14961173	VICTORY BRANDING AND PROMOTIONS	\$4,069.44
239308	02/05/2015	03	14961185	DIAMOND6 LEADERSHIP & STRATEGY, LLC*	\$18,750.00
239311	02/05/2015	03	14961188	PARTY UP ENTERTAINMENT	\$4,000.00
239368	02/06/2015	03	14962592	AREY JONES EDUCATIONAL SOLUTIONS	\$2,720.51
239374	02/06/2015	03	14962598	AREY JONES EDUCATIONAL SOLUTIONS	\$2,370.24
239376	02/06/2015	03	14962600	RIVERSIDE COUNTY OFFICE OF ED.	\$3,981.00
239378	02/06/2015	03	14962602	LUNGBUSTERS SWIN AND SPORT	\$2,211.79
239380	02/06/2015	03	14962604	REACH LEADERSHIP ACADEMY	\$18,361.28
239386	02/06/2015	03	14962610	RIVERSIDE, CITY OF	\$2,345.22
239428	02/09/2015	03	14962786	AREY JONES EDUCATIONAL SOLUTIONS	\$2,370.24
239429	02/09/2015	03	14962787	D & M MARTIN CONSTRUCTION, INC.	\$8,014.00
239433	02/09/2015	03	14962791	STUDENT TRANSPORTATION OF AMERICA	\$24,370.07
239434	02/09/2015	03	14962792	STUDENT TRANSPORTATION OF AMERICA	\$2,836.50
239435	02/09/2015	03	14962793	ALL CITY MANAGEMENT SERVICES, INC.	\$2,888.00
239436	02/09/2015	03	14962794	STUDENT TRANSPORTATION OF AMERICA	\$24,472.15
239468	02/09/2015	03	14962826	SOCCER.COM	\$6,138.06
239487	02/10/2015	03	14963855	AT&T MOBILITY	\$19,270.30
239515	02/10/2015	03	14963883	J. GLENNA CONSTRUCTION INC.	\$8,890.00
239516	02/10/2015	03	14963884	ADVANCED OFFICE	\$2,565.00
239530	02/10/2015	03	14963898	ELITE PRODUCTS AND DESIGN, LLC.	\$2,854.50
239535	02/10/2015	03	14963903	WESTERN MUNICIPAL WATER DISTRICT	\$5,105.35

239550	02/10/2015	03	14963917	SPORT CHALET, INC.	\$2,700.00
239552	02/10/2015	03	14963919	SPORT CHALET, INC.	\$2,749.25
239554	02/10/2015	03	14963921	TOMARK SPORTS INC	\$3,561.63
239565	02/11/2015	03	14965958	CALSSD	\$3,000.00
239589	02/11/2015	03	14965982	EBSCO	\$3,305.00
239593	02/11/2015	03	14965986	DOUBLE TREE HOTEL	\$3,903.25
239599	02/11/2015	03	14965992	BEST BUY GOV LLC	\$4,803.84
239613	02/11/2015	03	14966005	AREY JONES EDUCATIONAL SOLUTIONS	\$49,518.82
239622	02/11/2015	03	14966014	DAVE BANG ASSOCIATES, INC	\$15,356.10
239653	02/12/2015	03	14966278	WAXIE SANITARY SUPPLY	\$17,041.38
239655	02/12/2015	03	14966280	123 OFFICE SOLUTIONS	\$20,176.13
239676	02/12/2015	03	14966301	APPLE INC.	\$3,006.79
239681	02/12/2015	03	14966305	AREY JONES EDUCATIONAL SOLUTIONS	\$4,345.45
239683	02/12/2015	03	14966307	CLOVER ENTERPRISES	\$2,864.04
239687	02/12/2015	03	14966311	CLOVER ENTERPRISES	\$2,222.10
239691	02/12/2015	03	14966315	CLOVER ENTERPRISES	\$2,814.66
239733	02/12/2015	03	14966357	CLOVER ENTERPRISES	\$2,962.80
239746	02/12/2015	03	14966368	MEDINA PEST CONTROL	\$3,550.00
239750	02/12/2015	03	14966372	TROXELL COMMUNICATIONS, INC.	\$4,555.05
239760	02/17/2015	03	14968317	AGUA MANSA MRF, LLC	\$13,840.33
239830	02/18/2015	03	14968523	CLOVER ENTERPRISES	\$2,148.03
239848	02/18/2015	03	14968541	PEARSON EDUCATION, INC.	\$74,072.96
239851	02/18/2015	03	14968544	CAG	\$3,330.00
239854	02/18/2015	03	14968547	RENAISSANCE HOTEL	\$2,165.40
239864	02/18/2015	03	14968557	G/M BUSINESS INTERIORS	\$22,381.80
239882	02/18/2015	03	14968575	RIDDELL/ ALL AMERICAN SPORTS GROUP	\$28,960.30
239883	02/18/2015	03	14968576	WOODWIND & THE BRASSWIND	\$64,310.21
239884	02/18/2015	03	14968577	THE GAS COMPANY	\$7,238.64
239885	02/18/2015	03	14968578	WESTERN MUNICIPAL WATER DISTRICT	\$2,870.12
239933	02/19/2015	03	14969878	PATHFINDER RANCH	\$10,656.00
239952	02/19/2015	03	14969897	GOPHER SPORT	\$6,047.52
239956	02/20/2015	03	14971403	UNIVAR USA	\$2,836.51
239966	02/20/2015	03	14971412	WOODWIND & THE BRASSWIND	\$4,511.16
239973	02/20/2015	03	14971419	WOODWIND & THE BRASSWIND	\$8,219.88
239977	02/20/2015	03	14971423	ALTURA CREDIT UNION	\$73,441.67
239987	02/20/2015	03	14971433	AVID CENTER	\$2,115.00
240003	02/20/2015	03	14971449	APEX AUDIO	\$4,769.06
240007	02/20/2015	03	14971453	URIBE PRINTING	\$2,322.19
240021	02/20/2015	03	14971467	CLOVER ENTERPRISES	\$2,962.80
240035	02/23/2015	03	14972240	AREY JONES EDUCATIONAL SOLUTIONS	\$4,885.54
240036	02/23/2015	03	14972241	AREY JONES EDUCATIONAL SOLUTIONS	\$4,902.10
240054	02/23/2015	03	14972259	CI SOLUTIONS	\$3,796.34
240060	02/23/2015	03	14972265	BB&T INSURANCE SERVICES OF CALIFORNIA, INC.	\$3,924.33
240094	02/23/2015	03	14972299	STAGE ACCENTS	\$2,480.15
240100	02/23/2015	03	14972305	JKEAA MUSIC SERVICES, LLC	\$3,662.28
240115	02/24/2015	03	14973487	INLAND BASKETBALL OFFICIALS ASSOC.	\$2,860.00
240135	02/24/2015	03	14973507	CAROLINA BIOLOGICAL	\$2,950.56
240148	02/24/2015	03	14973520	STATE OF CA/DEPT. JUSTICE	\$4,539.00
240162	02/24/2015	03	14973534	J-DUB	\$2,554.00
240164	02/24/2015	03	14973536	FLOOR TECH AMERICA, INC.	\$5,178.69
240175	02/24/2015	03	14973547	SOUTHLAND ENVELOPE CO.	\$2,010.32
240201	02/24/2015	03	14973573	SCREEN SURGEONS LLC	\$2,480.00
240204	02/25/2015	03	14974246	POLY HIGH SCHOOL ASB	\$2,194.17
240209	02/25/2015	03	14974251	MARRIOTT	\$2,026.64
240214	02/25/2015	03	14974255	CANON SOLUTIONS AMERICA, INC.	\$7,970.40
240227	02/25/2015	03	14974268	AREY JONES EDUCATIONAL SOLUTIONS	\$15,585.12

240229	02/25/2015	03	14974270	AREY JONES EDUCATIONAL SOLUTIONS	\$3,160.32
240287	02/25/2015	03	14974328	IMPACT IMAGES, INC.	\$2,602.41
240317	02/26/2015	03	14975243	WAXIE SANITARY SUPPLY	\$17,842.90
240322	02/26/2015	03	14975248	FLOOR TECH AMERICA, INC.	\$55,356.33
240325	02/26/2015	03	14975251	NICK RAIL MUSIC	\$4,918.32
240328	02/26/2015	03	14975254	AREY JONES EDUCATIONAL SOLUTIONS	\$9,639.01
240332	02/26/2015	03	14975258	AREY JONES EDUCATIONAL SOLUTIONS	\$12,697.60
240346	02/26/2015	03	14975272	JCA ENGINEERING INC.	\$6,550.00
240372	02/26/2015	03	14975298	TEEZERS	\$3,136.32
240378	02/26/2015	03	14975304	PSAT/NMSQT	\$3,976.00
240379	02/26/2015	03	14975305	PSAT/NMSQT	\$6,804.00
240418	02/27/2015	03	14978292	ON TREK, INC.	\$30,000.00
240429	02/27/2015	03	14978303	ALL CITY MANAGEMENT SERVICES, INC.	\$2,599.20
240432	02/27/2015	03	14978306	CABE	\$3,180.00
240436	02/27/2015	03	14978310	RIVERSIDE ART MUSEUM	\$6,435.00
240441	02/27/2015	03	14978315	RIVERSIDE, CITY OF	\$4,082.42
240442	02/27/2015	03	14978316	NIGRO & NIGRO, PC	\$5,735.00
240447	02/27/2015	03	14978321	SCHOOL HEALTH SERVICES REGISTRY	\$9,478.50
240448	02/27/2015	03	14978322	PATHFINDER RANCH	\$2,245.00
240533	03/02/2015	03	14979465	HARRIS, DENNIS L.	\$2,060.00
240537	03/02/2015	03	14979469	RITE-WAY ROOF CORPORATION	\$54,008.00
240552	03/02/2015	03	14979482	STANBURY UNIFORMS	\$98,622.90
240553	03/02/2015	03	14979483	UNIFIED PACKAGING, INC.	\$3,303.78
240561	03/03/2015	03	14979980	JONES DRY CLEANERS	\$2,206.30
240571	03/03/2015	03	14979990	EDMENTUM HOLDINGS, INC.	\$15,000.00
240573	03/03/2015	03	14979992	GOLF CARS OF RIVERSIDE	\$11,701.60
240576	03/03/2015	03	14979995	WESTERN MUNICIPAL WATER DISTRICT	\$5,864.32
240578	03/03/2015	03	14979997	FLOOR TECH AMERICA, INC.	\$3,367.42
240582	03/03/2015	03	14980001	J TAYLOR EDUCATION, INC.	\$2,412.82
240585	03/03/2015	03	14980004	INTERNATIONAL BUSINESS MACHINES CORP.	\$2,039.26
240621	03/03/2015	03	14980040	RAYMOND HANDLING SOLUTIONS, INC.	\$2,491.38
240633	03/03/2015	03	14980052	BIO CORPORATION	\$3,919.09
240645	03/03/2015	03	14980064	RIVERSIDE UNIFIED SCHOOL DISTRICT	\$2,324.20
240651	03/03/2015	03	14980070	XEROX CORPORATION	\$2,071.04
240679	03/04/2015	03	14981990	PRICE PHILANTHROPIES FOUNDATION	\$2,000.00
240684	03/04/2015	03	14981995	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$54,688.69
240695	03/04/2015	03	14982006	AREY JONES EDUCATIONAL SOLUTIONS	\$2,110.87
240708	03/04/2015	03	14982018	ID ACTIVE WEAR, INC.	\$2,624.40
240744	03/04/2015	03	14982054	ZUMASYS, INC.	\$7,144.70
240763	03/05/2015	03	14983364	WAXIE SANITARY SUPPLY	\$12,763.36
240782	03/05/2015	03	14983383	UCR REGENTS	\$70,000.00
240809	03/05/2015	03	14983410	NICK RAIL MUSIC	\$2,046.60
240827	03/05/2015	03	14983428	VS ATHLETICS	\$3,027.43
240831	03/05/2015	03	14983432	TOMARK SPORTS INC	\$3,722.05
240883	03/06/2015	03	14983810	AREY JONES EDUCATIONAL SOLUTIONS	\$2,370.24
240899	03/06/2015	03	14983826	RIVERSIDE COUNTY OFFICE OF ED.	\$14,285.00
240904	03/06/2015	03	14983831	REACH LEADERSHIP ACADEMY	\$68,148.72

TOTAL FOR FUND 03 \$2,147,929.06

GENERAL FUND RESTRICTED 06

239003	02/02/2015	06	14957180	NO EXCUSES UNIVERSITY	\$2,250.00
239009	02/02/2015	06	14957186	NO EXCUSES UNIVERSITY	\$4,050.00
239013	02/02/2015	06	14957190	SCHOLASTIC, INC.	\$69,000.00
239015	02/02/2015	06	14957192	PLAXTON - HENNINGS, CHARITY DR.	\$4,500.00
239017	02/02/2015	06	14957194	SOCO GROUP, INC.	\$18,505.16
239049	02/02/2015	06	14957226	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$6,620.00
239050	02/02/2015	06	14957227	BOYS & GIRLS CLUBS OF GREATER REDLANDS-RIVERSIDE	\$108,503.00

239091	02/03/2015	06	14958055	AMBERWICK CORPORATION	\$5,618.30
239099	02/03/2015	06	14958063	DOCTRINA TUTORING	\$2,396.25
239108	02/03/2015	06	14958072	FOLLETT SCHOOL SOLUTIONS, INC.	\$3,997.65
239159	02/03/2015	06	14958122	LEARN IT ONLINE, LLC	\$3,263.40
239162	02/03/2015	06	14958125	MIND STREAMS EDUCATION, LLC	\$2,159.84
239181	02/04/2015	06	14960573	AREY JONES EDUCATIONAL SOLUTIONS	\$2,961.87
239235	02/05/2015	06	14961112	OAK GROVE INSTITUTE	\$6,303.37
239236	02/05/2015	06	14961113	OAK GROVE INSTITUTE	\$5,294.53
239244	02/05/2015	06	14961121	I-REP THERAPY PRODUCTS, INC.	\$4,776.00
239249	02/05/2015	06	14961126	DR. JANET KOHTZ	\$2,850.00
239263	02/05/2015	06	14961140	B&H PHOTO	\$3,458.34
239269	02/05/2015	06	14961146	!!! APPLE IPAD & ANDROID TABLET TUTORING !!!	\$9,119.80
239272	02/05/2015	06	14961149	SYLVAN LEARNING	\$8,350.00
239274	02/05/2015	06	14961151	ACHIEVE HIGHPOINTS	\$2,859.40
239279	02/05/2015	06	14961156	MIRACLE RECREATION EQUIPMENT	\$4,226.32
239300	02/05/2015	06	14961177	SIEMENS INDUSTRY, INC.	\$5,445.90
239343	02/06/2015	06	14962567	HOLLIDAY ROCK	\$3,271.57
239389	02/06/2015	06	14962613	PORT VIEW PREPARATORY, INC.	\$9,753.90
239391	02/06/2015	06	14962615	SOMERSET EDUCATIONAL SERVICES INC.	\$15,235.51
239392	02/06/2015	06	14962616	RUSSO, FLECK AND ASSOCIATES	\$33,636.00
239394	02/06/2015	06	14962618	RIVERSIDE ARTS COUNCIL	\$8,156.77
239396	02/06/2015	06	14962620	PRISTINE REHAB CARE	\$17,400.00
239413	02/09/2015	06	14962771	ON TARGET VOICE AND DATA, INC.	\$100,329.91
239417	02/09/2015	06	14962775	DISNEYLAND	\$2,080.00
239422	02/09/2015	06	14962780	COYNE & ASSOCIATES EDUCATION CORP.	\$4,966.39
239424	02/09/2015	06	14962782	COYNE & ASSOCIATES EDUCATION CORP.	\$5,299.87
239425	02/09/2015	06	14962783	COYNE & ASSOCIATES EDUCATION CORP.	\$10,217.62
239438	02/09/2015	06	14962796	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$2,500.00
239439	02/09/2015	06	14962797	RIVERSIDE, CITY OF	\$28,628.50
239477	02/09/2015	06	14962835	WAYNE PERRY INC.	\$14,600.00
239493	02/10/2015	06	14963861	CENTER FOR AUTISM C.A.R.D.	\$11,870.29
239494	02/10/2015	06	14963862	CENTER FOR AUTISM C.A.R.D.	\$11,833.68
239571	02/11/2015	06	14965964	APPLE INC.	\$14,946.00
239578	02/11/2015	06	14965971	AREY JONES EDUCATIONAL SOLUTIONS	\$66,787.84
239595	02/11/2015	06	14965988	FOLLETT SCHOOL SOLUTIONS, INC.	\$4,173.67
239603	02/11/2015	06	14965996	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$8,844.64
239665	02/12/2015	06	14966290	NATIONAL SEATING & MOBILITY	\$4,289.76
239678	02/12/2015	06	14966303	AAA ELECTRIC MOTOR SALES	\$2,310.83
239748	02/12/2015	06	14966370	GRILLO'S FILTER SALES	\$2,420.67
239770	02/17/2015	06	14968327	CHAMPION ELECTRIC, INC.	\$14,944.00
239774	02/17/2015	06	14968331	ENTERPRISE FLEET MANAGEMENT, INC.	\$5,260.79
239814	02/18/2015	06	14968507	AMTECH ELEVATORS	\$2,714.40
239832	02/18/2015	06	14968525	ACCENT FLAG & SIGN SERVICE	\$3,694.65
239849	02/18/2015	06	14968542	FRITTS FORD	\$52,213.90
239857	02/18/2015	06	14968550	GEARY PACIFIC	\$3,608.89
239875	02/18/2015	06	14968568	GLOBAL AUTOMATION SERVICES, INC.	\$4,500.00
239899	02/19/2015	06	14969844	LEADING EDGE LEARNING CENTER LLC	\$9,151.36
239922	02/19/2015	06	14969867	AREY JONES EDUCATIONAL SOLUTIONS	\$31,455.38
239923	02/19/2015	06	14969868	AREY JONES EDUCATIONAL SOLUTIONS	\$9,103.90
239924	02/19/2015	06	14969869	AREY JONES EDUCATIONAL SOLUTIONS	\$3,855.60
239927	02/19/2015	06	14969872	AREY JONES EDUCATIONAL SOLUTIONS	\$2,961.87
239948	02/19/2015	06	14969893	RAM PLUMBING HTG & AIR, INC.	\$6,519.33
239967	02/20/2015	06	14971413	TRI-ED/NORTHERN VIDEO DISTRIBUTION	\$2,374.93
239991	02/20/2015	06	14971437	COLLEGE FLAGS AND BANNERS	\$2,259.70
240018	02/20/2015	06	14971464	TODD PIPE & SUPPLY	\$4,239.44
240027	02/20/2015	06	14971473	SCHOOL BASED REIMBURSEMENT PARTNERS LLC	\$5,621.82

240031	02/20/2015	06	14971477	SIGLER WHOLESALE DISTRIBUTORS	\$3,094.21
240033	02/20/2015	06	14971479	DISNEYLAND	\$2,380.00
240037	02/23/2015	06	14972242	AREY JONES EDUCATIONAL SOLUTIONS	\$6,650.00
240063	02/23/2015	06	14972268	!!! APPLE IPAD & ANDROID TABLET TUTORING !!!	\$3,694.80
240082	02/23/2015	06	14972287	EMBASSY SUITES	\$2,249.30
240091	02/23/2015	06	14972296	EARTEC	\$5,254.50
240099	02/23/2015	06	14972304	LIBRARY REPRODUCTION SERVICE	\$14,927.62
240146	02/24/2015	06	14973518	ACADEMIC SUPERSTORE	\$10,000.00
240172	02/24/2015	06	14973544	JASPER ENGINES & TRANSMISSIONS	\$2,633.20
240195	02/24/2015	06	14973567	REVOLUTION PREP	\$1,999.60
240249	02/25/2015	06	14974290	THE COACHES TRAINING INSTITUTE	\$5,160.00
240267	02/25/2015	06	14974308	CAROLYN E. WYLIE CENTER	\$4,046.00
240348	02/26/2015	06	14975274	MYMATH.NET INC.	\$11,025.00
240355	02/26/2015	06	14975281	5M CONTRACTING	\$4,000.00
240385	02/26/2015	06	14975311	SAN BERNARDINO CO SUPT OF SCH	\$2,700.00
240387	02/26/2015	06	14975313	SAN BERNARDINO CO SUPT OF SCH	\$2,700.00
240392	02/26/2015	06	14975318	PRO ED	\$2,292.40
240408	02/27/2015	06	14978282	APPLE INC.	\$2,797.92
240410	02/27/2015	06	14978284	AREY JONES EDUCATIONAL SOLUTIONS	\$2,654.52
240414	02/27/2015	06	14978288	HOME DEPOT	\$2,223.01
240422	02/27/2015	06	14978296	RIVERSIDE COUNTY OFFICE OF ED.	\$2,200.00
240424	02/27/2015	06	14978298	SYLVAN LEARNING	\$14,350.00
240426	02/27/2015	06	14978300	DOCTRINA TUTORING	\$13,347.90
240430	02/27/2015	06	14978304	CAROLYN E. WYLIE CENTER	\$7,000.00
240431	02/27/2015	06	14978305	BONNETT IRRIGATION	\$4,462.79
240437	02/27/2015	06	14978311	SOCO GROUP, INC.	\$22,887.94
240443	02/27/2015	06	14978317	SENSEABILITIES, SPEECH-LANGUAGE PATHOLOGY, INC.	\$7,315.00
240465	02/27/2015	06	14978339	HARRIS, DENNIS L.	\$2,060.00
240499	03/02/2015	06	14979435	FUTURE STARS TUTORING SERVICES CENTER	\$3,507.00
240501	03/02/2015	06	14979437	OXFORD TUTORING, INC.	\$4,417.51
240519	03/02/2015	06	14979452	BRICKLEY ENVIROMENTAL	\$2,995.00
240538	03/02/2015	06	14979470	STUDENTNEST.COM	\$3,096.60
240545	03/02/2015	06	14979475	PEARSON ASSESSMENTS - MN	\$11,076.80
240580	03/03/2015	06	14979999	ELECTRONIX EXPRESS	\$3,326.70
240593	03/03/2015	06	14980012	AREY JONES EDUCATIONAL SOLUTIONS	\$6,827.97
240596	03/03/2015	06	14980015	ASPIRAR A LA EDUCACION	\$4,284.63
240604	03/03/2015	06	14980023	COYNE & ASSOCIATES EDUCATION CORP.	\$7,897.88
240606	03/03/2015	06	14980025	COYNE & ASSOCIATES EDUCATION CORP.	\$16,380.58
240608	03/03/2015	06	14980027	BRIGHT FUTURES ACADEMY LLC	\$55,344.48
240611	03/03/2015	06	14980030	CODY EDUCATIONAL ENTERPRISES, INC.	\$5,775.93
240613	03/03/2015	06	14980032	AMBERWICK CORPORATION	\$2,454.32
240660	03/04/2015	06	14981971	PRISTINE REHAB CARE	\$13,200.00
240661	03/04/2015	06	14981972	PROFESSIONAL TUTORS OF AMERICA	\$8,194.00
240663	03/04/2015	06	14981974	RENAISSANCE LEARNING-WISCONSIN RAPI	\$6,704.00
240677	03/04/2015	06	14981988	PARKHOUSE TIRE, INC.	\$2,127.64
240735	03/04/2015	06	14982045	EDNOVO	\$2,796.72
240755	03/05/2015	06	14983356	TEXTBOOK WAREHOUSE	\$89,808.47
240760	03/05/2015	06	14983361	JIST PUBLISHING	\$2,428.21
240764	03/05/2015	06	14983365	!! 1A1TUTORIA TABLET COMPUTER !!	\$8,250.00
240765	03/05/2015	06	14983366	#1 ACADEMIA DE SERVICIO DE TUTORIA	\$2,310.00
240766	03/05/2015	06	14983367	! #1 WE CAN QUERER ES PODER WITH NOOK TABLETS!!	\$3,266.64
240767	03/05/2015	06	14983368	#1 EDUCANDO CON TABLETAS	\$3,080.00
240776	03/05/2015	06	14983377	TUTORINGONE	\$2,990.00
240781	03/05/2015	06	14983382	UCR REGENTS	\$14,000.00
240784	03/05/2015	06	14983385	UCR REGENTS	\$42,000.00
240785	03/05/2015	06	14983386	UP & MOVIN' PEDIATRIC PHYSICAL THERAPY PC	\$4,036.35

240789	03/05/2015	06	14983390	BOYS & GIRLS CLUBS OF GREATER REDLANDS-RIVERSIDE	\$108,503.00
240794	03/05/2015	06	14983395	AREY JONES EDUCATIONAL SOLUTIONS	\$8,403.60
240797	03/05/2015	06	14983398	AREY JONES EDUCATIONAL SOLUTIONS	\$14,006.00
240833	03/05/2015	06	14983434	TEACH TOWN, INC.	\$11,880.00
240862	03/06/2015	06	14983789	AUTISM BEHAVIOR CONSULTANTS	\$9,924.18
240863	03/06/2015	06	14983790	AUTISM BEHAVIOR CONSULTANTS	\$12,409.32
240865	03/06/2015	06	14983792	AUTISM BEHAVIOR CONSULTANTS	\$13,626.94
240866	03/06/2015	06	14983793	AUTISM BEHAVIOR CONSULTANTS	\$15,790.63
240873	03/06/2015	06	14983800	SOMERSET EDUCATIONAL SERVICES INC.	\$18,633.71
240910	03/06/2015	06	14983837	FRITTS FORD	\$5,265.00

TOTAL FOR FUND 06 \$1,551,668.03

CAFETERIA SPECIAL REVENUE FUND 13

239111	02/03/2015	13	14958075	HOLLANDIA DAIRY	\$39,090.60
239119	02/03/2015	13	14958082	HMC ARCHITECTS	\$21,050.04
239122	02/03/2015	13	14958085	CALIFORNIA INDUSTRIAL	\$2,524.80
239126	02/03/2015	13	14958089	P & R PAPER SUPPLY	\$7,194.87
239128	02/03/2015	13	14958091	P & R PAPER SUPPLY	\$4,633.39
239131	02/03/2015	13	14958094	P & R PAPER SUPPLY	\$3,112.80
239133	02/03/2015	13	14958096	P & R PAPER SUPPLY	\$9,152.65
239205	02/04/2015	13	14960597	A & R WHOLESALE DISTRIBUTORS INC	\$5,866.51
239207	02/04/2015	13	14960599	A & R WHOLESALE DISTRIBUTORS INC	\$4,630.57
239211	02/04/2015	13	14960603	LEABO FOODS DIST., INC.	\$10,001.94
239212	02/04/2015	13	14960604	LEABO FOODS DIST., INC.	\$9,355.92
239214	02/04/2015	13	14960606	LEABO FOODS DIST., INC.	\$7,803.64
239219	02/04/2015	13	14960611	P & R PAPER SUPPLY	\$4,806.49
239220	02/04/2015	13	14960612	PLASTIC PACKAGE INC.	\$7,119.44
239221	02/04/2015	13	14960613	PLASTIC PACKAGE INC.	\$8,759.00
239315	02/05/2015	13	14961192	A & R WHOLESALE DISTRIBUTORS INC	\$9,602.02
239317	02/05/2015	13	14961194	A & R WHOLESALE DISTRIBUTORS INC	\$7,823.15
239318	02/05/2015	13	14961195	A & R WHOLESALE DISTRIBUTORS INC	\$4,855.99
239319	02/05/2015	13	14961196	A & R WHOLESALE DISTRIBUTORS INC	\$4,094.12
239320	02/05/2015	13	14961197	GOLD STAR FOODS, INC.	\$4,626.48
239322	02/05/2015	13	14961199	GOLD STAR FOODS, INC.	\$12,290.07
239323	02/05/2015	13	14961200	GOLD STAR FOODS, INC.	\$29,757.26
239324	02/05/2015	13	14961201	GOLD STAR FOODS, INC.	\$22,254.89
239325	02/06/2015	13	14962556	GOLD STAR FOODS, INC.	\$3,705.82
239328	02/05/2015	13	14961204	GOLD STAR FOODS, INC.	\$19,402.26
239330	02/05/2015	13	14961206	LEABO FOODS DIST., INC.	\$15,240.92
239331	02/05/2015	13	14961207	LEABO FOODS DIST., INC.	\$15,662.95
239332	02/05/2015	13	14961208	LEABO FOODS DIST., INC.	\$13,640.95
239350	02/06/2015	13	14962574	LEABO FOODS DIST., INC.	\$6,746.46
239351	02/06/2015	13	14962575	LEABO FOODS DIST., INC.	\$2,167.52
239486	02/10/2015	13	14963854	HOLLANDIA DAIRY	\$44,629.40
239506	02/10/2015	13	14963874	SUNRISE PRODUCE COMPANY	\$5,107.19
239519	02/10/2015	13	14963887	SUNRISE PRODUCE COMPANY	\$6,914.63
239533	02/10/2015	13	14963901	SUNRISE PRODUCE COMPANY	\$48,291.60
239555	02/10/2015	13	14963922	SUNRISE PRODUCE COMPANY	\$2,086.50
239648	02/11/2015	13	14966040	LEABO FOODS DIST., INC.	\$5,223.75
239711	02/12/2015	13	14966335	E-Z UP DIRECT.COM LLC	\$3,149.28
239741	02/12/2015	13	14966363	ICON ENCLOSURES, INC.	\$7,591.20
239779	02/17/2015	13	14968336	ICON ENCLOSURES, INC.	\$2,366.60
239780	02/17/2015	13	14968337	US FOODS, INC.	\$2,352.36
239783	02/17/2015	13	14968340	US FOODS, INC.	\$5,801.09
239787	02/18/2015	13	14968480	HOLLANDIA DAIRY	\$49,846.98
239789	02/18/2015	13	14968482	KNIGHT, ROBERT C.	\$8,380.00
239791	02/18/2015	13	14968484	GOOD, ALBA	\$6,120.00

239792	02/18/2015	13	14968485	POWELL, DOUG	\$2,865.00
239793	02/18/2015	13	14968486	GOLD STAR FOODS, INC.	\$8,789.55
239823	02/18/2015	13	14968516	US FOODS, INC.	\$2,440.75
239825	02/18/2015	13	14968518	US FOODS, INC.	\$4,797.98
239840	02/18/2015	13	14968533	SAN DIEGO RESTAURANT SUPPLY	\$2,624.40
240032	02/20/2015	13	14971478	WALLACE PACKAGING, LLC	\$4,765.95
240160	02/24/2015	13	14973532	MORENO BROS. DIST.	\$8,384.35
240189	02/24/2015	13	14973561	SYSCO RIVERSIDE, INC.	\$2,746.31
240191	02/24/2015	13	14973563	SYSCO RIVERSIDE, INC.	\$12,096.93
240192	02/24/2015	13	14973564	SYSCO RIVERSIDE, INC.	\$6,685.89
240194	02/24/2015	13	14973566	US FOODSERVICE, INC. - JOSEPH WEBB	\$4,788.29
240199	02/24/2015	13	14973571	US FOODSERVICE, INC. - JOSEPH WEBB	\$6,142.87
240205	02/25/2015	13	14974247	HOLLANDIA DAIRY	\$36,135.89
240207	02/25/2015	13	14974249	SUNRISE PRODUCE COMPANY	\$6,345.76
240219	02/25/2015	13	14974260	SUNRISE PRODUCE COMPANY	\$4,148.16
240230	02/25/2015	13	14974271	SUNRISE PRODUCE COMPANY	\$33,892.09
240241	02/25/2015	13	14974282	SUNRISE PRODUCE COMPANY	\$8,969.04
240265	02/25/2015	13	14974306	SUNRISE PRODUCE COMPANY	\$26,683.70
240291	02/25/2015	13	14974332	GOOD, ALBA	\$4,950.00
240293	02/25/2015	13	14974334	POWELL, DOUG	\$3,289.00
240296	02/25/2015	13	14974337	GOLDEN STATE MANAGEMENT LLC	\$2,806.00
240299	02/25/2015	13	14974340	KNIGHT, ROBERT C.	\$3,520.00
240303	02/25/2015	13	14974344	GOLD STAR FOODS, INC.	\$3,151.43
240397	02/27/2015	13	14978271	DEMATTEO'S PIZZA	\$5,666.75
240399	02/27/2015	13	14978273	DEMATTEO'S PIZZA	\$4,028.00
240401	02/27/2015	13	14978275	DEMATTEO'S PIZZA	\$3,332.00
240403	02/27/2015	13	14978277	DEMATTEO'S PIZZA	\$4,731.50
240404	02/27/2015	13	14978278	GOLD STAR FOODS, INC.	\$6,154.73
240446	02/27/2015	13	14978320	GOLD STAR FOODS, INC.	\$3,762.70
240493	03/03/2015	13	14979973	GOLD STAR FOODS, INC.	\$4,853.97
240505	03/03/2015	13	14979974	GOLD STAR FOODS, INC.	\$3,058.26
240508	03/03/2015	13	14979976	GOLD STAR FOODS, INC.	\$4,786.80
240532	03/03/2015	13	14979977	GOLD STAR FOODS, INC.	\$5,903.26
240542	03/03/2015	13	14979978	GOLD STAR FOODS, INC.	\$6,158.46
240566	03/03/2015	13	14979985	HMC ARCHITECTS	\$3,757.16
240569	03/03/2015	13	14979988	HOLLANDIA DAIRY	\$39,638.83
240717	03/04/2015	13	14982027	GOLD STAR FOODS, INC.	\$11,950.92
240728	03/04/2015	13	14982038	GOLD STAR FOODS, INC.	\$5,870.13
240742	03/04/2015	13	14982052	GOLD STAR FOODS, INC.	\$11,839.42
240769	03/05/2015	13	14983370	A & R WHOLESALE DISTRIBUTORS INC	\$7,233.24
240770	03/05/2015	13	14983371	A & R WHOLESALE DISTRIBUTORS INC	\$6,408.55
240771	03/05/2015	13	14983372	GOLD STAR FOODS, INC.	\$9,024.33
240772	03/05/2015	13	14983373	GOLD STAR FOODS, INC.	\$7,713.58
240773	03/05/2015	13	14983374	GOLD STAR FOODS, INC.	\$9,069.98
240774	03/05/2015	13	14983375	GOLD STAR FOODS, INC.	\$8,225.89
240780	03/05/2015	13	14983381	GOLD STAR FOODS, INC.	\$5,452.24
240819	03/05/2015	13	14983420	GOLD STAR FOODS, INC.	\$6,426.10
240821	03/05/2015	13	14983422	GOLD STAR FOODS, INC.	\$10,044.29
240824	03/05/2015	13	14983425	GOLD STAR FOODS, INC.	\$15,490.22
240826	03/05/2015	13	14983427	GOLD STAR FOODS, INC.	\$13,787.44
240832	03/05/2015	13	14983433	GOLD STAR FOODS, INC.	\$31,406.00
240845	03/06/2015	13	14983772	A & R WHOLESALE DISTRIBUTORS INC	\$4,459.69
240846	03/06/2015	13	14983773	A & R WHOLESALE DISTRIBUTORS INC	\$4,687.14
240847	03/06/2015	13	14983774	A & R WHOLESALE DISTRIBUTORS INC	\$9,959.13
240848	03/06/2015	13	14983775	A & R WHOLESALE DISTRIBUTORS INC	\$3,511.40
240849	03/06/2015	13	14983776	A & R WHOLESALE DISTRIBUTORS INC	\$9,601.13

240851	03/06/2015	13	14983778	GOLD STAR FOODS, INC.	\$30,854.90
240853	03/06/2015	13	14983780	GOLD STAR FOODS, INC.	\$39,566.05
240854	03/06/2015	13	14983781	LEABO FOODS DIST., INC.	\$10,435.03
240856	03/06/2015	13	14983783	LEABO FOODS DIST., INC.	\$8,174.76
240857	03/06/2015	13	14983784	LEABO FOODS DIST., INC.	\$8,608.46
240860	03/06/2015	13	14983787	LEABO FOODS DIST., INC.	\$6,181.11
240887	03/06/2015	13	14983814	LEABO FOODS DIST., INC.	\$3,398.31
240895	03/06/2015	13	14983822	LEABO FOODS DIST., INC.	\$3,828.94
240896	03/06/2015	13	14983823	LEABO FOODS DIST., INC.	\$16,896.90

TOTAL FOR FUND 13 \$1,131,791.14

BUILDING FUND 21

239200	02/04/2015	21	14960592	TILDEN-COIL CONSTRUCTORS	\$16,265.50
239201	02/04/2015	21	14960593	FLOOR TECH AMERICA, INC.	\$5,165.23
239245	02/05/2015	21	14961122	ON TARGET VOICE AND DATA, INC.	\$2,604.89
239293	02/05/2015	21	14961170	J.L. BLAKKOLB & ASSOCIATES	\$2,294.25
239362	02/06/2015	21	14962586	CALTEC CORP.	\$30,484.44
239364	02/06/2015	21	14962588	CALTEC CORP.	\$2,983.30
239907	02/19/2015	21	14969852	ALCORN FENCE COMPANY	\$3,519.45
239918	02/19/2015	21	14969863	VISIONARY CONSTRUCTION & CONSULTING INC.	\$37,283.84
239921	02/19/2015	21	14969866	5M CONTRACTING	\$2,250.00
240156	02/24/2015	21	14973528	FRANKLIN MECHANICAL SYSTEMS, INC.	\$16,437.95
240251	02/25/2015	21	14974292	QUEEN CITY GLASS CO.	\$7,027.45
240350	02/26/2015	21	14975276	CONTINENTAL FLOORING	\$2,486.05

TOTAL FOR FUND 21 \$128,802.35

CAPITAL FACILITIES FUND 25

239022	02/02/2015	25	14957199	DAVID TAUSSIG AND ASSOCIATES, INC.	\$9,027.99
239026	02/02/2015	25	14957203	DAVID TAUSSIG AND ASSOCIATES, INC.	\$5,925.53
239029	02/02/2015	25	14957206	DAVID TAUSSIG AND ASSOCIATES, INC.	\$5,447.91
239030	02/02/2015	25	14957207	DAVID TAUSSIG AND ASSOCIATES, INC.	\$5,191.37
239192	02/04/2015	25	14960584	FLOOR TECH AMERICA, INC.	\$5,005.12
239199	02/04/2015	25	14960591	CINBAD INDUSTRY, INC.	\$5,200.00
239292	02/05/2015	25	14961169	J. GLENNA CONSTRUCTION INC.	\$4,595.00
239418	02/09/2015	25	14962776	FLOOR TECH AMERICA, INC.	\$7,204.12
239505	02/10/2015	25	14963873	DAVIS DEMOGRAPHICS & PLANNING	\$3,400.00
239679	02/12/2015	25	14966304	KOPPEL & GRUBER PUBLIC FINANCE	\$6,940.00
239914	02/19/2015	25	14969859	WHEELER PAVING	\$5,955.00
239917	02/19/2015	25	14969862	LPA ARCHITECTS	\$5,152.00
240125	02/24/2015	25	14973497	BEST, BEST, & KRIEGER, LLP	\$2,367.84
240349	02/26/2015	25	14975275	LPA ARCHITECTS	\$6,135.50
240707	03/04/2015	25	14982017	DAVIS DEMOGRAPHICS & PLANNING	\$3,400.00
240867	03/06/2015	25	14983794	CINBAD INDUSTRY, INC.	\$36,995.89

TOTAL FOR FUND 25 \$117,943.27

COUNTY SCHOOL FACILITIES FUND 35

239291	02/05/2015	35	14961168	J. GLENNA CONSTRUCTION INC.	\$86,355.00
239361	02/06/2015	35	14962585	TANGRAM, TANGRAM INTERIORS, TANGRAM ONSITE,	\$3,871.15
239906	02/19/2015	35	14969851	SOUTHERN CALIFORNIA WEST COAST ELECTRIC INC.	\$36,615.48
239908	02/19/2015	35	14969853	EMPYREAN PLUMBING, INC.	\$33,040.05
239911	02/19/2015	35	14969856	J. GLENNA CONSTRUCTION INC.	\$8,445.00
239916	02/19/2015	35	14969861	FUSCOE ENGINEERING INC.	\$7,800.00
240354	02/26/2015	35	14975280	PRINCIPLES CONTRACTING, INC.	\$2,236.00
240600	03/03/2015	35	14980019	APPLE INC.	\$4,609.20
240801	03/05/2015	35	14983402	PATHWAY COMMUNICATIONS LTD	\$14,044.90

TOTAL FOR FUND 35 \$197,016.78**SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS 40**

239757	02/17/2015	40	14968314	EXPRESS ENERGY SERVICES, INC.	\$51,212.86
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TOTAL FOR FUND 40 \$51,212.86**SELF-INSURANCE FUND 67**

239080	02/03/2015	67	14958044	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$54,365.34
239089	02/03/2015	67	14958053	ALTURA CREDIT UNION	\$49,065.90
239090	02/03/2015	67	14958054	ALTURA CREDIT UNION	\$26,224.45
239186	02/04/2015	67	14960578	DELTA HEALTH SYSTEMS	\$180,602.42
239388	02/06/2015	67	14962612	YORK RISK SERVICES GROUP, INC.	\$67,563.75
239399	02/06/2015	67	14962623	RUSD WORKER'S COMP TRUST	\$11,664.10
239427	02/09/2015	67	14962785	UNION BANK OF CALIFORNIA 2740029080	\$171,892.39
239501	02/10/2015	67	14963869	COMMUNITY ACTION EMPLOYEE ASSISTANC	\$5,530.00
239586	02/11/2015	67	14965979	ALLIANCE OF SCHOOLS FOR COOPERATIVE INS PROGRAMS	\$3,579.06
239773	02/17/2015	67	14968330	UNION BANK OF CALIFORNIA 2740029080	\$195,693.42
239964	02/20/2015	67	14971411	UNION BANK OF CALIFORNIA 2740029080	\$130,954.47
240045	02/23/2015	67	14972250	ALTURA CREDIT UNION	\$7,557.77
240092	02/23/2015	67	14972297	RUSD WORKER'S COMP TRUST	\$45,666.03
240338	02/26/2015	67	14975264	DELTA HEALTH SYSTEMS	\$182,788.24
240419	02/27/2015	67	14978293	UNION BANK OF CALIFORNIA 2740029080	\$99,423.15
240659	03/04/2015	67	14981970	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$52,905.97
240685	03/04/2015	67	14981996	RUSD WORKER'S COMP TRUST	\$3,380.72
240868	03/06/2015	67	14983795	COMMUNITY ACTION EMPLOYEE ASSISTANC	\$5,530.00

TOTAL FOR FUND 67 \$1,294,387.18**MULTIPLE FUND CODES**

238995	02/02/2015		14957172	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$4,056.14
238996	02/02/2015		14957173	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$2,750.10
239027	02/02/2015		14957204	AREY JONES EDUCATIONAL SOLUTIONS	\$3,160.32
239077	02/03/2015		14958041	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$954,963.35
239078	02/03/2015		14958042	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$568,382.14
239079	02/03/2015		14958043	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$90,348.04
239081	02/03/2015		14958045	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$104,821.45
239082	02/03/2015		14958046	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$51,772.85
239083	02/03/2015		14958047	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$13,258.08
239084	02/03/2015		14958048	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$37,313.11

239085	02/03/2015	14958049	METROPOLITAN LIFE INSURANCE COMPANY	\$5,921.26
239086	02/03/2015	14958050	METROPOLITAN LIFE INSURANCE COMPANY	\$6,207.68
239234	02/05/2015	14961111	WAXIE SANITARY SUPPLY	\$10,851.89
239338	02/06/2015	14962562	OFFICE MAX	\$19,079.58
239339	02/06/2015	14962563	OFFICE MAX	\$7,934.88
239340	02/06/2015	14962564	OFFICE MAX	\$3,574.68
239367	02/06/2015	14962591	LPA ARCHITECTS	\$167,999.90
239478	02/09/2015	14962836	PROJECT LEAD THE WAY	\$2,276.10
239557	02/10/2015	14963924	THE GAS COMPANY	\$28,987.58
239574	02/11/2015	14965967	RIVERSIDE, CITY OF	\$332,848.88
239684	02/12/2015	14966308	AREY JONES EDUCATIONAL SOLUTIONS	\$4,205.34
239697	02/12/2015	14966321	OFFICE MAX	\$21,347.38
239698	02/12/2015	14966322	OFFICE MAX	\$9,457.45
239699	02/12/2015	14966323	OFFICE MAX	\$4,450.87
239700	02/12/2015	14966324	OFFICE MAX	\$2,296.41
239799	02/18/2015	14968492	INTERNATIONAL RELATIONS COUNCIL OF RIVERSIDE	\$21,676.00
239887	02/19/2015	14969832	WAXIE SANITARY SUPPLY	\$4,913.20
239901	02/19/2015	14969846	OFFICE MAX	\$17,295.92
239902	02/19/2015	14969847	OFFICE MAX	\$3,093.23
240363	02/26/2015	14975289	OFFICE MAX	\$22,453.35
240364	02/26/2015	14975290	OFFICE MAX	\$8,044.58
240365	02/26/2015	14975291	OFFICE MAX	\$3,405.72
240473	02/27/2015	14978347	RENAISSANCE LEARNING-WISCONSIN RAPI	\$10,315.78
240563	03/03/2015	14979982	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$4,064.38
240564	03/03/2015	14979983	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$2,803.66
240656	03/04/2015	14981967	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$957,548.87
240657	03/04/2015	14981968	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$576,203.35
240658	03/04/2015	14981969	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$90,129.87
240722	03/04/2015	14982032	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$104,750.17
240723	03/04/2015	14982033	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$52,167.45
240725	03/04/2015	14982035	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$13,471.92
240726	03/04/2015	14982036	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSO	\$31,006.53
240750	03/05/2015	14983351	METROPOLITAN LIFE INSURANCE COMPANY	\$5,950.70
240751	03/05/2015	14983352	METROPOLITAN LIFE INSURANCE COMPANY	\$6,270.10
TOTAL FOR VARIOUS FUND CODES				\$4,393,830.24
TOTAL OF WARRANTS OVER \$1,999.00				\$11,014,580.91
TOTAL OF WARRANTS UNDER \$1,999.00				\$615,570.59
GRAND TOTAL OF WARRANTS				\$11,630,151.50

**Board Meeting Agenda
April 13, 2015**

Topic: Acceptance of Gifts and Donations to the District

Presented by: Donna Manson, Account Clerk, Business Services

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent Business Services and 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.

DESCRIPTION OF AGENDA ITEM

- John Adams Elementary School received \$100.00 from Ray Hiser III for the sixth grade fundraiser.
- Arlington High School received approximately fifteen hundred (1,500) pens and highlighters valued at \$1,875.00 from Staples, Store #0144.
- Patricia Beatty Elementary School received the following:
 - \$100.00 from Cornerstone Learning Technology Inc. for student incentives
 - \$1,000.00, from Riverside Optimists Youth Club, Inc. for instructional supplies and field trips
- Castle View Elementary School received the following:
 - \$1,950.00 from their Parent Teacher Organization for field trip expenses
 - \$1,000.00 from Riverside Optimists Youth Club, Inc.
- Educational Options Center received \$150.00 from Rodney Larson to support Game Design for students.

- Emerson Elementary School received the following:
 - \$200.00 from Tony Inaba for eight hundred (800) Gladiolas for their community garden
 - \$2,780.00 from their Parent Teacher Association for field trip buses
- Benjamin Franklin Elementary School received the following:
 - \$405.18 from Target through their Take Charge of Education program
 - \$2,733.75 from their Parent Teacher Organization for field trips
- Martin Luther King High School received \$305.45 from Target through their Take Charge of Education program.
- John W. North High School received the following for the Law and Protective Services (LAPS) Academy:
 - \$500.00 from the Exchange Club of Magnolia Center
 - \$270.00 from Gordon Adams and Katja Dumancic
 - \$633.00 from Riverside Police Officers Association Assistance Fund
 - \$6,000.00 from Riverside Police Foundation
 - \$335.00 from Haverkamp & Associates, Inc.
 - \$100.00 from Joyce & Paul Matthews
 - \$100.00 from Donna Kraemer
- John W. North High School received the following:
 - \$150.00 from Vivian Lee for the Boys' Basketball China trip
 - \$200.00 from Dwight Tate for the Boys' Basketball China trip
 - \$200.00 from Gary & Janet Tranbarger for the Harlequins Theater Club
- Ramona High School received \$700.00 from Scholarship America for the Mudslinger Club field trips.
- Riverside Stem Academy received \$500.00 donation from Shobhana Nathraj
- Mark Twain Elementary School received one thousand eighty five (1,085) student library cards valued at \$175.00 printed and donated from VE Signs.
- William Howard Taft Elementary School received \$4,500.00 from their Parent Teacher Association for field trip buses.
- Victoria Elementary School received \$188.14 from Target through their Take Charge of Education program.

Values 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.

FISCAL IMPACT: \$27,150.52

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

ADDITIONAL MATERIAL: None

**Board Meeting Agenda
April 13, 2015**

Topic: Rejection of Claim – Hale

Presented by: Kathy Everhart, Director, Risk Management

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A Claim for damage has been received and the recommendation is to reject the claim at this time.

DESCRIPTION OF AGENDA ITEM:

A Claim for damage has been filed for personal injury.

The claims adjuster recommends rejection of the claim at this time.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education reject the above claim in accordance with Californian Government Code, Section 913.

ADDITIONAL MATERIAL: None

**Board Meeting Agenda
April 13, 2015**

Topic: Resolution No. 2014/15-30 – Resolution of the Board of Education of the Riverside Unified School District to Appropriate Revenues, Expenditures, and Fund Balance

Presented by: Brenda Hofer, Accountant

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent Business Services and Governmental Relations

Type of Item: Consent

Short Description: Funds have been received or are anticipated to be received by the school district. Revenue lists are presented to the Board of Education for adoption.

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 funds have been received or are anticipated to be received this fiscal year from a variety of federal, state and local sources. The attached resolution appropriates the revenue and associated expenditures related to these previously unbudgeted funds.

FISCAL IMPACT: \$1,750,038.24

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. 2014/2015-30– Resolution to Appropriate Revenues, Expenditures, and Fund Balance.

ADDITIONAL MATERIAL: A detailed listing of the new revenues and expenditures is attached to the resolution.

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

Resolution No. 2014/15-30

**RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE
UNIFIED SCHOOL DISTRICT TO APPROPRIATE REVENUES,
EXPENDITURES, AND FUND BALANCE**

WHEREAS, the Board of Education of the Riverside Unified School District has determined that revenues in the amount of \$1,750,038.24 have been received or are anticipated to be received in the current fiscal year; and

WHEREAS, the Board of Education of the Riverside Unified School District has determined that expenditures in the amount of \$1,750,038.24 are necessary in the current fiscal year; and

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

NOW, THEREFORE, BE IT RESOLVED, that pursuant to California Education Code Section 42602, such revenues, expenditures and/or fund balance shall be appropriated as detailed on the attached listing.

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on April 13, 2015 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Brent Lee
Clerk of the Board of Education

Dated: _____

Fund	Revenue Type	Amount
03	State	\$335,468.00
03	Local	263,742.34
06	Federal	955,154.70
06	Local	703,664.00
12	Local	69,216.00
21	Local	815,446.20
40	Local	2,625.00
40	State	(1,395,278.00)
		<u>\$1,750,038.24</u>

03	2000 Classified Salaries	638.33
03	3000 Employee Benefits	131.61
03	4000 Books and Supplies	\$183,339.51
03	5000 Services and Other Operating Expenditures	17,613.70
03	9000 Reserve	397,487.19
06	4000 Books and Supplies	1,617,818.70
11	4000 Books and Supplies	41,000.00
12	4000 Books and Supplies	69,216.00
21	6000 Capital Outlay	815,446.20
40	6000 Capital Outlay	2,625.00
40	9000 Reserve	(1,395,278.00)
		<u>1,750,038.24</u>

**Board Meeting Agenda
April 13, 2015**

Topic: Approval to Utilize the Cooperative Purchasing Agreement, Los Alamitos Unified School District, Bid Number 2010-0002 for the Lease, Relocation, Dismantle, and Removal of Division of State Architect (DSA) Approved Portable Classrooms and California Department of Housing Portable Buildings (DOH) District-wide

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

**Responsible
Cabinet Member:** Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: Extended Cooperative Purchasing Agreement for lease, relocation, dismantle, and removal of DSA approved portable classrooms and DOH District-wide.

DESCRIPTION OF AGENDA ITEM:

Modernization, new construction, and growth-related projects at several school sites require the use of a combination of leased and purchased modular buildings for interim and permanent housing of students.

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.

Amendment No. 4 was issued to extend the Master Price Agreement Bid Number 2010-0002 to Williams Scotmans, Inc. for the lease, relocation, dismantle and removal of DSA approved portable classrooms and DOH District-wide. This request is to approve the use of extended agreement effective December 14, 2014 through December 13, 2015.

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to procure portable classrooms and found that the subject contract best meets the needs of the District.

FISCAL IMPACT: The approval of this agenda item to allow the use of the cooperative purchasing agreement referenced without limit as to dollar amount 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 utilization of the Extended Cooperative Purchasing Agreement for Los Alamitos Unified School District to the William Scotsman, Inc. that have competitively bid, Bid No. 2010-0002, to lease, relocation, dismantle and removal of portables in quantities at unit price quoted, sufficient to meet the needs of the Riverside Unified School District. Furthermore, the District will make all purchases in its own name and be responsible for payment directly to the vendor, be responsible for any tax liability, and will hold Los Alamitos Unified School District harmless there from.

ADDITIONAL MATERIAL: Amendment No. 4 - Extended Cooperative Purchasing Agreement for lease, relocation, dismantle, and removal of DSA approved portable classrooms and DOH district-wide

Attached: Yes

C# 1070728

AMENDMENT No. 4
TO
CONTRACT Issued December 14, 2010

BETWEEN
LOS ALAMITOS UNIFIED SCHOOL DISTRICT
AND
WILLIAMS SCOTSMAN, INC.

FOR
LEASE, RELOCATION, DISMANTLE AND REMOVAL OF DEPARTMENT OF STATE
ARCHITECT (DSA) APPROVED PORTABLE CLASSROOMS AND CALIFORNIA
DEPARTMENT OF HOUSING PORTABLE BUILDINGS (DOH) DISTRICT-WIDE
(BID NO. 2010-0002)

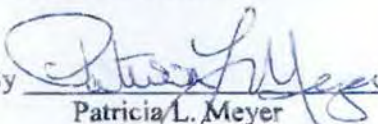
THIS AMENDMENT is made and entered into this 18th day of November, 2014, with the LOS ALAMITOS UNIFIED SCHOOL DISTRICT, a public educational agency, hereinafter referred to as "DISTRICT", and WILLIAMS SCOTSMAN, INC. hereinafter referred to as "Contractor." The parties mutually agree to amend the existing Contract, as follows:

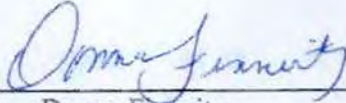
1. PREMISES:

- 1.1 A one year extension of the contract (piggyback) with Williams Scotsman, Inc. for the lease, relocation, dismantles and removal of Department of State Architect (DSA) approved portable classrooms and California Department of Housing Portable Buildings (DOH) District-Wide. The original contact term is for one (1) year and may be extended for four (4) one year periods in accordance with provisions contained in the Education Code. This is the final extension.
- 1.2 On November 18, 2014, the Board of Education authorized the DISTRICT to amend the original contract based on the information stated above.
- 2. The contract term for the extension of the contract (piggyback) will be from December 14, 2014 through December 13, 2015.
- 3. This Amendment is effective upon execution. All other terms and conditions of the original Contract and Amendments thereto shall remain the same.

LOS ALAMITOS UNIFIED
SCHOOL DISTRICT

WILLIAMS SCOTSMAN, INC.

By 
Patricia L. Meyer
Deputy Superintendent

By 
Donna Finneity
Contracts Administrator

Date: 11/19/14

Date: 12/5/14

**Board Meeting Agenda
April 13, 2015**

Topic: Ratification of Approval to Purchase of Computer Workstations, Laptops and Peripherals – Cooperative Purchasing Agreement, Los Angeles County Office of Education – Bid No. 12/13-1468

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

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: Cooperative purchasing agreement for the purchase of workstations, laptops and peripherals.

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 interest of the District.

Riverside Unified School District desires to utilize an existing competitively awarded contract to purchase of Dell workstations, laptops and peripherals. Los Angeles County Office of Education awarded a contract to Arey Jones Education Solutions, a Dell authorized dealer, which allows for cooperative purchasing agreements between public agencies. The contract is valid through December 31, 2014, with an option to extend for a one (1) year term. This request is to approve the use of extended agreement effective January 1, 2015 to December 31, 2015.

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to purchase Dell workstations, laptops and peripherals, which found that the subject contract best meets the needs of the District.

FISCAL IMPACT: The approval of this agenda item to allow the use of the cooperative purchasing agreement referenced without limit as to dollar amount 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 Dell workstations, laptops and peripherals 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.

ADDITIONAL MATERIAL: Extension Letter - Cooperative Purchasing Agreement, Los Angeles County Office of Education – Bid No. #12/13-1468

Attached: Yes



Los Angeles County Office of Education

Serving Students • Supporting Communities • Leading Educators

February 2, 2015

Arturo Delgado, Ed.D.
Superintendent

Los Angeles County
Board of Education

Katie Braude
President

Thomas A. Saenz
Vice President

Douglas R. Boyd

José Z. Calderón

Alex Johnson

Raymond Reister

Rebecca J. Turrentine

Mr. Michael Scarpella
Chief Executive Officer
Arey Jones Educational Solutions
1055 Sixth Avenue, #101
San Diego, CA 92101

Dear Mr. Scarpella:

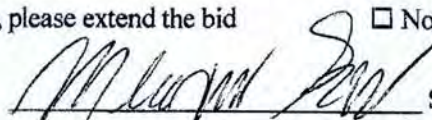
#12/13-1468 Computer Workstations, Laptops and Peripherals

The Los Angeles County Office of Education (LACOE) has entered into a contract with your company to provide Dell workstations, laptops, computers, other Dell brand merchandise, and an array of peripherals for the above referenced bid.

In accordance with section XI.6 of the bid's terms and conditions, LACOE is requesting to extend the term of the contract for an additional one (1) year period. The new period for this contract shall be January 1, 2015 to December 31, 2015.

If your company would like to extend the contract with the same discount structure and with the same formula pricing, please sign below and immediately fax a copy of your signed agreement to (562) 469-4163 and mail the original in the self-addressed envelope provided.

Yes, please extend the bid No, please do not extend the bid.

 Signature of Representative

CEO/President Title

If you have any additional questions or concerns, please contact Patty Barrios, Buyer at (562) 803-8491.

Sincerely,



Deborah C. Harris
Assistant Director, Administrative Services
Controller's Office

DCH/PB:sg

**Board Meeting Agenda
April 13, 2015**

Topic: Resolution No. 2014/15-31 – Resolution of the Board of Education of the Riverside Unified School District for the Adoption of Pre-Qualification Procedures

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

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A resolution is requested to adopt procedures for pre-qualifying certain contractors on certain Public Works contracts pursuant to Public Contract Code Section 20111.6.

Public Contract Code Section 20111.6 applies only to public projects, as defined in subdivision (c) of Section 22002, for which the governing board of the district uses funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 (Chapter 12.5 (commencing with Section 17070.10) of Part 10 of Division 1 of Title 1 of the Education Code) or any funds from any future state school bond for a public project that involves a projected expenditure of one million dollars (\$1,000,000.00) or more.

If the governing board of the district enters into a contract meeting the criteria of subdivision (a), then the governing board of the district shall require that prospective bidders for construction contracts complete and submit to the board of the district a standardized prequalification questionnaire and financial statement. The questionnaire and financial statement shall be verified under oath by the bidder in the manner in which civil pleadings in civil actions are verified.

The district anticipates such projects in the future, including but not limited to, the Ramona High School Theater Remodel project. The pre-qualification procedure is applicable to mechanical, plumbing, and electrical contractors, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses, pursuant to regulations of the Contractors' State License Board.

The board of the district may establish a process for prequalifying prospective bidders pursuant to this section on a quarterly or annual basis, and a prequalification pursuant to this process shall be valid for one calendar year following the date of initial prequalification.

Legal counsel has supplied the attached forms to be utilized in the pre-qualification process.

FISCAL IMPACT: Minimal cost of staff and consultants processing contractor applications.

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. 2014/15-31 – Resolution of the Board of Education of the Riverside Unified School District for the adoption of Pre-Qualification Procedures.

ADDITIONAL MATERIAL: Resolution No. 2014/15-31: Adopting Bidding Prequalification Process and Exhibit “A”: (1) Announcement of Pre-Qualification Procedures (2) Model Pre-Qualification Statement

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

Resolution No. 2014/15-31

**RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE
UNIFIED SCHOOL DISTRICT FOR THE ADOPTION OF PRE-QUALIFICATION
PROCEDURES**

WHEREAS, Public Contract Code Section 20111.6 applies only to public projects, as defined in subdivision (c) of Section 22002, for which the governing board of the district uses funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 (Chapter 12.5 (commencing with Section 17070.10) of Part 10 of Division 1 of Title 1 of the Education Code) or any funds from any future state school bond for a public project that involves a projected expenditure of one million dollars (\$1,000,000.00) or more, and;

WHEREAS, if the governing board of the district enters into a contract meeting the criteria of subdivision (a), then the governing board of the district shall require that prospective bidders for construction contract complete and submit to the board of the district a standardized prequalification questionnaire and financial statement. The questionnaire and financial statement shall be verified under oath by the bidder in the manner in which civil pleadings in civil actions are verified, and;

WHEREAS, the district anticipates such projects in the future, including but not limited to, the Ramona High School Theater Remodel project. The pre-qualification procedure is applicable to mechanical, plumbing, and electrical contractors, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses, pursuant to regulations of the Contractors' State License Board, and;

WHEREAS, The board of the district wishes to establish a process for prequalifying prospective bidders pursuant to this section on a quarterly or annual basis, and a prequalification pursuant to this process shall be valid for one calendar year following the date of initial prequalification;

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. The foregoing recitals are adopted as true and correct;
2. For all public projects subject to Public Contract Code section 20111.6, no bids will be accepted and no contracts shall be awarded pursuant to Public Contract Code section 20111, to bidders who have not been prequalified; and
3. Bidders shall be prequalified in accordance with the requirements set forth in the Prequalification Process for the Riverside Unified School District, adopted by this Resolution, and attached hereto and incorporated herein as Exhibit "A".

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on April 13, 2015 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Brent Lee, Clerk, Board of Education

Dated: _____

Exhibit “A”

ANNOUNCEMENT OF PRE-QUALIFICATION PROCECURES AND OPEN DATES FOR ANNUAL PRE-QUALIFICATION

Notice is hereby given that on April 13, 2015, the **Riverside Unified School District (“The District”)** determined that all bidders on certain public works projects to be undertaken by the District must be pre-qualified prior to submitting bids for said projects. Bidders on all public projects using funds received pursuant to the Leroy F. Greene School Facilities Act of 1998 or any funds from any future state school bond, that involves a projected expenditure of one million dollars (\$1,000,000) or more, must be pre-qualified. It is mandatory that all Licensed Contractors who intend to submit bids fully complete the pre-qualification questionnaire, provide all materials requested herein, and be approved by the District to be on the final Bidders list. No bid will be accepted from a Contractor that has failed to comply with these requirements. If two or more business entities submit a bid on a project as a Joint Venture, or expect to submit a bid as part of a Joint Venture, each entity within the Joint Venture must be separately pre-qualified to bid.

Contractors who submit a complete pre qualification package will be notified by first class mail of their qualification status, such notice to be mailed no later than fifteen business days after submission of the information.

Answers to questions contained in the attached questionnaire, information about current bonding capacity on an aggregate and per project limit, notarized statement from surety, and the most recent reviewed or audited financial statements, with accompanying notes and supplemental information, are required. The District will use these documents as the basis of rating Contractors in respect to the size and scope of contracts upon which each Contractor is qualified to bid. Riverside Unified School District reserves the right to check other sources available. The District’s decision will be based on objective evaluation criteria.

The District will provide each prospective bidder with a standardized proposal form that when completed and executed, must be submitted as his or her bid. Bids not presented on the forms provided will be disregarded. Accordingly, in order to submit a valid bid for any project that meets the Pre-qualification requirement’s criteria, prospective bidders must submit a pre-qualification questionnaire, a financial statement, and a standardized bidding form at least ten (10) business days prior to the date fixed for the public opening of sealed bids. The prospective bidder must be deemed pre-qualified to bid at least five (5) business days prior to that date.

Pre-qualification approval will remain valid for one (1) calendar year from the date of notice of qualification, except that the District reserves the right during that calendar year to adjust, increase, limit, suspend or rescind the pre-qualification ratings based on subsequently learned information and after giving notice of the proposed action to the Contractor and an opportunity for a hearing consistent with the hearing procedures

described below for appealing a pre-qualification determination. While it is the intent of the pre-qualification questionnaire and documents required therewith to assist the District in determining bidder responsibility prior to the submission of bids and to aid the District in selecting the lowest responsible bidder, neither the fact of prequalification, nor any pre-qualification rating, will preclude the District from a post-bid consideration and determination on a specific project of whether a bidder has the quality, fitness, capacity and experience to satisfactorily perform the proposed work, and has demonstrated the requisite trustworthiness.

The pre-qualification packages should be submitted under seal and marked “CONFIDENTIAL” to:

Tilden-Coil Constructors Inc.
Attn: Riverside Unified School District Prequalification
3612 Mission Inn Ave.
Riverside, CA 92501

The pre-qualification packages (questionnaire answers and financial statements) submitted by Contractors are not public records and are not open to public inspection. All information provided will be kept confidential to the extent permitted by law, although the contents may be disclosed to third parties for the purpose of verification, investigation of substantial allegations, and in the process of an appeal hearing. State law requires that the names of contractors applying for prequalification status shall be public records subject to disclosure, and the first page of the questionnaire will be used for that purpose.

Each questionnaire must be signed under penalty of perjury in the manner designated at the end of the form, by an individual who has the legal authority to bind the Contractor on whose behalf that person is signing. If any information provided by a Contractor becomes inaccurate, the Contractor must immediately notify the District and provide updated accurate information in writing, under penalty of perjury. The District reserves the right to waive minor irregularities and omissions in the information obtained in the pre-qualification application submitted, to make all final determinations, and to determine at any time that the pre-qualification procedures will not be applied to a future public works project.

A contractor who has submitted a completed application form, and who receives a rating of “not qualified” from the District may appeal that determination. There is no appeal from a finding that a contractor is not pre-qualified because of a failure to submit required information, but re-application during one of the designated time periods is permitted. A contractor may appeal the District’s decision with respect to its request for pre qualification, and request a hearing, by giving notice to the District no later than five (5) business days after receipt of notice of its qualification status. Unless a Contractor files a timely appeal, the Contractor waives any and all rights to challenge the qualification decision of the District, whether by administrative process, judicial process or any other legal process or proceeding. If the Contractor gives the required notice of appeal and requests a hearing, the hearing shall be conducted so that it is concluded no

later than fifteen (15) business days after the District's receipt of its Notice of Appeal. The hearing so provided shall be an informal process conducted by a panel to which the District's Board of Trustees has delegated responsibility to hear such appeals (the "Appeals Panel"). At or prior to the hearing, the Contractor will be advised of the basis the District's pre-qualification determination. The Contractor will be given the opportunity to present information and present reasons in opposition to the prequalification determination. At the conclusion of the hearing or no later than five (5) days after completion of the hearing, the Appeals Panel will render its decision. The date for submission and opening of bids for a specific project will not be delayed or postponed to allow for completion of an appeal process.

Note: A contractor may be found not pre-qualified for bidding on a specific public works contract to be let by the District, or on all contracts to be let by the District until the contractor meets the District's requirements. In addition, a contractor may be found not pre-qualified for either:

- (1) Omission of requested information or
- (2) Falsification of information

* * * * **Note:** Mechanical, electrical, or plumbing subcontractors (licensed pursuant to Section 7058 of the Business and Professions Code, specifically contractors holding C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46 licenses) must also meet prequalification requirements. If a public works project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, a list of pre-qualified general contractors and electrical, mechanical, and plumbing subcontractors will be made available by the Riverside Unified School District to all bidders at least five (5) business days prior to the dates fixed for the public opening of sealed bids.

NOTICE: To contractors who are using subcontractors for this job, please be advised that the District may require, as to subcontractors, one of the following:

- The qualification of subcontractors in the following crafts or trades, following acceptance of your bid, but before the award is made:
- Pre-qualification of all subcontractors.
- Pre-qualification of subcontractors in certain crafts.
- Post-bid qualification review.

**Board Meeting Agenda
April 13, 2014**

Topic: General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit (Measure B Independent Performance Audit 2013-2014) Report

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

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

Type of Item: Consent

Short Description: The 2013-2014 General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit (Measure B Independent Performance Audit 2013-2014) Report is presented to the Board of Education for approval.

DESCRIPTION OF AGENDA ITEM:

Vavrinek, Trine, Day & Co., LLP (VTD) performed a performance audit of Measure B funds for the 2013-2014 school year. The audit was conducted to comply with legislative bills which have modified the requirements of the Citizens’ Oversight Committee (COC) for Proposition 39 bonds. In particular, the performance audit was conducted in accordance with the Government Auditing Standards (GAGAS) issued by the Comptroller General of the United States, meaning that a qualified accounting firm must perform this function.

The auditors concluded that the results of their tests indicated that, in all significant respects, the District has properly accounted for the expenditures held in the Building Fund (General Obligations Bonds, Election 2001) and that such expenditures were made for authorized Bond projects.

FISCAL IMPACT: None.

RECOMMENDATION: It is recommended that the Board of Education accept the report.

ADDITIONAL MATERIAL: 2013-2014 General Obligation Bonds, Election 2001 (Series A, B, and C) Performance Audit (Measure B Independent Performance Audit 2013-2014).

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

**GENERAL OBLIGATION BONDS,
ELECTION 2001
(SERIES B AND C)
PERFORMANCE AUDIT**

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

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

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

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**

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**

There were no audit findings reported in the prior year's schedule of financial statement findings.

**Board Meeting Agenda
April 13, 2015**

Topic: Quarterly Report on *Williams* Uniform Complaints to Riverside County Office of Education

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

Responsible

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

Type of Item: Consent

Short Description: The quarterly report information confirms that there were no complaints filed with any school in the District for the period of January 1, 2015 – March 31, 2015.

DESCRIPTION OF AGENDA ITEM:

For the period of January 1, 2015 – March 31, 2015, there were no complaints filed with any school in Riverside Unified School District relating to the *Williams* Uniform Complaints. The quarterly report has been submitted to the Riverside County Office of Education.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education accept the report.

ADDITIONAL MATERIAL: Quarterly Report on *Williams* Uniform Complaints.

Attached: Yes



Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186(d)]

District: Riverside Unified School District

Person completing this form: Kirk R. Lewis Title: Asst. Supt. Operations

Quarterly Report: 1st Quarter (July – September 2014) Due: October 10, 2014
 (check one) 2nd Quarter (October – December 2014) January 16, 2015
 3rd Quarter (January – March 2015) April 10, 2015
 4th Quarter (April – June 2015) July 10, 2015

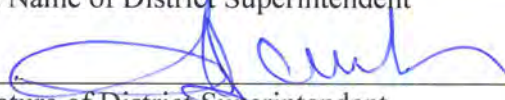
Date for information to be reported publicly at governing board meeting: April 13, 2015

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

David C. Hansen, Ed.D.
 Print Name of District Superintendent


 Signature of District Superintendent

4/6/15
 Date

Return to: Riverside County Office of Education
 Division of Educational Services
 Attn: Diana M. Asseier, Chief Academic Officer
 P.O. Box 868
 Riverside, CA 92502-0868

Board Meeting Agenda

April 13, 2015

Topic: Out-of-State Field Trip – Martin Luther King High School

Presented by: Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12

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

Type of Item: Consent

Short Description: The Martin Luther King High School Pep Squad is requesting to travel to Las Vegas, Nevada, to participate in the SHARP Nationals Competition, April 18-19, 2015.

DESCRIPTION OF AGENDA ITEM:

The Martin Luther King High School Pep Squad is requesting to travel to Las Vegas, Nevada, to participate in the SHARP Nationals Competition, April 18-19, 2015. The trip will be funded by fundraising activities, and parent donations. The Martin Luther King High School principal, Mr. Darel Hansen, will attend the trip.

FISCAL IMPACT: None

RECOMMENDATION: Approval is requested for the Martin Luther King High School multiple-day field trip to Nevada.

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

Attached: Yes

Riverside Unified School District
Instructional Services

MULTIPLE-DAY PRE APPROVAL CHECKLIST

School: King H.S. Name of Group: King Pepsquad
Field Trip: Nationals in Vegas Date of Event: April 18th
Teacher or Administrator Requesting Pre-Approval: Kristy Mapes
Principal's Signature: [Signature] Date: 1-25-15

Destination: California Vegas, Nevada Within the United States Out of the Country*

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

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

TYPE OF TRANSPORTATION: Parent Transporting their own
One of the following is required.

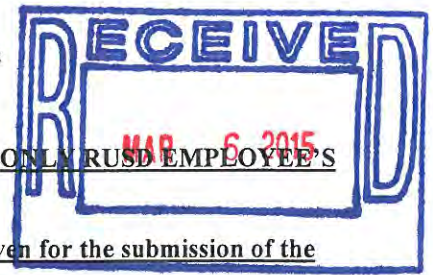
SCHOOL BUS CHARTER BUS RENTAL VEHICLE PRIVATE VEHICLE AIRLINE TRAIN

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 3-4-15

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 EMPLOYEES 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: 3/13/15

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.

missing 2 days of school



RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

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

School: Martin Luther King H.S. Grade Level: 9th-12th
Teacher's Name: Kristy Mapes Teaching (Subject): Pepsquad Phone #: 951-259-2639
Field Trip Dates: April 18th Location (City and State): Las Vegas, NV
Number School Days Missed: 0 Number Students: 100 Number Adults: 3 Ratio Adult to Student: 1 To 33
Name and Title of Adults: Kristy Mapes - Advisor/coach
Kim Hansen - Assistant coach (parents with their own kids)
Administrator Accompanying Group Yes No Name(s): Darel Hansen
Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): Pepsquad
Name of Event (ATTACH INFORMATION DESCRIBING EVENT): Sharp International
Link to course of study: Pepsquad Nationals

Estimated cost per student: \$75 Detailed Funding Plan: Fundraising ③

Transportation By: Bus -- Check one: RUSD or Charter
 Plane parents transporting their own
 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 parents are responsible

Insurance for Host Organization (if applicable): _____
Housing Accommodations: Hotel = Grand

SIGNATURES:
Kristy Mapes 2/27/15 Teacher Date
[Signature] 3/2/15 Principal Date
[Signature] 3-4-15 Transportation Manager Date
[Signature] 3/13/15 *Deputy - Assistant Superintendent, Instruction Date
_____*Superintendent Date

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

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

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

Itinerary for Sharp Nationals
April 18th, 2015



Saturday, April 18th, 2015

8am- Team check in and warm ups

Competition All day at the Cashman Center

Competition practice and performance times for each team TBA

All squad members are required to stay onsite at the competition venue all day

7pm- (approx) Awards ceremony/return to the hotel

Sunday, April 19th, 2015

11am- All squad members must be checked out of their hotel rooms

Hotel: Grand
206 N 3rd st Las Vegas, Nevada 89101
(702) 953-4343
The hotel is within 5 miles of the Cashman Center

Board Meeting Agenda

April 13, 2015

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

Presented by: Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12

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

Type of Item: Consent

Short Description: The Ramona High School Cheer Squad is requesting to travel to Las Vegas, Nevada, to participate in the SHARP Nationals Competition, April 17-18, 2015.

DESCRIPTION OF AGENDA ITEM:

The Ramona High School Cheer Squad is requesting to travel to Las Vegas, Nevada, to participate in the SHARP Nationals Competition, April 17-18, 2015. The trip will be funded by using LCAP funds. The Ramona High School assistant principal, Mr. John Tibbels, will attend the trip.

FISCAL IMPACT: None

RECOMMENDATION: Approval is requested for the Ramona High School multiple-day field trip to Nevada.

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

Attached: Yes

Riverside Unified School District
Instructional Services

MULTIPLE-DAY PRE APPROVAL CHECKLIST

School: Ramona High School Name of Group: RHS Cheer

Field Trip: Sharp Nationals Date of Event: April 17 - 18, 2015

Teacher or Administrator Requesting Pre-Approval: Lisa Ciranna

Principal's Signature [Signature] Date 3/11/15

Destination: California Vegas, Nevada 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)
- NA * List of names, addresses and telephone numbers of students' host families if students are housed in private homes

Included hotel contract

TYPE OF TRANSPORTATION: One of the following is required.

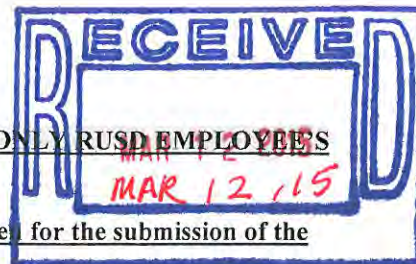
SCHOOL BUS CHARTER BUS ²²¹⁸⁶ RENTAL VEHICLE PRIVATE VEHICLE AIRLINE TRAIN

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 3-11-15

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 EMPLOYEES 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 3/13/15

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.

missing 1/2 day of school



RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

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

School: Ramona High School Grade Level: 9 - 12

Teacher's Name: Lisa Ciranna Teaching (Subject): Cheer Phone #: (951) 204-2289

Field Trip Dates: April 17 - 18, 2015 Location (City and State): Las Vegas, Nevada

Number School Days Missed: 1/2 Number Students: 27 Number Adults: 3 Ratio Adult to Student: 1 To 9

Name and Title of Adults: John Tibbels, Asst. Principal of Athletics; Lisa Ciranna, Cheer Advisor; Ciara Mora, Coach

Administrator Accompanying Group Yes No Name(s): _____

Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): Ramona Cheer Squad

Name of Event (ATTACH INFORMATION DESCRIBING EVENT): Sharp Nationals Cheer Competition

Link to course of study: Demonstrate competency in motor skills, movement, patterns, and skills needed to perform at an advanced level for a competitive cheer routine.

Estimated cost per student: \$260 Detailed Funding Plan: LCAP Money and student contribution

Transportation By: Bus -- Check one: _____ RUSD or Charter #22186 Clam
 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: Alexis Park Hotel

SIGNATURES:
Lisa Ciranna 3/11/15
Teacher Date

[Signature] 3/11/15
Principal Date

Director, Elementary - Secondary Education Date
[Signature] 3/13/15

[Signature] 3-11-15
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.

Nationals Cheer Competition Itinerary

2

Friday, April 17th

- 12:44pm Leave Ramona for Las Vegas
- 5:30pm Arrive in Las Vegas and check-in to Alexis Park Hotel
- 6:30pm Team dinner – location TBA
- 8:30pm Return to hotel
- 9:30pm Room check – curfew enforced and doors taped

Saturday, April 18th

- 8:00am Continental Breakfast at hotel
- 9:00am Room check-out – load belonging on bus
- 9:45am Arrive at Cashman Center for cheer competition
- 10:00 – 5:00pm Competition – observe other teams and perform
- 5:30pm Depart Las Vegas
- 10:30 pm Return to Ramona

**Board Meeting Agenda
April 13, 2015**

Topic: Approval of Head Start Progress Report for February 2015

Presented by: Gloria Cowder, Director, Program Development and Extended Learning
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 monthly update regarding Head Start activities and budget.

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.

FISCAL IMPACT: None

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

ADDITIONAL MATERIALS: Head Start Progress Report – February 2015

Attached: Yes

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

Head Start Enrollment

Funded	176	Actual	176	100%
---------------	------------	---------------	------------	-------------

Head Start Program Information Report (PIR) Summaries

RUSD Enrollment Totals	%	HS Performance Indicators	RUSD	HS
Foster Children	3%	Disabilities	8%	10%
Over Income	4%	Immunizations	97%	95%
Below 100% Pov Line	65%	Health Screenings	95%	95%
Public Assistance	30%	Daily Attendance	88%	85%

Head Start Site Parent Committee Meetings

Site	Topic	Attendance
Fremont	Lead Poisoning	8
Jackson	Lead Poisoning	18
Jefferson	Positive Discipline	10
Highgrove	Child Safety	11
Longfellow	Language Development	15
Madison	Child illness	8

Program Activity Summaries

Children with IEPs	Referrals Pending	Parent Conferences	Wellness Referrals	Home Visits
14	5	176	20	176

February Absences

Site	AM	PM
Fremont	25	
Highgrove	28	42
Jefferson	39	21
Longfellow	39	20
Madison	16	23
Jackson	28	30

Staff Development

Date	Training Content
2/9/15	Read It Again – Pre-K presented by Judy Fuhrman

Head Start USDA Meals (February 2015)

Type	Ordered/Served	USDA Reimbursement	Program Charges
Breakfast	1,440/1,129	\$1,784	
Lunch	2,640/2,329	\$6,824	
Total		\$8,608	\$311

Snacks are provided to HS/PM classes only (5).

Head Start In-Kind Report

Non Federal	February 2015	YTD	Balance
\$279,707	\$54,469	\$170,820	\$108,886

February 2015 Budget Update

Category	Approved Budget	Monthly Expenses	YTD Expenses	Balance
Personnel	\$712,313	\$69,077.36	\$381,404	\$330,909
Benefits	\$304,997	\$22,930	\$131,795	\$173,202
Supplies	\$49,356	\$6,256	\$18,448	\$30,908
Contracts	\$5,320	\$0.00	\$1,452	\$3,868
Other	\$6,396	\$2,969	\$5,392	\$1,004
T&TA	\$5,592	\$195	\$3,426	\$2,166
Indirect	\$40,444	\$0.00	\$0.00	\$40,444
Total	\$1,118,826	\$101,234	\$538,491	\$580,335

12% Administrative Cost

**Board Meeting Agenda
April 13, 2015**

Topic: Approval of Head Start Reapplication for 2015-2016

Presented by: Gloria Cowder, Director, Program Development and Extended Learning
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: Riverside Unified School District is submitting a reapplication for annual Head Start funding. The application for federal assistance amounts to \$1,118,826 funding with a \$279,707 district In-Kind match.

DESCRIPTION OF AGENDA ITEM:

The Head Start Reapplication for 2015-2016 consists of the following documents:

Funding Application

1. 424 – Application for Federal Assistance
2. Approval Forms:
 - Policy Committee and Board Approvals
3. Certifications:
 - 424 B – Assurances
 - Certification of Head Start Administration Costs
 - Certification of Compensation Limits
4. Program Narrative:
 - Community Assessment
 - Geographic Service Area
 - Program Design and Approach to Service
 - Approach to School Readiness
 - Parent, Family and Community Engagement
 - Governance, Organizational and Management Structures and Ongoing Oversight
 - Budget Narrative
5. Status of Instructional Staff Qualifications
6. Training and Technical Assistance Narrative

7. Summary of Delegate Agency Annual Self-Assessment
 8. Program Information:
 - Program Calendar
 - Identification of Agency Programs
-

FISCAL IMPACT: \$1,118,826 Federal funds

RECOMMENDATION: It is recommended that the Board approve the Head Start Reapplication for 2015-16.

ADDITIONAL MATERIAL: Head Start Reapplication for 2015-2016 (\$1,118,826)

Attached: Yes

**APPLICATION FOR
FEDERAL ASSISTANCE**

1. TYPE OF SUBMISSION: Application		2. DATE SUBMITTED March 23, 2015	Applicant Identifier	
<input type="checkbox"/> Construction	<input type="checkbox"/> Construction	3. DATE RECEIVED BY STATE	State Application Identifier	
<input checked="" type="checkbox"/> Non-Construction	<input type="checkbox"/> Non-Construction	4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier	
5. APPLICANT INFORMATION				
Legal Name: Riverside Unified School District		Organizational Unit: Department:		
Organizational DUNS:		Division:		
Address: Street: 3380 Fourteenth Street		Name and telephone number of person to be contacted on matters involving this application (give area code)		
City: Riverside		Prefix: Mr.	First Name: Joseph	
County: Riverside		Middle Name Manuel		
State: California		Last Name Nieto		
Zip Code 92501	Suffix: III			
Country:		Email: jnieto@rusd.k12.ca.us		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Phone Number (give area code) 951-352-8290		Fax Number (give area code) 951-328-2538
8. TYPE OF APPLICATION: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) (See back of form for description of letters.) Other (specify) <input type="checkbox"/> <input type="checkbox"/>		7. TYPE OF APPLICANT: (See back of form for Application Types) H - Independent School District Other (specify)		
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> TITLE (Name of Program):		9. NAME OF FEDERAL AGENCY:		
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.): Riverside Unified School District and surrounding areas.		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Refunding application to serve Head Start eligible children and families.		
13. PROPOSED PROJECT Start Date: September 1, 2015 Ending Date: August 31, 2016		14. CONGRESSIONAL DISTRICTS OF: a. Applicant 41st b. Project 41st		
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?		
a. Federal	\$ 1,118,826 ⁰⁰	a. Yes: <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:		
b. Applicant	\$ 279,707 ⁰⁰	b. No: <input type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372		
c. State	\$ ⁰⁰	<input checked="" type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW		
d. Local	\$ ⁰⁰	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?		
e. Other	\$ ⁰⁰	<input type="checkbox"/> Yes If "Yes" attach an explanation. <input checked="" type="checkbox"/> No		
f. Program Income	\$ ⁰⁰			
g. TOTAL	\$ 1,398,533 ⁰⁰			
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.				
a. Authorized Representative				
Prefix Mr.	First Name Michael	Middle Name		
Last Name Fine		Suffix		
b. Title Deputy Superintendent, Business Services and Governmental Relations		c. Telephone Number (give area code) 951-788-7135 x80423		
d. Signature of Authorized Representative		e. Date Signed		

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Standard Form 424 (Rev.9-2003)
Prescribed by OMB Circular A-102

Board Chairperson

Date



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**
KENNETH M. YOUNG
Riverside County Superintendent of Schools

**Program Year 2015-2016
POLICY COUNCIL/COMMITTEE AND BOARD APPROVALS**

Agency Riverside Unified School District

ITEMS APPROVED:	DATE APPROVED
2015-2016 Head Start Application and Budget	GB April 13, 2015 PC April 17, 2015

The signatures below certify that the item(s) listed above were properly approved by the Policy Committee and the agency's governing Board. For each item listed, a quorum was established, a motion to approve was made, the motion was seconded and a majority of the members voted to approve the motion. This action is described in the PC and Board minutes of the meeting date indicated.

Kathy Y. Allavie
Board Chairperson

_____ (Signature) _____ (Date)

Janet Telles
Policy Council Chairperson

_____ (Signature) _____ (Date)

Joseph Nieto
Head Start Director

_____ (Signature) _____ (Date)

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES

SF 424B ASSURANCES - NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- 1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.*
- 2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.*
- 3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.*
- 4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.*
- 5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. 4278-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).*
- 6. Will comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the bases of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to non-discrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to non-discrimination on the bases of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of the alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to non-discrimination in the sale, rental or financing of housing; (i) any other non-discrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other non-discrimination statute(s) which may apply to the application.*
- 7. Will comply, or has already complies, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally*

assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205)

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in the construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

DRUG-FREE WORKPLACE REQUIREMENTS GRANTEES OTHER THAN INDIVIDUALS

By signing and/or submitting this application or grant agreement, the grantee is providing the certification set out below.

This certification is required by regulations implementing the Drug-Free Workplace Act of 1988, 45 CFR, Part 76, Subpart F. The regulations published in the January 31, 1989 Federal Register, require certification by grantees that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when HHS determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment.

Workplaces under grants, for grantees other than individuals, need not be identified on the certification. If known, they may be identified in the grant application. If the grantee does not identify the workplaces at the time of application, or upon award, if there is no application, the grantee must keep the identity of the workplace(s) on file in its office and make the information available for Federal inspection. Failure to identify all known workplaces constitutes a violation of the grantee's drug-free workplace requirements.

Workplace identifications must include the actual address of buildings (or parts of building) or other sites where work under the grant takes place. Categorical descriptions may be used (e.g. all vehicles of a mass transit authority of State highway department while in operation, State employees in each local unemployment office, performers in concert halls or radio studios).

If the workplace identified to HHS changes during the performance of the grant, the grantee shall inform the agency of the change(s), it previously identified the workplaces in question (see above).

Definitions of terms in the Nonprocurement Suspension and Debarment common rule and Drug-Free Workplace common rule apply to this certification. Grantees' attention is called, in particular, to the following definitions from these rules:

"Controlled substance" means a controlled substance in Schedules I through V of the Controlled Substances Act (21 USC 812) and as further defined by regulations (21 CFR, 1308.11 through 1308.15). "Conviction" means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes; "Criminal drug statute" means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing use, or possession of any controlled substance; "Employee" means the employee of a grantee directly engaged in the performance of work under a grant including: (i) All "direct charge" employees; (ii) all "indirect charge" employees unless their impact of involvement is insignificant to the performance of the grant; and (iii) temporary personnel and consultants who are directly engaged in the performance of work under the grant and who are on the grantee's payroll. This definition does not include workers not on the payroll of the grantee (e.g., volunteers, even if used to meet a matching requirement; consultants or independent contractors not on the grantee's payroll; or employees of subrecipients or subcontractors in covered workplaces).

The grantee certifies that it will provide a drug-free workplace by:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;*
- b) Establishing a drug-free awareness program to inform employees about:*
 - (1) The dangers of drug abuse in the workplace;*
 - (2) The grantee's policy of maintaining a drug-free workplace;*
 - (3) Any available drug counseling, rehabilitation, employee assistance programs; and*

- (4) *The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;*
- c) *Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);*
- d) *Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:*
 - (1) *Abide by the terms of the statement; and*
 - (2) *Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;*
- e) *Notifying the agency in writing within ten days after receiving notice under subparagraph (d)(2), from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;*
- f) *Taking one of the following actions within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:*
 - (1) *Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or*
 - (2) *Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.*
- g) *Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) through (f).*

CERTIFICATION REGARDING ENVIRONMENTAL TOBACCO SMOKE

Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal program either directly or through State or local governments, by Federal grant, contract, loan, or loan guarantee. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds is Medicare or Medicaid; or facilities where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the responsible entity.

By signing this certification, the offeror/contractor (for acquisitions) or applicant/grantee (for grants) certifies that the submitting organization will comply with the requirements of the Act and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

The submitting organization agrees that it will require that the language of this certification be included in any subawards which subrecipients shall certify accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS - PRIMARY COVERED TRANSACTIONS

By signing and submitting this proposal, the applicant, defined as the primary participant in accordance with 45 CFR Part 76 certifies to the best of his or her knowledge and believe that it and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transaction by any Federal Department or agency;
- (b) have not within a 3-year period preceding this proposal been convicted or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction: violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;
- (c) are not presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and
- (d) have not within a 3-year period preceding this application/proposal had one or more public transaction (Federal, State or local) terminated for cause or default.

The inability of a person to provide the certification required above will not necessarily result in denial of participation in this covered transaction. If necessary, the prospective participant shall submit an explanation of why it cannot provide the certification. The Department of Health and Human Services' (HHS) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.

The prospective primary participant agrees that by submitting this proposal, it will include the clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," provided below without modification in all lower tier covered transactions.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS (TO BE SUPPLIED TO LOWER TIER PARTICIPANTS)

By signing and submitting this lower tier proposal, the prospective lower tier participant, as defined in 45 CFR, Part 76, certifies to the best of its knowledge and belief that it and its principals:

- (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (b) where the prospective lower tier participant is unable to certify to any of the above, such prospective participant shall attach an explanation to this proposal.

The prospective lower tier participant further agrees by submitting this proposal that it will include this clause entitled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

CERTIFICATION REGARDING LOBBYING

**FOR CONTRACTS, GRANTS, LOANS
AND COOPERATIVE AGREEMENTS**

The undersigned certifies to the best of his or her knowledge and belief, that:

- (1) No Federal appropriate funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person influencing or attempting to influence an officer or employee or an agency, a member of congress, an officer or employee of congress, or an employee of a member of congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U. S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

I hereby agree to the above certifications and assurances.

Signature of Certifying Official

Date

Deputy Superintendent

Title

Riverside Unified School District

Applicant Organization

Signature of Board President/Chair

CERTIFICATION OF HEAD START ADMINISTRATIVE COSTS

We, Riverside Unified School District, have reviewed **45CFR, Part 1301.32** and certify that the development and administrative costs to administer the (insert agency name), Head Start Program for the program year 09/01/2015 through 08/31/2016, will not exceed 15 percent of \$1,398,533 (total federal and non-federal costs for program accounts 22 through 26).

Documents substantiating administrative costs are available in our files for review by auditor and the U.S. Department of Health and Human Services personnel.

Signature, Certifying Official

(Date)

Board Chair

(Date)

Agency Name: Riverside Unified School District
Program Year: 2015-2016

SECTION 653 CERTIFICATION
Statutory Requirement
Regarding Limits on Compensation of Head Start Staff

We, Riverside Unified School District, have reviewed ACYF-PI-HS-08-03 and certify that the funds awarded under the Riverside County Superintendent of Schools Head Start/Early Head Start grant for the year 09/01/2015 through 8/31/2016 will not be used to pay the compensation of an individual, either as a direct cost or any proration as an indirect cost, at a rate in excess of Executive Level II.

The applicant/grantee further agrees that it will require the language of this certification be included in any subawards which contain provisions for the children's services and that all subgrantees shall certify accordingly.

Signature, Certifying Official

(Signature)

(Date)

REFUNDING APPLICATION HEAD START/EARLY HEAD START

NEED FOR ASSISTANCE AND GEOGRAPHIC AREA

COMMUNITY ASSESSMENT:

The grantee provides updated Community Assessment data to supplement the community data each agency gathers in their local service area. During your program's review of this new information, reflect on any changes that may have occurred by answering the questions below. **Note: if changes are planned for program options and/or changes in delivery of services, there should be an explanation in this section to explain how the Community Assessment contributed to these changes.**

1. Were there any changes to the Community Assessment data since your last application? *(refer to 1305.3(c)(1-6) for the required data elements)* **No changes**
2. If yes, briefly describe those changes and how it may impact your agency's delivery of Head Start services. **No changes**
3. Does your program have any written agreements with child welfare organizations for the referral of Head Start eligible children to your organization? If so, please explain. **Yes. The program works with the district's Child Welfare and Attendance Department to ensure that children in need are referred. The Manager of the department who is also the homeless liaison and her Family Services Supervisor work closely with the program to ensure that children and families are referred to the program. The Title I elementary school sites in Riverside Unified also refer younger siblings that they come into contact with in their front offices. The program has also started the Riverside Family Learning Collaborative. This group includes representation from the Boys and Girls Club, Community Action Partnership, Riverside County Office on Aging, Riverside County Health Department, University of California Riverside, Riverside Community Health Foundation, Catholic Charities, Borrego Community Health Foundation, Riverside County Mental Health, WIC, DuBois Institute, Stephan Center, Family Services Association and two other RUSD departments from Title I and Drop Out Retention. All of these agencies refer families to the program.**
4. Does your program have policies, procedures, or plans that specifically address the needs of children who are in the child welfare system? If so, please explain.
The program partners with staff from DPSS. DPSS has fliers for referral to our Head Start programs.
5. Does your program have any written agreements with homeless shelters for the referral of homeless children and families to your program? If so, please explain
The program works with the district's Child Welfare and Attendance Department to ensure that homeless children are referred. The Manager of the department who is also the homeless liaison and her Family Services Supervisor work closely with the program to ensure that children and families are referred to the program. These two individuals have contacts with multiple

homeless shelters and help with the referral process. A school board member who also acts as the Early Childhood liaison and attends the Head Start Governance Committee meetings is also a member of the Path of Life Ministries board. Path of Life offers services to the homeless. This agency also refers children and families to the program.

6. Does your program have policies, procedures, or plans that specifically address the needs of homeless children and families? If so, please explain

The program works with the district's Child Welfare and Attendance Department to ensure that homeless children and families are referred. The Manager of the department who is also the homeless liaison and her Family Services Supervisor work closely with the program to ensure that children and families are referred to the program. If any families come to enroll that are homeless, the program also refers these families to the Child Welfare and Attendance Department for assistance with food, clothing and shelter. All homeless students are tracked and monitored in the districts' Aeries system.

7. Does your program have policies, procedures, or plans that specifically address the needs of dual language learners in your program? If so, please explain.

The Early Childhood Department has partnered with the district's Educational Accountability, Instructional Services and Academic English Learners departments to receive training from 2 Instructional Services Specialists on how to meet the needs of dual language learners and how to prepare them for Kindergarten and the California English Language Development Test (CELDT). Teachers have received training on the CELDT expectations as well as on how to enhance language skills. RUSD Head Start tracks students' CELDT scores when they start Kindergarten to help inform instruction. Two of the program's School Readiness goals specifically focus on dual language learners. DRDP Measure 24: Self-expression in English – The child is progressing toward fluency in speaking English and Measure 25: Understanding and response to English literacy activities.

8. Are there any proposed changes to the program options? If so, please explain why these changes are necessary. **No changes**

GEOGRAPHIC SERVICE AREA

1. Are you proposing any changes to your geographic service area?
No changes
2. If yes, briefly describe how the proposed changes will impact your agency's delivery of Head Start services. **No changes**

SECTION I. PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A. LONG RANGE GOALS, OBJECTIVES AND PROGRAM IMPACTS

- ~~1. Describe the progress of the program in achieving the long range goals and short term objectives, including school readiness goals as described in Sub-section C, Approach to School Readiness, outlined in the baseline application. (GRANTEE RESPONSIBILITY)~~
2. Report on progress in achieving the intended program impacts for participants, the organization and community defined in the baseline application.
RUSD has implemented the county-wide school readiness goals. RUSD has also implemented county-wide family engagement goals, but Child Plus entry of family engagement goal progress still needs improvement. Data collection methods have improved with the implementation of using CCR Analytics to collect and analyze data. Data includes individual, classroom, site and district wide results. CLASS data in the domain of Instructional Support continues to improve. 2013-14 CLASS results to 2014-15 CLASS results illustrate growth in Instructional Support from 3.2 to 3.9. Concept Development improved from 3.4 to 3.7. Quality of Feedback improved from 3.3 to 3.9. Language Modeling improved from 3.1 to 4.1. During consultation with Vicky Greening from STGI, we are going to focus more staff development and coaching in the area of Instructional Learning Formats in order to make further progress in Instructional Support. Although the grantee has plans to create a family center, RUSD has recently created the RUSD Family Resource Center to where the Head Start program can refer parents to for community resources and family services. RUSD has many existing community partners. The district has formed a new Family, School and Community Partnerships program in the district which coordinates with the Head Start program to provide services. We are still in need of grantee support when it comes to assessing family engagement outcomes. RUSD is interested in obtaining home based Early Head Start slots. The program director is on the School Readiness Committee.
- ~~3. Describe any additions, deletions or revisions to long term goals, short term objectives and expected program impacts. (GRANTEE RESPONSIBILITY)~~

SUB-SECTION B. SERVICE DELIVERY

1. Describe changes to the detailed plan to provide child development services for Head Start and/or Early Head Start eligible children and families. **No changes**
- ~~2. Identify any changes to the service and recruitment areas and the recruitment and selection criteria. (GRANTEE RESPONSIBILITY)~~
3. Describe proposed changes to the funded enrollment levels for the Head Start and/or Early Head Start programs. **No changes**

- ~~4. Identify the proposed program options and program option variations for the budget period. Provide a detailed description of changes to the program options and program option variations from the prior application. Complete the Program Schedule in the GABI for both Head Start and Early Head Start, as applicable. (GRANTEE RESPONSIBILITY)~~
5. Describe proposed changes to the location of facilities. **No changes**
6. Specify any proposed changes to the number of weeks or service for pregnant women, infants and toddlers receiving Early Head Start services. **No changes**
- ~~7. If proposing to convert Head Start funds to provide Early Head Start services, specify the planned reduction in Head Start enrollment and include the number of infants, toddlers and pregnant women proposed to be served. Describe how the needs of infants, toddlers and pregnant women will be met. Provide information on the amount of funds re-allocated from the Head Start program to support Early Head Start services. When the agency does not currently operate an Early Head Start program, provide a detailed explanation of how Early Head Start is proposed to be operated, including the service and recruitment areas, program options, qualifications and training of staff, and the physical infrastructure, including facilities. Provide a description of how the needs of eligible Head Start children will be met, the transition plan and the proposed timeline for implementation of the conversion. (GRANTEE RESPONSIBILITY)~~
8. Provide updates on any barriers to parent participation. **No changes.**
9. Describe progress in addressing the delivery of health services. Program partners with the school district to provide vision and hearing assessments. We also partner with Miles of Smiles to provide dental screenings and varnish services. Borrego Health funds our Student Health Care Specialist to monitor and coordinate health services within the program.
10. Provide updates on transition plans and coordination with other child care and early childhood education programs. **The RUSD Head Start program is a part of the school district. All of the Head Start classrooms are on elementary school campuses to ensure a smooth transition from Head Start to Transitional Kindergarten/Kindergarten. We are constantly refining the transition from home to Head Start through parent orientations and open house/class before school begins.**
11. Identify any changes to the services for special populations, including children with disabilities, dual language learners, homeless children and children involved in the child welfare system. **No changes**

SUB-SECTION C. APPROACH TO SCHOOL READINESS

1. ~~Provide updates on the school readiness goals established for infants, toddlers and preschoolers, as applicable. (GRANTEE RESPONSIBILITY)~~
2. Describe any changes to the child assessment tools and data collection/aggregation processes to measure child outcomes. **No changes**
3. Report on the progress of children and the program towards achieving school readiness goals. **Progress is being made towards the school readiness goals. Looking specifically at our Academic English Learners, which account for 37% of the enrolled Head Start students: In terms of Cognition and General knowledge, Spanish speaking students have increased their ability to reason logically, think critically or use strategies to solve challenging problems. The average developmental level of these students increased from 2.4 in the Fall to 3.2 in the Winter. In terms of Language and Literacy Development, Spanish speaking students have increased their awareness of sounds that make up language. The average developmental level of these students increased from 1.8 in the Fall to 2.7 in the Winter. In terms of English Language Development, Spanish speaking students have increased their progress towards fluency in understanding English. The average developmental level of these students increased from 2.5 in the Fall to 3.4 in the Winter.**
4. Describe program improvements implemented in response to the analysis of child assessment and other data. **Continued staff development in the areas of Instructional Support on CLASS and DRDP measures that correlate to the School Readiness Goals. The director and specialist will be attending training provided by the grantee on practice based coaching.**

SUB-SECTION D. PARENT, FAMILY AND COMMUNITY ENGAGEMENT (PFCE)

1. Describe the program's efforts and success in meeting parent and family engagement goals, and any changes to the PFCE goals and plans. **There is one community assistant assigned to each Head Start who has a case load of 32 families. They assist the teachers and families in meeting parent and family engagement goals.**
2. Describe progress achieved for individual families and groups of families. **The community assistants and teacher meet with families during two home visits and two formal parent conferences to discuss the progress of family goals. This information is entered into the ChildPlus data base.**
3. Provide data on family progress that supports individual children's school readiness. **177 families initiated a Family Partnership Agreement. Of those 177 families, there have been 226 actions documented in ChildPlus. There have been 105 WIC referrals, 78 SNAP referrals, 39 emergency crisis**

referrals, 15 mental health referrals, 15 ESL referrals, 20 adult education referrals, 14 health education referrals and 21 parent education referrals among others.

SUB-SECTION E. GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURES, AND ONGOING OVERSIGHT

1. Describe changes to the roles and responsibilities of the Board and Policy Council/Committee, if applicable. **No changes**
2. Include a current organizational chart. **Attached**
3. Provide updates of staff qualifications for the following groups: Head Start and/or Early Head Start director(s), education and child development staff, health services staff, nutrition services staff, mental health services staff, family and community partnership staff, parent involvement services staff, disability services staff, and fiscal staff (*see attached template titles Status ofr Staff Qualifications*).
4. Describe changes to the management systems for planning, communications, record-keeping and reporting, ongoing monitoring, and self-assessment. Include a summary of the results of the most recent self-assessment and the improvement plan addressing the issues, action steps, person(s) responsible, and timeframe for planned or completed corrective action (*see attached template – titled Summary of Self-Assessment*).
5. Provide a comprehensive training and technical assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members (*see attached template titled T&TA Template*).

SECTION II. BUDGET AND BUDGET JUSTIFICATION INSTRUCTIONS

A comprehensive budget that aligns with the proposed program approach and identifies allowable, reasonable and allocable costs must be submitted for each year of the five year project period. The budget must be submitted utilizing GABI. Provide a corresponding narrative justifying the budget and addressing the items below.

1. Include separate proposed budgets, created using GABI, for Head Start and Early Head Start and each delegate agency, if applicable. The SF-424A, Budget Information – Non-Construction Programs, must provide the distribution of funds by object class categories in separate columns for Head Start Program Operations, Head Start Training and Technical Assistance, Early Head Start

Program Operations and Early Head Start Training and Technical Assistance for the grant and for each delegate agency.

2. Include a detailed budget narrative and justification that identifies the amount of funds and a description of the intended use of program operations and training and technical assistance funds by object class category for Head Start and/or Early Head Start. Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate. Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost-effective manner as indicated in Section I., Program Design and Approach to Service Delivery.
3. Provide a detailed budget narrative for the planned use of any cost-of-living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies.
4. Describe the organization's financial management system and internal control environment to maintain effective control and accountability for grant funds, property and other assets.
5. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.
6. Demonstrate the ability to meet the 15 percent limitation on development and administrative costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the application proposes a waiver of the limitation on development and administrative costs.
7. Provide the source and amount of cash and other resources proposed to support the project in addition to the federal funds requested and the required non-federal match, including Child and Adult Care Food Program (CACFP), Child Care and Development Block Grant (CCDBG), United Way, State and/or local funds, etc.
8. Demonstrate an appropriate cost allocation methodology for any proposed shared costs between programs and, when applicable, between or among multiple Head Start and/or Early Head Start grants.
9. Provide a copy of the current or proposed indirect cost agreement, if applicable, between the agency and/or delegate agencies and the Department of Health and Human Services, Division of Cost Allocation, or other cognizant Federal agency.

10. Provide a detailed narrative to accompany the proposed budget, including any one-time costs, for any proposed conversion requests, if applicable. Identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.
11. Describe the proposed budget savings, if any, and planned use of the funds to support requests for enrollment reductions, as applicable.
12. Provide a detailed explanation for use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities in accordance with 45 C.F.R. § 1309 for prior approval, if applicable. Identify the sources of funding for each facility. No Head Start grant funds may be used toward the payment of one-time expenses, principal and interest for the acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.

BUDGET NARRATIVE

Basic Head Start Grant

09CH9127-010

Budget Challenges

Due to a 4.5% salary increase that was recently negotiated between RUSD and RCTA and CSEA, funding plans for FY 15-16 will be impacted. There are still challenges with the clerical assistance that is needed to ensure that Child Plus input (Family Engagement and Mental Health Services) and enrollment tasks are completed to perfection.

Collaborations

We have partnered with the Borrego Health who funded our Student Health Care Specialist in the 2014-15 fiscal year. We hope to continue this partnership into the 2015-16 fiscal year. However, as of March 27, 2015 a formal agreement has not yet been renewed. This will affect our IN-KIND projections if not renewed. All mental health services are provided free of charge due to our collaboration with the Set-4-School program which is a partnership between First Five and Riverside County Mental Health. Five mental health clinicians provide services to our students and their families. RUSD Early Childhood also partners with the Riverside Community Health Foundation to provide free dental screenings and varnish treatment to our students.

Out of Area Travel

Persons working for RUSD are limited to in state travel unless special permission from the Board of Education is obtained. Expenses for any parent conferences must be approved by the RUSD Board of Education as well.

Contractual

Each year, the Early Childhood Programs contract with the district's Nutrition Services Department to provide appropriate meals for our preschool programs. Head Start pays for

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excess meals prepared for Head Start children who are absent on the day that the meal was ordered for. No Head Start child is charged for reduced or full paid meals.

Mental Health services are provided by a First 5 Riverside funded program in collaboration with Riverside County Mental Health, called the **Set-4-School** program. This program provides parenting classes, Child Study Team support, pro-social groups, individualized parenting, classroom observation and consultation with teachers, staff development training and PCIT therapy for families. Five mental health clinicians are assigned to Head Start families with children 0 – 5 years of age. All teachers and assistants are provided with social-emotional training from the Set-4-School program annually. Set-4-School also provides mobile unit services at the Highgrove Elementary School Head Start site.

Non-Federal Share

Our Non-Federal Share will be met by a combination of parent volunteer hours, professional volunteers and donations of supplies. A major source of non-federal share comes from the site principals who oversee the campuses that our Head Start classrooms are located. The no cost mental health services that the Set-4-School program provides are also a major source of non-federal share. Funding for the Student Health Care Specialist from Borrego Community Health Foundation is also a major source of In-Kind. In addition, the district’s LCAP funds pay for the Early Childhood Services Specialist.

Training and Technical Assistance

T&TA Priority #1: Improve the quality of teaching and learning.		
Timeline: September 2015 - June 2016	Participants: 15	Cost: \$2,796
Strategies: Training and planning of instruction that will meet the CLASS expectations in the Instructional Support domain.		
Expected Outcomes: The CLASS Observation results from February 2015 indicated that the agency as a whole scored a 3.9 in the Instructional Support domain. The expected outcome is for the average score on the RUSD CLASS results will be at least a 4-5 or higher in all three dimensions of Instructional Support. There is also a need for improvement and staff development in the Instructional Learning Formats dimension.		
Method for Monitoring/Evaluation: CLASS observations of Head Start classrooms will occur two times a year with coaching in between. The results will be analyzed twice a year.		
Sustainability: Integration of the CLASS instructional focus into daily routines in the classroom and become a part of best practice.		

RIVERSIDE UNIFIED SCHOOL DISTRICT
 2015-2016 Head Start Application

<p>T&TA Priority #2: Improve observational and anecdotal note taking on the new DRDP-2015 tool in order to meet the established school readiness goals.</p>		
<p>Timeline: September 2015 - June 2016</p>	<p>Participants: 15</p>	<p>Cost: \$2,796</p>
<p>Strategies: Teachers will review School Readiness goals and plan accordingly with a focus on phonemic awareness, mathematical reasoning, impulse control, fine motor skills, recognition of own skills, expression of self through language, emergent writing, self-expression in English, understanding and response to English literacy activities, cause and effect, memory and knowledge, curiosity and initiative and engagement and persistence. All of these goals are measured on the DRDP-2015 which is completed three times a year. The use of the new tool will need ongoing training and monitoring.</p>		
<p>Expected Outcomes: DRDP-PS results will show an increase of students who are scoring at the <i>Building</i> and <i>Integrating</i> level in phonemic awareness, mathematical reasoning, impulse control, fine motor skills, recognition of own skills, expression of self through language, emergent writing, self-expression in English, understanding and response to English literacy activities, cause and effect, memory and knowledge, curiosity and initiative and engagement and persistence.</p>		
<p>Method for Monitoring/Evaluation: DRDP-2015 results will be analyzed three times a year.</p>		
<p>Sustainability: School readiness goals and data from assessments will drive the focus of our planning and classroom instruction.</p>		

1) STATUS OF INSTRUCTIONAL STAFF QUALIFICATIONS

Fill in the following chart to reflect:

- 1) Total number of existing instructional staff
- 2) Current highest degree or certification held by the individual
- 3) Number of staff working toward degree or credential

Qualifications	Number of HS Teachers	Number of EHS Teachers	Number of HS Teacher Assistants	Number of EHS Teacher Assistants
1) Total Number of Agency Staff	6		9	
2) Highest Permit or degree held (total should equal the number of staff above)				
No State certification or degree; on 180 day OHS waiver				
Child Development Assistant Permit				
Child Development Associate Teacher Permit			2	
AA (ECE or related)	3		6	
BA (ECE or related)	2		1	
MA (ECE or related)	1			
3) Of your total staff, how many are enrolled in a program leading to a degree or credential?				
Enrolled in program leading to AA				
Enrolled in program leading to BA/BS	3		2	
Enrolled in program leading to MA				
Enrolled in Child Development Credential program				

2) Briefly describe the steps your agency is taking to meet the timelines for staff qualifications described in the Head Start Act.

All of the Head Start teachers know of the degree requirements. Three teachers are currently enrolled in programs leading to a B.A. Each teacher completed an updated Professional Development Plan in December 2014. These plans will be revisited in May 2015. If progress has not been made, the teacher may be removed from the Head Start program for FY 15-16.

All of the Head Start teacher assistants know of the degree requirements. Each teacher assistant completed a Professional Development Plan in December 2014. These plans will be revisited in May 2015. If progress has not been made, the assistant may be removed from the Head Start program for FY 15-16.

3) What training needs, if any, does your staff need to meet the Head Start Act requirements? If T&TA funds are being used to meet this need, briefly explain how they are being used.

Representatives from the CARES Plus program from UCR met with teachers and assistants to discuss the steps involved.

Training and Technical Assistance Narrative

Use the following chart format to identify **each T&TA priority** and summarize who will attend, explain the strategies to implement, define the expected outcomes, method for evaluation/monitoring, time lines, and estimated cost and how these efforts will be sustained.

Priorities should be broad; not specific activities or trainings. For example, child abuse training would not be listed as a "Priority" in this chart. Rather the broad priority is meeting OHS and CCL mandates. Having staff receive child abuse training is an expected outcome.

Expenses related to T&TA should also be explained in the Budget Narrative and may have a link to your self-assessment findings. **Remember that substitutes and catering are not allowable costs for T&TA.**

1) Describe the process used to develop the T&TA plan and who was involved in the process.

The T&TA plan was developed by analyzing the agency's program self-assessment, corrective action plan, CLASS results and school readiness goals. The Coordinator, Early Childhood Services Specialist, Family Services Supervisor, Teachers and Community Assistants used the information above to create the T&TA plan. Parents on the Policy Committee were also consulted.

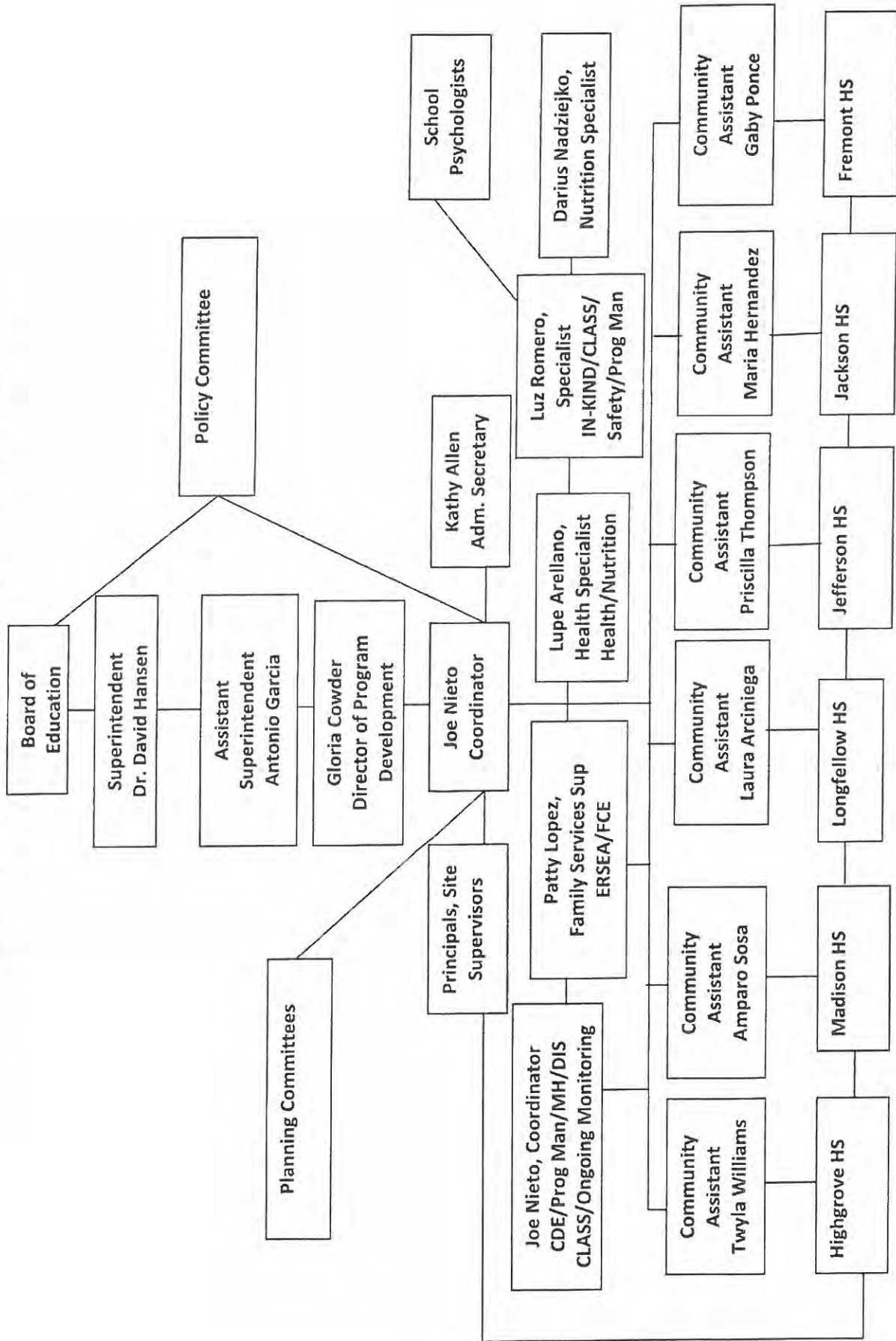
2) Identify the sources that generated the need for the T&TA plan.

CLASS results, school readiness goals and DRDP data were sources that generated the need for this T&TA plan.

T&TA Priority #1: Improve the quality of teaching and learning.		
Timeline: September 2015 – June 2016	Participants: 15	Cost: \$2,796
Strategies: Training and planning of instruction that will meet the CLASS expectations in the Instructional Support domain.		
Expected Outcomes: The CLASS Observation results from February 2015 indicated that the agency as a whole scored a 3.9 in the Instructional Support domain. The expected outcome is for the average score on the RUSD CLASS results will be at least a 4-5 or higher in all three dimensions of Instructional Support. There is also a need for improvement and staff development in the Instructional Learning Formats dimension.		
Method for Monitoring/Evaluation: CLASS observations of Head Start classrooms will occur two times a year with coaching in between. The results will be analyzed twice a year.		
Sustainability: Integration of the CLASS instructional focus into daily routines in the classroom and become a part of best practice.		

T&TA Priority #2: Improve observational and anecdotal note taking on the new DRDP-2015 tool in order to meet the established school readiness goals.		
Timeline: September 2015 - June 2016	Participants: 15	Cost: \$2,796
Strategies: Teachers will review School Readiness goals and plan accordingly with a focus on phonemic awareness, mathematical reasoning, impulse control, fine motor skills, recognition of own skills, expression of self through language, emergent writing, self-expression in English, understanding and response to English literacy activities, cause and effect, memory and knowledge, curiosity and initiative and engagement and persistence. All of these goals are measured on the DRDP-2015 which is completed three times a year. The use of the new tool will need ongoing training and monitoring.		
Expected Outcomes: DRDP-PS results will show an increase of students who are scoring at the <i>Building</i> and <i>Integrating</i> level in phonemic awareness, mathematical reasoning, impulse control, fine motor skills, recognition of own skills, expression of self through language, emergent writing, self-expression in English, understanding and response to English literacy activities, cause and effect, memory and knowledge, curiosity and initiative and engagement and persistence.		
Method for Monitoring/Evaluation: DRDP-2015 results will be analyzed three times a year.		
Sustainability: School readiness goals and data from assessments will drive the focus of our planning and classroom instruction.		

RUSD Head Start Organizational Chart



Summary of Self-Assessment

Conducted: December 3-19, 2014
 Based on 2015 Monitoring Protocols

2014 MONITORING PROTOCOLS	COMPLIANCE	NON-COMPLIANCE
Program Governance	X	
Management Systems		X
Fiscal Integrity	X	
ERSEA	X	
Child Health and Safety		X
Family and Community Engagement	X	
Child Development and Education	X	

Narrative Summary:

1) Describe your agencies self-assessment process and who was involved:

The Riverside Unified District Early Childhood staff as well as staff from other district departments made up teams of three to four people to complete the review. The participants included the Director of Program Development, Early Childhood Coordinator, Early Childhood Services Specialist, Senior Program Evaluator, five Preschool Community Assistants, Family Services Supervisor, Budget Technician, Accountant, 2 Instructional Services Specialists, Board of Education Member, 2 RCOE Fiscal staff, PC Chairperson, Staff Development Specialist, Student Health Care Specialist and Safety Technician. Teams used the FY 2015 Office of Head Start Monitoring Protocol (September 26, 2014). Teachers and parents were also interviewed as a part of the review.

2) What agency strengths were found during the self-assessment process?

RUSD has formed a strong mental health partnership, "Set-4-School" which is a collaborative between First 5 Riverside, Riverside County Department of Mental Health, Catholic Charities and the El Sol. Mental health services are given at no cost to families or the program.

- The agency has an effective transition process in place for children moving from RUSD preschool to RUSD kindergarten.
- The district Nutrition Specialist and Nutrition Services Department work closely with the Head Start staff to meet special dietary needs of enrolled children.
- There is a strong collaboration between the School Psychologists and Speech

Pathologists and the Head Start program in terms disabilities services and IEPs.

- Information on Head Start programs is easily accessible on the RUSD website and on Facebook.
- A Preschool Attendance Review Team (PART) has been created to monitor, meet with and assist families with chronic absences.
- Early Childhood has partnered with a RUSD Staff Development Specialists to provide training to teachers.
- The Early Childhood Coordinator started an evening series of parent workshops/trainings aimed at father figures and other men involved in the child's life entitled *Dad's University*.
- RUSD Early Childhood partners with RCOE to offer an annual Resource Day which is very successful.
- The district's LCAP supports the Early Childhood programs with a district funded Early Childhood Services Specialist.
- The program is making progress with School Readiness Goals and CLASS scores in the domain of Instructional Support.
- The program tracks student progress and data when children enter Kindergarten.

3) What challenges did the self-assessment reveal?

Child health and safety based on the new observation checklist. The Head Start classrooms are at older elementary schools and do not have up to date requirements such as panic hardware and sprinkler systems. On-going monitoring plans have been into place, but securing staffing due to funding to enter data and generate reports has been difficult. Services are being given, but the entry of expected information into Child Plus in the areas of family engagement and mental health is a challenge due to time and staffing constraints.

4) What findings, if any, were found during the agency's self-assessment?

Ongoing monitoring activities are taking place in the program, but a consistent monthly system is being created for both report generating and classroom visits. Work orders have been submitted to correct any health and safety findings.

5) What action steps does your agency plan to take to correct any findings from your self-assessment?

Word orders have been submitted and new on-going monitoring systems have been put into place.

6) How do these action steps apply to your T&TA plans? If they do not require T&TA dollars, why not?

These action steps do not require T&TA funding because T&TA will be provided through the grantee.

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 FY 2015 Office of Head Start
 Head Start Key Indicator Monitoring Protocol
 Self-Assessment
 Corrective Action Plan
 December 3-19, 2014

SECTION: Child Health and Safety

TEAM : Lupe Arellano (Student Health Care Specialist), Brian Caldwell (Safety Technician), Luz Romero (Early Childhood Services Specialist), Twyla Williams (Community Assistant)

<i>HS/EHS Regulation Citation No. & Brief Description</i>	<i>Finding (Issue or Non-Compliance)</i>	<i>Corrective Action Needed</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion (Date)</i>
Longfellow – Safe and Clean Facilities, Healthy Learning Environments and Supervision	1.1 Smoke detector lacked a testing log and Carbon Monoxide detectors were not present in the classroom.	Purchase new smoke/carbon dioxide detectors and create a log which illustrates monthly testing.	Joe Nieto Luz Romero	January 14, 2015	Verified during site visit on January 14, 2015
	1.2 Evacuation routes are not at every door and not at child's level. Exit signs are not illuminated.	Purchase exit signs that illuminate and ensure that exit routes are at every door and are at child's level.	Lupe Arellano		
	1.1 Furniture near entrance needs to be secured to wall.	Furniture that could tip over in an emergency needs to be secured to the wall.	Joe Nieto Luz Romero	January 14, 2015	Verified during site visit on January 14, 2015
Fremont – Safe and Clean Facilities, Healthy Learning Environments and Supervision	1.1 Smoke detector lacked a testing log and Carbon Monoxide detectors were not present in the classroom.	Purchase new smoke/carbon dioxide detectors and create a log which illustrates monthly testing.	Lupe Arellano		
	1.2 Evacuation routes are not geographically placed. All exit signs are not illuminated.	Purchase exit signs that illuminate and ensure that exit routes are at every door are geographically correct.	Joe Nieto Luz Romero	January 14, 2015	Verified during site visit on January 14, 2015
Jackson – Safe and Clean Facilities, Healthy Learning Environments and Supervision	1.1 Smoke detector lacked a testing log and Carbon Monoxide detectors were not present in the classroom.	Purchase new smoke/carbon dioxide detectors and create a log which illustrates monthly testing.	Lupe Arellano		

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	<p>1.1 Wood chips in swing area are low causing swings to be too high off the ground.</p> <p>1.2 Evacuation routes are not at every door and not at child's level. Exit signs are not illuminated.</p> <p>1.2 Evacuation routes are not geographically placed. All exit signs are not illuminated.</p>	<p>Talk with school site custodian to ensure that wood chips are raked daily.</p> <p>Purchase exit signs that illuminate and ensure that exit routes are at every door are geographically correct.</p> <p>Purchase exit signs that illuminate and ensure that exit routes are at every door are geographically correct.</p>	<p>Joe Nieto</p> <p>Luz Romero</p> <p>Lupe Arellano</p>	<p>January 14, 2015</p> <p>January 14, 2015</p>	<p>Verified during site visit on January 14, 2015</p> <p>Verified during site visit on January 14, 2015</p>
<p>Madison – Safe and Clean Facilities, Healthy Learning Environments and Supervision</p>	<p>1.1 Smoke detector lacked a testing log and Carbon Monoxide detectors were not present in the classroom.</p> <p>1.1 Wood chips in swing area are low causing swings to be too high off the ground.</p> <p>1.2 Evacuation routes are not at every door and not at child's level. Exit signs are not illuminated.</p>	<p>Purchase new smoke/carbon dioxide detectors and create a log which illustrates monthly testing.</p> <p>Talk with school site custodian to ensure that wood chips are raked daily.</p> <p>Purchase exit signs that illuminate and ensure that exit routes are at every door are geographically correct.</p> <p>Purchase new smoke/carbon dioxide detectors and create a log which illustrates monthly testing.</p>	<p>Joe Nieto</p> <p>Luz Romero</p> <p>Lupe Arellano</p>	<p>January 14, 2015</p> <p>January 14, 2015</p>	<p>Verified during site visit on January 14, 2015</p> <p>Verified during site visit on January 14, 2015</p>
<p>Jefferson – Safe and Clean Facilities, Healthy Learning Environments and Supervision</p>	<p>1.1 Smoke detector lacked a testing log and Carbon Monoxide detectors were not present in the classroom.</p> <p>1.1 Wood chips in swing area are low causing swings to be too high off the ground.</p> <p>1.2 Evacuation routes are not at every door and not at child's level. Exit signs are not illuminated.</p>	<p>Purchase exit signs that illuminate and ensure that exit routes are at every door are geographically correct.</p> <p>Purchase new smoke/carbon dioxide detectors and create a log which illustrates monthly testing.</p> <p>Talk with school site custodian to ensure that wood chips are raked daily.</p> <p>Purchase exit signs that illuminate and ensure that exit routes are at every door are geographically correct.</p>	<p>Joe Nieto</p> <p>Luz Romero</p> <p>Lupe Arellano</p>	<p>January 14, 2015</p> <p>January 14, 2015</p>	<p>Verified during site visit on January 14, 2015</p> <p>Verified during site visit on January 14, 2015</p>

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	level. Exit signs are not illuminated. 1.1 Floor near front door is cracked.	routes are at every door are geographically correct.	Work order submitted. Completed on 3/27/15.
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SECTION: Comprehensive Services & School Readiness

TEAM: Joe Nieto (Early Childhood Coordinator), Gabriela Alonso (Family and Community Partnerships Coordinator), Carolina Michel (Elementary Education Specialist), Judy Fuhrman (Staff Development Specialist), Lupe Arellano (Student Health Care Specialist), Amparo Sosa (Community Assistant)

<i>HS/EHS Regulation Citation No. & Brief Description</i>	<i>Finding (Issue or Non-Compliance)</i>	<i>Corrective Action Needed</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion (Date)</i>
1304.20(f)(1) – Program uses information from ongoing observations to respond to individual needs.	Staff needs more Professional Development on small group instruction that meets the needs of individual students.	PD focusing on small group instructional strategies in the area of foundational literacy skills.	Joe Nieto	February 9, 2015	Staff Development Specialist Judy Fuhrman provided training on January 12, 2015 and February 9, 2015. Small group instruction. <i>Read It Again - PK</i>

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SECTION: Fiscal Integrity

TEAM : Joe Nieto (Early Childhood Coordinator), Luz Romero (Early Childhood Services Specialist), Kathy Allen (Administrative Secretary), Donna Foster (Budget Technician), Esmeralda Vargas (Accountant), Debbie McGrath (RCOE), Dorothy Fleming (RCOE)

<i>HS/EHS Regulation on No. & Brief Description</i>	<i>Finding (Issue or Non-Compliance)</i>	<i>Corrective Action Needed</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion (Date)</i>
Time records are prepared and properly signed by the individual employee and approved by a responsible supervisory official.	Time accounting is completed monthly by Early Childhood staff that is split funded with State Preschool. Time accounting needs to be completed quarterly by Head Start classroom staff that are 100% Head Start funded.	Time accounting needs to be collected quarterly from classroom staff.	Kathy Allen Joe Nieto	February 2, 2015	February 6, 2015. Time accounting completed for all HS classroom staff.

SECTION: Program Governance

TEAM: Joe Nieto (Early Childhood Coordinator), Gloria Cowder (Program Development Director), Janet Telles (PC Chairperson), Gayle Cloud (Board of Education), Priscilla Thompson (Community Assistant)

<i>HS/EHS Regulation Citation No. & Brief Description</i>	<i>Finding (Issue or Non-Compliance)</i>	<i>Corrective Action Needed</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion (Date)</i>
Members of Policy Committee approve and submit decisions to governing board.	Suggestion for improved communication. Policy Committee needs to be trained on who the individual Board of Education members are and what areas they represent.	PC training on March 20, 2015. Invite PC members to Board of Education meeting on April 13, 2015.	Joe Nieto	April 13, 2015	Training completed on March 20, 2015. Board of Education meeting is on April 13, 2015.

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SECTION: ERSEA- Eligibility, Recruitment, Selection, Enrollment and Attendance

TEAM : Luz Romero (Early Childhood Services Specialist), Gaby Ponce (Community Assistant), Amparo Sosa (Community Assistant), Patty Lopez (Family Services Supervisor)

<i>HS/EHS Regulation Citation No. & Brief Description</i>	<i>Finding (Issue or Non-Compliance)</i>	<i>Corrective Action Needed</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion (Date)</i>
1.1 Recruitment: Actively recruit families with children with disabilities	8% of enrolled children have an IEP. 10% is required.	Continue to work closely with RUSD Sunshine Child Development Center and Special Education Department. Meet with Inland Regional Center staff and promote program with fliers. Submit waiver if necessary.	Joe Nieto Luz Romero	June 10, 2015	

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SECTION: Management Systems

TEAM: Joe Nieto (Early Childhood Coordinator), Luz Romero (Early Childhood Services Specialist), Lupe Arellano (Student Health Care Specialist), Carmel Acosta-Cooper (Senior Program Evaluator), Alicia Grissom (Instructional Services Specialist)

<i>HS/EHS Regulation Citation No. & Brief Description</i>	<i>Finding (Issue or Non-Compliance)</i>	<i>Corrective Action Needed</i>	<i>Person(s) Responsible</i>	<i>Completion Target Date</i>	<i>Validation of Completion (Date)</i>
641A(g)(3) Ongoing monitoring – Conducts ongoing monitoring activities	Ongoing monitoring system has been newly created, but not implemented fully.	Ongoing monitoring system of running monthly Child Plus reports has been established. Need to create a system of monthly site visits for monitoring purposes including DRDP and ILP file checks.	Joe Nieto	January 14, 2015	Report monitoring was completed on January 13, 2015 and site visits were completed on January 14, 2015.

2015-2016 Calendar

Standard Double Session

144/40

LEGAL NAME OF AGENCY: Riverside Unified School District

August 2015

SU	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	T	S	22
23	S	X	X	X	X	29
30	31					

Days of Operation: $\frac{4}{3}$
Staff Only Days

September 2015

SU	M	T	W	TH	F	SA
		X	X	X	X	5
6	○	X	X	X	X	12
13	S	X	X	X	X	19
20	S	X	X	X	X	26
27	T	X	X			

Days of Operation: $\frac{18}{3}$
Staff Only Days

October 2015

SU	M	T	W	TH	F	SA
				X	X	3
4	S	X	X	X	X	10
11	S	X	X	X	X	17
18	S	X	X	X	X	24
25	T	X	X	X	X	31

Days of Operation: $\frac{18}{4}$
Staff Only Days

November 2015

SU	M	T	W	TH	F	SA
1	S	X	X	X	X	7
8	T	X	○	X	X	14
15	S	X	X	C	C	21
22	TB	TB	TB	TB	TB	28
29	S					

Days of Operation: $\frac{9}{6}$
Staff Only Days

December 2015

SU	M	T	W	TH	F	SA
		X	X	X	X	5
6	T	X	X	X	X	12
13	S	X	X	X	X	19
20	WB	WB	WB	WB	WB	26
27	WB	WB	WB	WB		

Days of Operation: $\frac{12}{2}$
Staff Only Days

January 2016

SU	M	T	W	TH	F	SA
					WB	2
3	S	X	X	X	X	9
10	T	X	X	X	X	16
17	○	X	X	X	X	23
24	S	X	X	X	X	30
31						

Days of Operation: $\frac{16}{3}$
Staff Only Days

February 2016

SU	M	T	W	TH	F	SA
	S	X	X	X	X	6
7	T	X	X	X	○	13
14	○	X	X	X	X	20
21	S	X	X	X	X	27
28	S					

Days of Operation: $\frac{15}{4}$
Staff Only Days

March 2016

SU	M	T	W	TH	F	SA
		X	X	X	X	5
6	S	X	X	X	X	12
13	T	X	X	X	X	19
20	S	X	X	X	X	26
27	S	X	X	X		

Days of Operation: $\frac{19}{4}$
Staff Only Days

April 2016

SU	M	T	W	TH	F	SA
					X	2
3	SB	SB	SB	SB	SB	9
10	S	X	X	X	X	16
17	S	X	X	X	X	23
24	T	X	X	X	X	30

Days of Operation: $\frac{13}{3}$
Staff Only Days

May 2016

SU	M	T	W	TH	F	SA
1	S	X	X	X	X	7
8	S	X	X	X	X	14
15	S	X	X	X	X	21
22	T	X	X	C	C	28
29	○	X				

Days of Operation: $\frac{15}{6}$
Staff Only Days

June 2016

SU	M	T	W	TH	F	SA
			X	X	X	4
5	S	X	X	S	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days of Operation: $\frac{5}{2}$
Staff Only Days

July 2016

SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days of Operation: _____
Staff Only Days

- X Student days
- Holiday
- SB Spring Break
- TB Thanksgiving Break

- T Training
- S Staff Days
- WB Winter Break
- C Parent Conferences

CD Total Child Days: $\frac{144}{40}$
SD Total Staff Days: $\frac{40}{38}$
Total Weeks: (HB)

April 1, 2014



Division of Children and Family Services
2015-16 ChildPlus Classroom Set Up
For All Program Options

DATE: March 25, 2015 AGENCY NAME: Riverside Unified School District PHONE: 951-352-8290
 SUBMITTED BY: Joe Nieto, Coordinator EMAIL: jnieto@rusd.k12.ca.us

*Program (HS, EHS, SF, PK, SNAP, PM, FSR)	Teacher Name	Instructional Assistant	Site & Room Number	Type of Session (AM, PM, FD, PD, HB)	Slots	Days/Times of Classroom Operation	Check Types of Meals Served			Comments
							Breakfast	Lunch	Snack	
HS	Maria Vega	Juana Morales	Fremont Room PS	AM	16	T-F 7:45-11:15	X	X		We would like 16 more slots for PM
HS	Kathy Avila	Michelle Richardson	Madison Room K	AM	16	T-F 7:45-11:15	X	X		
HS	Kathy Avila	Catalina Alvarado	Madison Room K	PM	16	T-F 12:00-3:30		X	X	
HS	Anita Bilyeu	Yolanda Garcia	Longfellow Room 1	AM	16	T-F 7:30-11:00	X	X		
HS	Anita Bilyeu	Yolanda Garcia	Longfellow Room 1	PM	16	T-F 11:45-3:15		X	X	
HS	Natalie White	Trisha Mendez	Jefferson Room P2	AM	16	T-F 7:30-11:00	X	X		
HS	Natalie White	Diana Dyer	Jefferson Room P2	PM	16	T-F 11:45-3:15		X	X	
HS	Vacancy	Vacancy	Jackson Room K3	AM	16	T-F 7:30-11:00	X	X		
HS	Vacancy	Ana Avila	Jackson Room K3	PM	16	T-F 11:45-3:15		X	X	
HS	Rosy Bolanos	Dolores Guiza	Highgrove Room K1	AM	16	T-F 7:30-11:00	X	X		
HS	Rosy Bolanos	Dolores Guiza	Highgrove Room K1	PM	16	T-F 11:45-3:15		X	X	



**AGENCY NAME: Riverside Unified School District
PROGRAM YEAR: 2015-2016**

Identification of Agency Programs



Street Address:	7675 Magnolia Ave.		City:	Riverside	Zip:	92555
Phone #:	951-352-8290	Director's Email:	jnieto@rusd.k12.ca.us		Funded Enrollment:	176
Fax:					No. of Sites:	6
First Day for Children: Modified Traditional:	08/11/14	Last Day for Children: Modified Traditional:	06/25/15		6/8/2016	
Traditional:	08/18/14	Last Day for Children: Traditional:	06/10/15			
First Day for Staff: Modified Traditional:	8/24/2015	Last Day for Staff: Modified Traditional:	6/9/2016		Total Staff Days: Modified Traditional FD- PD- Traditional FD- PD- 185	
Traditional:	8/20/15	Last Day for Staff: Traditional:				

Center Name	Street Address City, State, Zip Phone, FAX	Child Days of Operation	Hours of Operation per Program Option	HS/EHS Slots
Example: New Era Head Start	Good Old Days Circle Riverside, CA 92506 PH: 951 826-3345	175 145 41 wks.	6.5 hrs. 3.5 hrs. 1.5 hrs.	16 32 24
Jefferson Elementary	4285 Jefferson St. Riverside, CA 92504 PH: 951-352-8218	144 38 wks.	AM 3.5 hrs. PM 3.5 hrs.	32
Longfellow Elementary	3610 Eucalyptus Ave. Riverside, CA 92507 PH: 951-788-7335	144 38 wks.	AM 3.5 hrs. PM 3.5 hrs.	32

**AGENCY NAME: Riverside Unified School District
PROGRAM YEAR: 2015-2016**

Center Name	Street Address City, State, Zip Phone, FAX	Child Days of Operation	Hours of Operation per Program Option	HS/EHS Slots
Fremont Elementary	1925 N. Orange Street Riverside CA 92501 PH: 951-788-7466	144 38 wks	AM 3.5 hrs.	16
Madison Elementary	3635 Madison Riverside CA 92504 PH: 951-352-8236	144 38 wks.	AM 3.5 hrs. PM 3.5 hrs.	32
Jackson Elementary	4585 Jackson Street Riverside CA 92503 PH: 951-352-8211	144 38 wks	AM 3.5 hrs. PM 3.5 hrs.	32
Highgrove Elementary	690 Center Street Riverside CA 92507 PH: 951-788-7296	144 38 wks	AM 3.5 hrs. PM 3.5 hrs.	32

**Board Meeting Agenda
April 13, 2015**

Topic: Single Plans for Student Achievement

Presented by: Anu Menon, Director, Academic English Learners and Student Support
Nick Chitwood, Teacher on Special Assignment, Academic English Learners and Student Support

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

Type of Item: Consent

Short Description: California Education Code requires that schools receiving state or federal categorical funding develop an annual Single Plan for Student Achievement (SPSA).

DESCRIPTION OF AGENDA ITEM:

There are twenty-nine schools that receive categorical funding in the Riverside Unified School District for the 2014-15 school year: John Adams, Louisa May Alcott, Patricia Beatty, Bryant, Ralph Waldo Emerson, Fremont, Benjamin Harrison, Nathaniel Hawthorne, Highgrove, Highland, Andrew Jackson, Thomas Jefferson, Liberty, Henry W. Longfellow, James Madison, Magnolia, James Monroe, Mountain View, Pachappa, William Howard Taft, Victoria, and George Washington Elementary Schools. Middle schools include Central, Chemawa, Matthew Gage, Sierra, and University Heights. High schools include Abraham Lincoln and Ramona. These sites are required to have an annual Single Plan for Student Achievement (SPSA). The SPSA is a document that provides an overview of the instructional areas of focus, an analysis of current educational practice, SMART goals (Strategic, Measurable, Attainable, Results-oriented Time-bound), action plans, and interventions. It also specifies how categorical funding such as federal Title I funds will be used to supplement site instructional programs. In addition to the Board of Education, School Site Councils are required to review and approve the SPSAs annually.

Five sites have already had their SPSA approved by the school board for the 2014-15 school year: The SPSAs for Louisa May Alcott, Benjamin Harrison and George Washington elementary schools along with Ramona High School were approved at the June 17, 2014 Board of Education meeting. The SPSA for Matthew Gage Middle School was approved at the November 17, 2014 Board of Education meeting. At this time, the remaining SPSAs have been approved by local

School Site Councils, meet all other legal requirements, and require Board of Education approval.

In addition, the Academic English Learner/Student Support (AELSS) department is requesting approval of a budget addendum page for the School Plan. This update is needed in part to better align the school planning timeline with the district-wide Local Control Accountability Plan (LCAP). To avoid requiring sites to write two plans in one school year, AELSS staff has received permission from the California Department of Education (CDE) to utilize this budget addendum page in lieu of a complete revision of the school plan for sites in Riverside Unified for the 2015-16 school year only. The use of this budget page is a one-time transitional measure, and requires Board of Education approval.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board approve the 2014-15 Single Plan for Student Achievement (SPSA) for the remaining twenty four school sites and the use of the template for the 2015-16 SPSA budget addendum.

ADDITIONAL MATERIAL: The Single Plans for Student Achievement with the updated template can be reviewed via the following link: <http://www.rusdlink.org/Page/6086>.

Attached: No

**Board Meeting Agenda
April 13, 2015**

Topic: Certificated Personnel Assignment Order – CE 14/15-13 and
Classified/Non-Classified Personnel Assignment Order CL 14/15-13

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

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

Type of Item: Consent

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

DESCRIPTION OF AGENDA ITEM:

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

Authorizations to Teach in a Single Subject Area in the 2014-2015 School Year {E.C. §44258.2, §44258.7(b), and §44263}, Change in Status from Substitute Employee to Regular Employee, Change of Employment Status, Deceased, Increase in Hours, Increase in Hours/Work Year, Lay Offs- Managers/Supervisors-39 Month Re-employment, Leaves, Leaves-Managers/Supervisors, New Hires, New Hires–Probationary 1, New Hires—Temporary Employees (E.C. §44909 and §44920), Promotions, Rehires from 39-Month Re-employment List, Resignations, Retirements, Retirements–Managers/Supervisors, School Nutrition Association (SNA) Certifications, Substitutes, Suspensions, Temporarily Assigned to a Higher Classification, Temporarily Assigned to a Higher Classification- Managers, Terminations, Voluntary Demotions/ Reassignments/Reductions/Transfers.

FISCAL IMPACT: To be determined

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

ADDITIONAL MATERIAL: Certificated Personnel Assignment Order – CE 14/15-13 and
Classified/Non-Classified Personnel Assignment Order CL 14/15-13

Attached: Yes

CERTIFICATED PERSONNEL ASSIGNMENT ORDER #CE 14/15-13

April 13, 2015

CERTIFICATED PERSONNEL

Authorizations to Teach in a Single Subject Area in the 2014-2015 School Year

E.C. §44258.2 Authorization to teach a single subject in middle school (single subject credential and 12 semester units in another subject area required).

Frank Augustus Miller Middle School	Sun, Mary	History
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E.C. 44258.7(b) Authorization to teach physical education sport in high school (basic teaching credential required).

King High School	Dietz, Jeffery	PE Sport
King High School	Gonzalez, Erin	PE Sport
King High School	Harris, Shaun	PE Sport
Poly High School	Avila, Guadalupe	PE Sport
Ramona High School	Ciranna, Lisa	PE Sport
Ramona High School	Fazio, Vincent	PE Sport
Ramona High School	Kutz, Jassue	PE Sport

E.C. 44263 Authorization to teach a single subject in high school (basic teaching credential and 18 semester units in another subject area required).

King High School	Meech, Patrick	Psychology
North High School	Schive, Christine	Dance
North High School	Santana, Stefanie	Spanish

Change of Employment Status

Educational Options Center			
Sanchez, William F.	From: Teacher, Temporary §44920	To: Teacher, Probationary 2	08/21/13

Deceased

Arlington High School			
Hirsch, Susan K.	Teacher		03/01/15

Increase in Hours

Riverside Adult School			
Albright, Linda L.	Teacher	From: 32 hrs./week To: 36 hrs./week	02/09/15
Carrera, Efrain L.	Teacher	From: 28 hrs./week To: 32 hrs./week	02/11/15
Thomas, Yselle A.	Teacher	From: 32 hrs./week To: 36 hrs./week	02/09/15

Leaves

Elementary Site (Paid Administrative Leave) 14/15-59546	Teacher		03/04/15 – 03/05/15
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Secondary Site (Paid Administrative Leave) 14/15-153430	Teacher		03/02/15 - undetermined
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Management – Rehire

Ramona High School Ross, Jr. Elton	Substitute Principal		01/30/15 – 05/22/15
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Management – Retirement

Arlington High School Grisham, Jr. William	Assistant Principal		07/01/15
Martin Luther King High School Masi, Anthony W.	Assistant Principal		07/01/15
Maintenance & Operations Trujillo, Sergio R.	Electronics Shop Supervisor		07/01/15

Management – Reassignment

Pupil Services

DeFoe, Paul

From: Principal – Adams ES

To: CWA Manager

07/01/15

Pupil Services

Goffman, Lanna D.

From: Asst. Principal – EOC

To: CWA Manager

07/01/15

New Hires – Probationary 1

Arlington High School

Lunsford, Richard A.

Teacher

02/17/15

Special Education Department

Perea, Richard

Resource Specialist

02/24/15

New Hires – Temporary Employees (E.C. §44909)

Riverside Adult School

Lavander, Alicia M.

Teacher

03/16/15

Sunshine Early Childhood Center

*Martinez, Erica M.

Pre-School Teacher

03/11/15

**Pursuant to Board Policy #4112.81*

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

Psychological Services

McGuire, Jane E.

School Psychologist

03/12/15

Resignations

Chemawa Middle School

Scott, Paula Thomas

Teacher

06/12/15

Emerson Elementary School

Bristow, Kristen L.

Teacher

06/12/15

John F. Kennedy Elementary School

Boneville, Theresa E.

Teacher

06/12/15

Retirements

Matthew Gage Middle School

Barrett, Marilyn

Teacher

16 Years of Service

06/12/15

Substitutes

Alberga, Taylor	Substitute Teacher	03/02/15
Alonso, Steffanie	Substitute Teacher	03/10/15
Bauchman, Sara	Substitute Teacher	03/02/15
Cammon, Michelle	Substitute Teacher	03/04/15
*Chavez, Lindsay	Substitute Teacher	02/26/15
Compton, Zachary	Substitute Teacher	02/27/15
Fagan, Rhonda	Substitute Teacher	02/24/15
Foscaldo, Elizabeth	Substitute Teacher	03/09/15
George, Danielle	Substitute Teacher	03/05/15
Green Hutson, Christy	Substitute Teacher	02/18/15
Gutierrez, Shana	Substitute Teacher	03/02/15
Johnson, Darrin	Substitute Teacher	03/02/15
Kalnin, Spenser	Substitute Teacher	02/19/15
Keck, Jonathan	Substitute Teacher	03/02/15

**Pursuant to Board Policy #4112.81*

Substitutes - Continued

Ko, Jessica	Substitute Teacher	02/27/15
Kranz, Kirstie	Substitute Teacher	03/06/15
Lasak, Marian	Substitute Teacher	03/02/15
*Lawrence, Mark	Substitute Teacher	03/05/15
Lemus, Marisol	Substitute Teacher	02/27/15
Mascarella, Ashley	Substitute Teacher	02/27/15
McFerren, Michelle	Substitute Teacher	03/04/15
*Nelson, Christina	Substitute Teacher	02/19/15
Nickens, Tabatha	Substitute Teacher	03/10/15
Padilla, David	Substitute Teacher	03/17/15
Pinney, Samantha	Substitute Teacher	02/19/15
Prayoonvech, Marisa	Substitute Teacher	03/05/15
Ramming, Ashley	Substitute Teacher	02/25/15
Real, Stephanie	Substitute Teacher	02/27/15
Richard, Monica	Substitute Teacher	03/02/15
Russell, Lacey	Substitute Teacher	03/05/15
Sanchez, Guadalupe	Substitute Teacher	03/09/15
Slaughter, Sara	Substitute Teacher	02/25/15
Smith II, Charles	Substitute Teacher	03/16/15
Sonders, Amy	Substitute Teacher	02/24/15
Stephens, Kayla	Substitute Teacher	03/04/15
Sudgen, Marion	Substitute Teacher	02/19/15
Szerlip, Jacob	Substitute Teacher	02/26/15
Wheeler, Kevin	Substitute Teacher	03/02/15

**Pursuant to Board Policy #4112.81*

CLASSIFIED/NON-CLASSIFIED PERSONNEL ASSIGNMENT ORDER #CL 14/15-13

April 13, 2015

CLASSIFIED PERSONNEL

Change in Status from Substitute Employee to Regular Employee

Arlington High School Schafer, Nicolle D.	Instructional Assistant – Special Education I	10 months, 4 hours	03/06/15
Thomas Jefferson Elementary School Bernal, Sonia J.	Project Office Assistant	10 months, 4 hours	03/09/15
John F. Kennedy Elementary School Romero, Daniel E.	Custodian	12 months, 4 hours	02/17/15
Magnolia Elementary School Modjeski, Karen L.	Elementary Library/Media Assistant	10 months, 6.5 hours	02/25/15
Sanchez, Nadia N.	Community Assistant – Bilingual	10 months, 2 hours	03/09/15
Maintenance & Operations Ramirez, Antonio I.	Custodian	12 months, 8 hours	03/10/15
Frank Augustus Miller Middle School Reid, Jr., Larry E.	Instructional Assistant – Special Education II	10 months, 6.5 hours	03/12/15
John W. North High School Becerra, Mirna E.	Community Assistant- Bilingual	10 months, 4 hours	03/09/15

Change in Status from Substitute Employee to Regular Employee - Continued

Department of Personnel-
Leadership and
Development

Baldeon, Claudia J. Human Resources Office 12 months, 8 hours 03/02/15
Assistant

Riverside Polytechnic
High School

Baker, Jamie D. Instructional Assistant – 10 months, 5 hours 02/18/15
Special Education I

Ybarra, Shannon L. Instructional Assistant – 10 months, 4 hours 03/02/15
Special Education I

Program Development &
Extended Learning

Moya, Josefa Community Assistant- 10 months, 6 hours 03/09/15
Bilingual

Project TEAM

De La Barcena, Occupational Trainer 10 months, 3 hours 03/09/15
Luis R.

Ramona High School

Cervantes, Jesus Custodian 12 months, 8 hours 02/17/15

Riverside Adult School

Thompson, Custodian 10 months, 4 hours 02/25/15
Steven A. H.

Sunshine Early Childhood
Center

Hertfelder, Katrina M. Instructional Assistant – 10 months, 6 hours 02/24/15
Special Education II

William Howard Taft
Elementary School

Roberts, Jason D. Instructional Assistant – 10 months, 6 hours 03/05/15
Special Education I

Increase in Hours/Work Year

Andrew Jackson Elementary School, Riley, Eydie	School Office Assistant	From: 3 hours/day To: 4 hours/day	03/10/15
Frank Augustus Miller Middle School Williams, Amanda I.	Instructional Assistant – Special Education I	From: 4 hours/day To: 5 hours/day	02/02/15

Lay Offs – Managers/Supervisors – 39 Month Re-employment

Superintendent’s Office Friedman, Victoria S.	District Ombudsperson	2 years, 2 months of service	03/19/15
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Leaves

14/15-066712		Paid Administrative Leave	01/12/15 – 01/26/15 <i>Amendment to 02/02/15 Board</i>
Special Education Department Mendoza Cuellar, Nadya T.	Intensive Behavior Interventions Assistant	General Leave (Unpaid)	04/06/15 – 06/11/15

Leaves – Managers/Supervisors

14/15-094839		Paid Administrative Leave	03/10/15 – Undetermined
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Management-Promotion

Technology Services Garabito, Mark A.		From: Help Desk Analyst To: Network Specialist	04/15/15
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New Hires

Highland Elementary School VanVelkinburgh, Kimberly R.	Assistant Principal’s Secretary	10 months, 8 hours	03/16/15
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New Hires - Continued

Andrew Jackson Elementary School Avila Ramos, Ana P.	Instructional Assistant – Preschool	10 months, 4 hours	03/10/15
Martin Luther King High School Torres, Rosemarie R.	Accounting Assistant – High School	10 months, 3 hours	03/23/15
Abraham Lincoln High School Wright, Christy R.	Instructional Assistant – Infant Care	10 months 3.75 hours	03/10/15
Frank Augustus Miller Middle School Duncan, Taylor	Instructional Assistant – Special Education I	10 months, 4 hours	03/02/15
Special Education Garcia, Alan B.	Instructional Assistant – Special Education II – Sign Language	10 months, 6 hours	03/16/15
Thompson, Jamie R.	Instructional Assistant – Special Education II – Sign Language	10 months, 9 hours/week	03/17/15
Sunshine Early Childhood Center McGhee-Baxa, Stacy R.	Student Health Care Specialist	10 months, 3.5 hours	03/16/15

Promotions

Bishop, Norene A.	From: Mark Twain Elementary School, Instructional Assistant – Special Education II, 10 months, 6 hours	To: Transportation, Transportation Assistant, 10 months, 6 hours	03/09/15
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Promotions - Continued

Contreras, Corrine	From: Chemawa Middle School, Assistant Principal's Secretary, 10 months, 8 hours	To: Highland Elementary School, Elementary School Principal's Secretary 11 months, 8 hours	03/16/15
Sanchez, Ron A.	From: Arlington High School, Custodian, 12 months, 8 hours	To: Arlington High School, Lead Custodian, 12 months, 8 hours	3/30/15
Shanta, Derrick W.	From: Maintenance & Operations, Electrical and Building Automation Controls Technician, 12 months, 8 hours	To: Maintenance & Operations, Maintenance & Operations Specialist II - Electrical, 12 months, 8 hours	02/23/15
Valdez, Marcos R.	From: Ramona High School, Custodian, 12 months, 8 hours	To; Maintenance & Operations, Refuse & Compactor Vehicle Equipment Operator, 12 months, 8 hours	03/09/15

Rehires from 39-Month Re-employment List

Abraham Lincoln High School	Resendez, Carla I.	Instructional Assistant – Infant Care	10 months, 3.75 hours	01/20/15 <i>Amendment to 03/02/15 Board</i>
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Resignations

Arlington High School	Vela, Holly A.	Cafeteria Worker I	5 months of service	03/14/15
Andrew Jackson Elementary School	Harris, Suprenna	Instructional Assistant –	3 months of service	02/26/15

Preschool

Resignations - Continued

Abraham Lincoln High
School

Resendez, Carla I. Instructional Assistant – 2 months of service 03/14/15
Infant Care

Frank Augustus Miller
Middle School

Duncan, Taylor Instructional Assistant – 10 days of service 03/14/15
Special Education I

Special Education

Flaczinski, Tasha R. Intensive Behavior 6 years, 3 months 03/21/15
Interventions Assistant

University Heights Middle
School

Solorzano, Katie N. Instructional Assistant – 7 years, 2 months of 03/07/15
Special Education I service

Victoria Elementary
School

Lomax, Yvette I. Instructional Assistant – 8 years, 9 months of 03/02/15
Special Education II service

Retirements

Amelia Earhart Middle
School

Russell, Alberta I. Cafeteria Worker I 11 years, 3 months of 03/11/15
service

Retirements – Managers/Supervisors

Department of Personnel-
Leadership and
Development

Cole, Laurie J. Classified Personnel 31 years, 6 months of 05/30/15
Administrator service
*Amendment to
03/02/15 Board*

Retirements – Managers/Supervisors - Continued

Maintenance & Operations

Trujillo, Sergio R.	Electronics Shop Supervisor	31 years, 6 months of service	07/01/15
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School Nutrition Association (SNA) Certification

Monroe Elementary School

Norfolk, Rachel G.	Elementary Kitchen Operator	From: Range 9-5 To: Range 10-5	03/01/15 – 02/29/16
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Nutrition Services

Gibson, Theresa	Food Production Worker	From: Range 9-5 To: Range 10-5	03/01/15 – 02/29/16
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Suspensions

14/15-049858		3 days	03/23/15 – 03/25/15
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14/15-182110		2 days	03/24/15 – 03/25/15
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Temporarily Assigned to a Higher Classification

Arlington High School

Monteon, German A.	From: Custodian	To: Lead Custodian	02/09/15 – 02/25/15 7 Days
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Zavala, Ivan	From: Custodian	To: Lead Custodian	02/12/15 – 03/06/15 11 Days
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Central Middle School

Pena, Anna M.	From: Cafeteria Worker I	To: Cafeteria Worker III	11/18/14 – 12/19/14
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Temporarily Assigned to a Higher Classification - Continued

Highland Elementary
School

Smith, Charlene L.	From: School Office Assistant	To: Assistant Principal's Secretary	02/23/15 – 03/13/15
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John F. Kennedy
Elementary School

Dickenson, Heather D.	From: Cafeteria Worker I	To: Cafeteria Worker II	02/24/15 – 03/13/15
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Martin Luther King High
School

Simpson, Derek L.	From: Custodian	To: Lead Custodian	01/27/15 – 02/26/15
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Maintenance &
Operations

Adame, Alexander C.	From: Custodian	To: Lead Custodian	03/01/15 – 03/31/15
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Allala Jr., Jerry R.	From: Custodian	To: Pachappa Elementary School, Head Custodian	03/09/15 – 05/01/15
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Macedo, Lilia	From: Custodian	To: Lead Custodian	03/01/15 – 03/31/15
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Martinez, Roberto C.	From: Custodian	To: Lead Custodian	03/01/15 – 03/31/15
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Mendoza, David	From: Lead Grounds Maintenance Worker II	To: Grounds Maintenance Supervisor	03/01/15 – 03/31/15
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Mountain View
Elementary School

Meza, Gail	From: Cafeteria Worker I	To: Thomas Jefferson Elementary School, Cafeteria Worker II	02/28/15 – 03/31/15
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Temporarily Assigned to a Higher Classification – Managers

Business Services

Gad El Mawla, Dalia	From: Manager, Fiscal Services, Budget	To: Director V, Business Services	10/11/14 – 01/31/15 <i>Amendment to 12/08/14 Board</i>
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Terminations

14/15-238025			03/18/15
14/15-238904			02/27/15
14/15-260616			02/28/15
14/15-255001			04/01/15

Voluntary Demotions/Reassignments/Reductions/Transfers

DeHaro, Janine S.	From: Tomás Rivera Elementary School, Instructional Assistant – Special Education II, 10 months, 6 hours	To: Victoria Elementary School, Instructional Assistant – Special Education II, 10 months, 6 hours	03/16/15
Mares, Aline D.	From: Bryant Elementary School, Instructional Assistant – Special Education II, 10 months, 6 hours	To: Henry W. Longfellow Elementary School, Instructional Assistant – Special Education II, 10 months, 6 hours	03/17/15

NON-CLASSIFIED PERSONNEL

New Hires

Aguilar, Joanne	Noon Playground Supervisor	02/19/15
Aguilar, Miriam	Workability Student	02/24/15
Arevalo, Steven	Workability Student	03/16/15
Blue, Paige	Tutor	03/18/15
Bowman, William	Noon Playground Supervisor	03/04/15
Canas, Irma	Noon Playground Supervisor	02/19/15
Carreon-Ortega, Christopher	Tutor	02/25/15
Cervantes, Frances	Noon Playground Supervisor	02/19/15
Corr, Michael	Noon Playground Supervisor	02/19/15
Delaney, Jasmine	Substitute Instructional Assistant	02/24/15
Diaz, Josefina	Workability Student	02/24/15
Fernandez, Theresa	Substitute Secretary	02/19/15
Hernandez, Elizabeth	Workability Student	02/24/15
Holguin, Steven	Workability Student	03/11/15
Jackson, Sharaysa	Substitute Health Assistant	02/10/15
Lee, Rosalind	Substitute Secretary	02/19/15
Leialoha, Nathaniel	Workability Student	03/11/15
Marin, Joan	Substitute Help Desk Analyst	02/25/15
Mekbib, Kaleb	Workability Student	03/04/15
Meredith, Laura	Substitute Library Media Assistant	02/19/15
Modjeski, Karen	Substitute Library Media Assistant	02/19/15
Norwood, Kimberly	Workability Student	03/16/15
Perez, Wendy	Substitute Instructional Assistant	02/19/15
Ramirez, Mario	Noon Playground Supervisor	03/18/15
Rangel, Benjamin	Substitute Bilingual Evaluator	02/19/15
Resendiz Cruz, Denisse	Noon Playground Supervisor	02/24/15
Rivette, Rachel	Substitute Instructional Assistant	03/05/15
Robledo, Esteban	Substitute Bilingual Evaluator	02/19/15
Salas, Damien	Substitute Custodial Utility Worker	02/19/15
Sanchez, Diana	Noon Playground Supervisor	03/04/15
Schafer, Nicolle	Substitute Instructional Assistant	02/27/15
Thomas, Tiffany	Noon Playground Supervisor	02/24/15
Villalba Madrid, Mariela	Tutor	02/19/15

New Hires – **Athletic Coaches

Arlington High School		
Cordts, Michael	Swim/Head Coach	03/02/15
Flores, Andrea	Softball/Freshman Head Coach	03/18/15
Solis, Hector	Soccer	03/10/15
Martin Luther King High School		
Albright, Robert	Basketball/Freshman Asst.	03/11/15
Cleary, Michael	Track/Assistant	02/23/15
Geurts, Kelly	Swim/Assistant	03/11/15
LeDuc, Kyle	Golf	03/13/15
Ruiz, Tatiana	Water Polo	02/23/15
John W. North High School		
Reegis, Richard	Football	03/09/15
Riverside Polytechnic High School		
Calhoun, Melena	Volleyball	03/05/15
Comerford, Allan	Volleyball/Head Varsity	02/05/15
Treece, James	Baseball	02/19/15
Valadez, Zoe	Swimming	03/02/15
Ramona High School		
Chandler, Citaly	Color Guard/Band	03/18/15
Mora, Ciara	Cheer	02/05/15

**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 13, 2015**

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

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: Report/Discussion

Short Description: This item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements and Memorandums of Understanding for employees represented by the Riverside City Teachers Association.

DESCRIPTION OF AGENDA ITEM:

The District has reached Tentative Agreements (TA) with one of its collective bargaining units, the Riverside City Teachers Association (RCTA) representing certificated employees. The agreements are documented as 1) Tentative Agreement dated September 16, 2014, Article XII, Section 5 (Special Education), and 2) Tentative Agreement dated October 16, 2014, Article XII, Section 5 (Special Education), and 3) Tentative Agreement dated October 29, 2014, Article X, Section 1C (Hours of Employment - Work Day). The Memorandum of Understanding is dated September 10, 2014 – Teacher Induction (BTSA) Program. The Agreements and Memorandum of Understanding are the result of the collective bargaining process that began in September 2014.

The first Tentative Agreement, (Special Education) incorporates the following provisions:

- Article X, Section 5C – Added language – “*Should individual class size significantly exceed site class averages, the District and Association will determine whether support or other assistance is needed.*” Fiscal Impact: None

The second Tentative Agreement (Special Education) incorporates the following provisions:

- Article XII, Section 5, Added language “#6. *Preschool Speech Language Pathologist: 40, E. and F. – language in regards to the class size ratio.*” Fiscal Impact: None

The third Tentative Agreement (Hours of Employment) incorporates the following provisions:

- Article X, Section 1C, – Added language – “*be at their work site at the beginning of their eight (8) hour work day designated for each school site and stay until the end of their work day.*” Fiscal Impact: None

The Memorandum of Understanding incorporates the following provisions:

- RUSD BTSA is in need of additional, temporary support providers to serve its credential candidates for the 2014-2015 year. Qualified teachers may be appointed by the program director for the remainder of the school year – in grade level/content areas identified as needed-under certain conditions. Fiscal Impact: None

The negotiation process will continue. These Tentative Agreements and Memorandum of Understanding represent points of agreement reached on October 16, 2014, October 29, 2014, November 6, 2014, January 28, 2015 and September 10, 2014.

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 27/56 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.”

The typical disclosure form is not being used for these TA’s since the financial impact of the TA’s are non-existent or minimal. See Fiscal Impact below.

A ratification vote by RCTA is pending.

FISCAL IMPACT: None

RECOMMENDATION: Information only. Public disclosure of the terms and conditions, including financial impact, of the Tentative Agreements and Memorandum of Understanding for employees represented by the Riverside City Teachers Association.

ADDITIONAL MATERIAL: Tentative Agreements and Memorandum of Understanding

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
RIVERSIDE CITY TEACHERS ASSOCIATION

TENTATIVE AGREEMENT

SEPTEMBER 16, 2014

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

ARTICLE XII is amended to read:

Section 5 - Special Education

A. The District will examine individual case loads to determine what additional staff support or other assistance is needed should site averages exceed these maximums:

1. Elementary Special Day Class: 13
2. Middle School Special Day Class and High School and Severely Handicapped Class: 15
3. Elementary and Middle School Resource Specialist: 28 (32 with waiver)
4. High School RSP and Non SH Special Day Classes: 25
5. Designated Instructional Services: 60

B. The District will provide monthly special education enrollment reports for **class sizes and case loads** to the Association.

C. Should individual class size significantly exceed site class averages, the District and Association will determine whether support or other assistance is needed.

~~C.~~ **D. Instructional Aide Time**

Each special education teacher will be assigned aide time in direct support of that teacher's program as follows:

1. Teachers of severely handicapped students will have six (6) hours per day of aide time (not a specific aide).

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2. Other special education teachers will have five (5) hours per day of aide time (not a specific aide).
3. Special education pre-school teachers and part-time special education teachers shall be allocated aide time equal to the number of the teacher's student contact hours (not a specific aide).
4. Circumstances that might necessitate modification to the aide hours set forth herein are:

- (a) Changes in state special education allocations or changes in the rules for allocating aide time.
- (b) Should a situation occur where the case load of a non-SH SDC teacher falls below eight (8) students, the District shall provide no less than four (4) hours of aide time per day (not a specific aide) until such case load reaches eight (8) students.

D.E. If self-contained Special Day Class students are mainstreamed, principals shall make reasonably good faith efforts to assign them equitably among the appropriate classes.

AGREED:

For the District:

 10-16-14

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

 10-16-14

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

For the Association:

 10-16-2014

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

 10-16-14

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

RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
RIVERSIDE CITY TEACHERS ASSOCIATION

TENTATIVE AGREEMENT

OCTOBER 16, 2014

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

ARTICLE XII is amended to read:

Section 5 - Special Education

A. The District will examine individual case loads to determine what additional staff support or other assistance is needed should site averages exceed these maximums:

1. Elementary Special Day Class: 13
2. Middle School Special Day Class and High School and Severely Handicapped Class: 15
3. Elementary and Middle School Resource Specialist: 28 (32 with waiver)
4. High School RSP and Non SH Special Day Classes: 25
5. Designated Instructional Services: 60
6. **Preschool Speech Language Pathologist: 40**

B. The District will provide monthly special education enrollment reports for class sizes and case loads to the Association.

C. Should individual class size significantly exceed site class averages, the District and Association will determine whether support or other assistance is needed.

D. Instructional Aide Time

Each special education teacher will be assigned aide time in direct support of that teacher's program as follows:

1. Teachers of severely handicapped students will have six (6) hours per day of aide time (not a specific aide).
2. Other special education teachers will have five (5) hours per day of aide time (not a specific aide).

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3. Special education pre-school teachers and part-time special education teachers shall be allocated aide time equal to the number of the teacher's student contact hours (not a specific aide).

4. Circumstances that might necessitate modification to the aide hours set forth herein are:

(a) Changes in state special education allocations or changes in the rules for allocating aide time.

(b) Should a situation occur where the case load of a non-SH SDC teacher falls below eight (8) students, the District shall provide no less than four (4) hours of aide time per day (not a specific aide) until such case load reaches eight (8) students.

E. Moderate to severe special education preschool classes shall have a ratio of no more than five (5) children per instructional adult.

F. Should the ratio of children to instructional adults in preschool special education mild to moderate classes exceed 5:1, the District and Association will determine whether support or other assistance is needed.

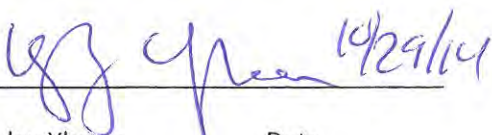
~~E.~~ G. If self-contained Special Day Class students are mainstreamed, principals shall make reasonably good faith efforts to assign them equitably among the appropriate classes.

AGREED:

For the District:

 10/29/14

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

 10/29/14

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

For the Association:

 10/29/2014

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

 10-29-14

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

RIVERSIDE UNIFIED SCHOOL DISTRICT

AND

RIVERSIDE CITY TEACHERS ASSOCIATION

TENTATIVE AGREEMENT

OCTOBER 29, 2014

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:

C. Work Day:

1. High Schools and Continuation High School: Employees shall ~~be on the work site no less than twenty (20) minutes before the first students arriving are scheduled to attend class.~~ **be at their work site at the beginning of their eight (8) hour work day designated for each school site and stay until the end of their work day.** The normal or regular work day shall be seven and three-quarters (7 ¾) consecutive hours commencing the 2014-15 work year and eight (8) consecutive hours commencing the 2015-16 work year, which includes the lunch period. The additional fifteen (15) minutes in the 2014-15 work year will be added at the end of the work day. The placement of the additional fifteen (15) minutes in the 2015-16 work year will be determined by the RCTA/RUSD Joint Negotiation Team. The length of the instructional day shall be 365 minutes. If program assignments are such that different employee assignments require different daily beginning and ending times, these times will be

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determined by mutual agreement of the employee and the District.

~~At Lincoln High School, employees shall report to the work site no less than thirty (30) minutes before the beginning of the session to which they are assigned by the principal.~~

(a) High schools will increase the number of instructional minutes to establish Staff Collaboration Time. Using the voting procedure in Section 7, annually by April 1, each high school shall choose between the following options by simple majority vote:

1. The high school may increase the number of daily instructional minutes by a minimum of nine (9) minutes or maximum of 12 minutes, four (4) days per week; and on the fifth (5th) day of the week, instructional minutes may be decreased in order to implement Staff Collaboration Time by a late start or early dismissal.
2. The high school may increase the number of daily instructional minutes by a minimum of nine (9) minutes or maximum of 12 minutes, for nine (9) consecutive days; and on the tenth (10th) day, instructional minutes may be decreased in order to implement Staff Collaboration Time by a late start or early dismissal.

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.

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Teacher preparation time, as defined in Article X, Section 1F of the Agreement, shall not be altered as a result of the implementation of Staff Collaboration Time.

2. Middle Schools: Employees shall be ~~on the work site no less than thirty (30) minutes before the first students arriving are scheduled to attend class~~ **at their worksite at the beginning of their eight (8) hour work day designated for each school site and stay until the end of their work day.** The normal or regular work day shall be seven and three-quarters (7 ¾) consecutive hours commencing the 2014-15 school year and eight (8) hours commencing the 2015-16 work year, which includes the lunch period. The additional fifteen (15) minutes in the 2014-15 work year will be added at the end of the work day. The placement of the additional fifteen (15) minutes in the 2015-16 work year will be determined by the RCTA/RUSD Joint Negotiation Team. The length of the instructional day shall be 350 minutes. If program assignments are such that different employee assignments require different daily beginning and ending times, these times will be determined by mutual agreement of the employee and the District.

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.

Teacher preparation time, as defined in Article X, Section 1F of the Agreement, shall not be altered as a result of the implementation of Staff Collaboration Time.

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3. Elementary Schools:

(a) Employees shall be ~~on the work site twenty (20) minutes before the first students arriving are scheduled to attend class~~ **at their work site at the beginning of their eight (8) hour work day designated for each school site and stay until the end of their work day.** The normal or regular work day shall be seven and three-quarters (7 $\frac{3}{4}$) consecutive hours commencing the 2014-15 school year and eight (8) consecutive hours commencing the 2015-16 work year, which includes the lunch period.

The additional fifteen (15) minutes in the 2014-15 work year will be added at the end of the work day. The placement of the additional fifteen (15) minutes in the 2015-16 work year will be determined by the RCTA/RUSD Joint Negotiation Team. If program assignments are such that different employee assignments require different daily beginning and ending times, these times will be determined by mutual agreement of the employee and the District.

The scheduling of K-3 teacher supervision duties shall be assigned equitably among K-3 teachers at their school site. The District will provide supervision for before school duty in grades K-6. In the event the site administrator is unable to provide adequate supervision to ensure the safety of children, employees shall perform this duty, and such duty must be equitably assigned at each work site. On such an occasion, the supervising teacher may leave the work site early by the same amount of time he/she performed the duty, on the first afternoon without a meeting. When assigned morning supervision, an employee may be required to report for that duty thirty (30) minutes before the start of the earliest class if the site administrator deems such early reporting necessary to assure adequate supervision. When assigned supervision at student dismissal time, employees may be required to remain on duty for up to thirty (30) minutes after the dismissal time if the site administrator deems more than twenty (20) minutes of supervision are necessary

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to provide adequate supervision of students.

(b) The length of the instructional day for the traditional year for elementary students shall be as follows:

Grades K - 3 285 minutes

Grades 4 - 6 300 minutes

(c) Students in grades K-6 at each school shall have common beginning and ending times. In primary classes, except 3/4 combinations, in addition to a morning recess, there may be an afternoon recess not to exceed fifteen (15) minutes, at the discretion of each teacher. The time the recess may be held shall be designated by the site administrator. Recess supervision shall be done by teachers utilizing this afternoon recess.

(d) On all regular or normal days, except those on which staff, team or district-ordered meetings are scheduled, the final forty-five (45) minutes of the elementary teachers' work day shall be designated as planning time for those with full-time classroom teaching assignments. Planning time is provided to allow teachers an opportunity during the work day to prepare assignments, correct papers, meet with parents and other staff members, meet with students, and to perform related tasks arising from the teaching assignment.

(e) In order to establish a Staff Collaboration Time period, each elementary school shall increase the number of daily instructional minutes contained in Section 1C(b) of this Agreement by fifteen (15) minutes, four (4) days a week. On the fifth (5th) day of the week, instructional minutes may be decreased in order to implement a one (1) hour Staff Collaboration Time period.

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

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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.

Teacher preparation time, as defined in Section 1C 3(d) of the Agreement, shall not be altered as a result of the implementation of the Staff Collaboration Time period.

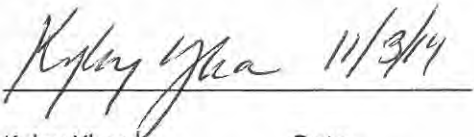
4. Each kindergarten teacher not teaching full day kindergarten shall be available for assistance within the kindergarten and/or primary program for a maximum of forty-five (45) minutes during the school day.

AGREED:

For the District:

 10/31/14

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

 11/3/14

Kylee Ybarra Date
Director of Certificated Personnel,
Department of Personnel -
Leadership & Development

For the Association:

 11/5/2014

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

 11-6-14

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

**Board Meeting Agenda
April 13, 2015**

- Topic:** Disclosure of Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association
- 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:** Report/Discussion
- Short Description:** This item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements for employees represented by the Riverside City Teachers Association.
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DESCRIPTION OF AGENDA ITEM:

The District has reached Tentative Agreements (TA) with one of its collective bargaining units, the Riverside City Teachers Association (RCTA) representing certificated employees. The agreements are documented as 1) Tentative Agreement dated January 22, 2015, Article X, Section 1 (Hours of Employment), and 2) Tentative Agreement dated January 22, 2015, Article XV, Section 6 (Transfers), and 3) Article XII, Section 2 (Employee Evaluation Process). The Agreements are the result of the collective bargaining process that began in September 2014.

The first Tentative Agreement, (Hours of Employment) incorporates the following provisions:

- Article X, Section 1 – Full-time Classroom and Itinerant Teachers, Special Education Teachers, School Librarians, Nurses, Speech Language Pathologists, Psychologists, Teachers on Special Assignment, “ADDED” - *Staff Developers* and Counselors. Fiscal Impact: None
- Article X, Section 1, I, L – change to psychologist (8) hour work day, *inclusive* of lunch, “ADDED” – *Staff Developers shall work an eight hour day, inclusive of lunch.* Fiscal Impact: None

The second Tentative Agreement (Transfers) incorporates the following provisions:

- Article XV, Section 6E is amended to read: “*Tentative psychologist assignments shall be received no later than May 15 of the current school year.*” Fiscal Impact: None

The third Tentative Agreement (Employee Evaluation Process) incorporates the following provisions:

- Article XII, Section 2F - “*grades 1, 2 and 3 classes shall be established using a student-to-teacher ratio.*” Fiscal Impact: None

The negotiation process will continue. These Tentative Agreements represent points of agreement reached on January 28, 2015.

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 27/56 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.”

The typical disclosure form is not being used for these TA’s since the financial impact of the TA’s are non-existent or minimal. See Fiscal Impact below.

A ratification vote by RCTA is pending.

FISCAL IMPACT: None

RECOMMENDATION: Information only. Public disclosure of the terms and conditions, including financial impact, of the Tentative Agreements for employees represented by the Riverside City Teachers Association.

ADDITIONAL MATERIAL: Tentative Agreements

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT
 AND
 RIVERSIDE CITY TEACHERS ASSOCIATION
 TENTATIVE AGREEMENT
 JANUARY 22, 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 is amended to read:

Section 1 - Full-time Classroom and Itinerant Teachers, Special Education Teachers, School Librarians, Nurses, Speech Language Pathologists, Psychologists, Teachers on Special Assignment, *Staff Developers* and Counselors

A. Work Year: The work year shall be developed in consultation between the Association and the District as provided in Article V. The calendars shall be constructed with the following limits:

- 1. Elementary and High School, Full-time K-12 Independent Study and Continuation High School: One hundred eighty-one (181) days of instruction.
 Middle School, Opportunity School/COPE and Community Day School: One hundred eighty (180) days of instruction.

2. Returning Teachers

(a) Elementary School Teachers: Four (4) work days without students for

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returning elementary teachers to be used as two (2) non-student attendance days for elementary parent conference days; plus two (2) days prior to the opening of schools.

(b) Middle School Teachers: Five (5) work days without students for returning middle school teachers to be used as three (3) non-student attendance days, one (1) each at the end of the first quarter, first semester and third quarter; plus two (2) days prior to the opening of schools.

(c) High School Teachers: Four (4) work days without students for returning high school teachers to be used as two (2) non-student attendance days, one (1) at the end of each semester; plus two (2) days prior to the opening of schools.

3. New Teachers

(a) Elementary School Teachers: Five (5) work days without students for new elementary teachers to be used as two (2) non-student attendance days for elementary parent conference days plus three (3) days prior to the opening of schools, which includes one (1) day of orientation.

(b) Middle School Teachers: Six (6) work days without students for new middle school teachers to be used as three (3) non-student attendance days, one (1) each at the end of the first quarter, first semester and third quarter; plus three (3) days prior to the opening of schools, which includes one (1) day of orientation.

(c) High School Teachers: Five (5) work days without students for new high school teachers to be used as two (2) non-student attendance days, one (1) at the end of each

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semester; plus three (3) days prior to the opening of schools, which includes one (1) day of orientation.

4. On the two (2) days prior to the opening of school, there shall be a limit of six and threefourths (6 $\frac{3}{4}$) hours of mandatory meetings. These meeting are not included in the maximum number of regularly scheduled staff meetings.

5. The following days shall be free of meetings:

(a) The two high school end of semester days.

(b) The three middle school end of first quarter, first semester and third quarter days.

6. The middle schools will modify the school calendar to enable 7th grade students to begin and end their school year one day earlier than the 8th grade students.

The adjustment of the school year shall not increase the number of work days or student contact days for teachers. All employees shall have no less than seven and three quarters (7 $\frac{3}{4}$) hours of time for room preparation at the beginning of the 2014-15 school year and no less than eight (8) hours commencing the 2015-16 school year. No employee shall be required to have more contact with 7th grade students on their first day of attendance than the proportional amount of 7th grade student contact time determined by the employee's daily assigned teaching schedule. Similarly, no employee shall be required to have more contact with 8th grade students on the last day of 8th grade attendance than the proportional amount of 8th grade student contact time determined by the employee's daily assigned teaching schedule.

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7. Elementary schools shall have a minimum day of two hundred forty (240) minutes in length on the last day of pupil attendance. As of the last day of school, should at least one hundred twenty (120) annual minutes of attendance hours beyond the State minimum remain, and the day prior to the last day of school is a full day, the Superintendent shall declare the last day of school as one hundred eighty (180) minutes in length.

8. All probationary and those temporary employees, who have been employed fewer than three (3) consecutive years for at least 75 percent of the work year, may be required to attend up to five (5) days inservice training outside their work year. These inservice days shall be related to school or District staff development programs, with compensation at the "Miscellaneous Salary Provision" rate for inservice.

B. Work Week: The regular work week shall be Monday through Friday except for a week that might be changed by national, state or local holidays on the school calendar.

C. Work Day:

1. High Schools and Continuation High School: Employees shall be on the work site no less than twenty (20) minutes before the first students arriving are scheduled to attend class. The normal or regular work day shall be seven and three-quarters ($7\frac{3}{4}$) consecutive hours commencing the 2014-15 work year and eight (8) consecutive hours commencing the 2015-16 work year, which includes the lunch period. The additional fifteen (15) minutes in the 2014-15 work year will be added at the end of the work day. The placement of the additional fifteen (15) minutes in the 2015-16 work year will be determined by the RCTA/RUSD Joint Negotiation Team. The length of the instructional day shall be 365 minutes. If program assignments are such that different employee assignments require different daily beginning and ending times, these times will be determined by mutual agreement of the employee and the District.

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At Lincoln High School, employees shall report to the work site no less than thirty (30) minutes before the beginning of the session to which they are assigned by the principal.

(a) High schools will increase the number of instructional minutes to establish Staff Collaboration Time. Using the voting procedure in Section 7, annually by April 1, each high school shall choose between the following options by simple majority vote:

1. The high school may increase the number of daily instructional minutes by a minimum of nine (9) minutes or maximum of 12 minutes, four (4) days per week; and on the fifth (5th) day of the week, instructional minutes may be decreased in order to implement Staff Collaboration Time by a late start or early dismissal.

2. The high school may increase the number of daily instructional minutes by a minimum of nine (9) minutes or maximum of 12 minutes, for nine (9) consecutive days; and on the tenth (10th) day, instructional minutes may be decreased in order to implement Staff Collaboration Time by a late start or early dismissal.

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.

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Teacher preparation time, as defined in Article X, Section 1F of the Agreement, shall not be altered as a result of the implementation of Staff Collaboration Time.

2. Middle Schools: Employees shall be on the work site no less than thirty (30) minutes before the first students arriving are scheduled to attend class. The normal or regular work day shall be seven and three-quarters (7 $\frac{3}{4}$) consecutive hours commencing the 2014-15 school year and eight (8) hours commencing the 2015-16 work year, which includes the lunch period. The additional fifteen (15) minutes in the 2014-15 work year will be added at the end of the work day. The placement of the additional fifteen (15) minutes in the 2015-16 work year will be determined by the RCTA/RUSD Joint Negotiation Team. The length of the instructional day shall be 350 minutes. If program assignments are such that different employee

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assignments require different daily beginning and ending times, these times will be determined by mutual agreement of the employee and the District.

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.

Teacher preparation time, as defined in Article X, Section 1F of the Agreement, shall not be

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altered as a result of the implementation of Staff Collaboration Time.

3. Elementary Schools:

(a) Employees shall be on the work site twenty (20) minutes before the first students arriving are scheduled to attend class. The normal or regular work day shall be seven and threequarters (7 $\frac{3}{4}$) consecutive hours commencing the 2014-15 school year and eight (8) consecutive hours commencing the 2015-16 work year, which includes the lunch period. The additional fifteen (15) minutes in the 2014-15 work year will be added at the end of the work day. The placement of the additional fifteen (15) minutes in the 2015-16 work year will be determined by the RCTA/RUSD Joint Negotiation Team. If program assignments are such that different employee assignments require different daily beginning and ending times, these times will be determined by mutual agreement of the employee and the District.

The scheduling of K-3 teacher supervision duties shall be assigned equitably among K-3 teachers at their school site. The District will provide supervision for before school duty in grades K-6. In the event the site administrator is unable to provide adequate supervision to ensure the safety of children, employees shall perform this duty, and such duty must be equitably assigned at each work site. On such an occasion, the supervising teacher may leave the work site early by the same amount of time he/she performed the duty, on the first afternoon without a meeting. When assigned morning supervision, an employee may be required to report for that duty thirty (30) minutes before the start of the earliest class if the site administrator deems such early reporting necessary to assure adequate supervision. When assigned supervision at student dismissal time, employees may be required to remain on duty for up to thirty (30) minutes after the dismissal time if the site administrator deems more than twenty (20) minutes of supervision are necessary to provide adequate supervision of students.

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(b) The length of the instructional day for the traditional year for elementary students shall be as follows:

Grades K - 3 285 minutes

Grades 4 - 6 300 minutes

(c) Students in grades K-6 at each school shall have common beginning and ending times. In primary classes, except 3/4 combinations, in addition to a morning recess, there may be an afternoon recess not to exceed fifteen (15) minutes, at the discretion of each teacher. The time the recess may be held shall be designated by the site administrator. Recess supervision shall be done by teachers utilizing this afternoon recess.

(d) On all regular or normal days, except those on which staff, team or district-ordered meetings are scheduled, the final forty-five (45) minutes of the elementary teachers' work day shall be designated as planning time for those with full-time classroom teaching assignments. Planning time is provided to allow teachers an opportunity during the work day to prepare assignments, correct papers, meet with parents and other staff members, meet with students, and to perform related tasks arising from the teaching assignment.

(e) In order to establish a Staff Collaboration Time period, each elementary school shall increase the number of daily instructional minutes contained in Section 1C(b) of this Agreement by fifteen (15) minutes, four (4) days a week. On the fifth (5th) day of the week, instructional minutes may be decreased in order to implement a one (1) hour Staff Collaboration Time period.

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

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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.

Teacher preparation time, as defined in Section 1C 3(d) of the Agreement, shall not be altered as a result of the implementation of the Staff Collaboration Time period.

4. Each kindergarten teacher not teaching full day kindergarten shall be available for assistance within the kindergarten and/or primary program for a maximum of forty-five (45) minutes during the school day.

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 (½) 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.

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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 and special events that will be necessary to carry out the school program in the following year. Other special events or committees may be mutually added during the school year.

The list of agreed upon committees and special events shall be submitted to the school staff, so that employees may select those committees and/or events in which they want to

Initials MF

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participate.

E. Employees assigned to middle schools or high schools shall be entitled to one (1) duty-free, uninterrupted lunch period per day, which shall be the longer of either the student lunch period at their site or thirty-five (35) minutes. Employees assigned to elementary schools shall have a lunch period of forty-five (45) minutes. At elementary schools when weather conditions prohibit the normal use of the playground, the site administrator may declare a lunch period for staff and students of thirty (30) minutes, or up to twenty-five percent (25%) of the staff may be required to assist with student supervision for that period of time the lunch period exceeds thirty (30) minutes. Such duty must be equitably assigned at each work site. On these days, employees assigned lunch duty or having a shortened lunch period may leave the work site fifteen (15) minutes earlier than the regular departure time the first afternoon without a meeting.

F. Full-time classroom teachers in grades seven (7) through twelve (12) shall be entitled to one (1) scheduled instructional period per day to be used for preparation and planning, and conferences with parents, students, supervisors, and other employees. Normally, teachers may not leave the work site during this period without prior approval of the site administrator. Except by mutual agreement between the employee and the District, full-time teachers in middle and high schools shall have no more than twenty-five (25) teaching periods per week, exclusive of the Sustained Silent Reading (SSR) program. In lieu of SSR, teachers may volunteer to provide enrichment or intervention instruction to meet students' needs during the time period that is designated for SSR with administrative approval.

G. Counselors, pre-school teachers and District I.M.S. specialists shall work an eight (8) hour

Initials MR AD

Initials CS

day inclusive of lunch, which shall be the longer of either the student lunch period at their site or thirty-five (35) minutes.

H. Nurses shall work a seven and one half (7 ½) hour day, inclusive of lunch.

I. Psychologists shall work an eight (8) hour work day, ~~exclusive~~ *inclusive* of lunch.

J. Speech & Language Pathologists shall work a seven and three-quarters (7 ¾) hour day, commencing the 2014-15 school year and eight (8) hours commencing the 2015-16 school year, which includes lunch. The additional fifteen (15) minutes in the 2014-15 work year will be added at the end of the work day. The placement of the additional fifteen (15) minutes in the 2015-16 work year will be determined by the RCTA/RUSD Joint Negotiation Team.

K. Regular K-12 independent study employees shall work a seven and three-quarters (7 ¾) hour day commencing the 2014-15 school year and eight (8) hours commencing the 2015-16 school year, which includes lunch. The additional fifteen (15) minutes in the 2014-15 work year will be added at the end of the work day. The placement of the additional fifteen (15) minutes in the 2015-16 work year will be determined by the RCTA/RUSD Joint Negotiation Team.


L. Staff Developers shall work an eight hour day, inclusive of lunch

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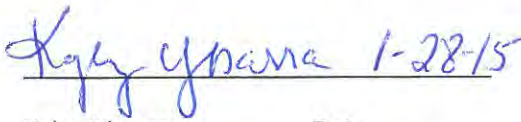
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AGREED:

For the District:

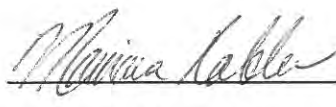


Date 1-28-15
Susan Mills
Assistant Superintendent,
Department of Personnel –
Leadership & Development




Date 1-28-15
Kyley Ybarra
Director of Certificated Personnel,
Department of Personnel -
Leadership & Development

For the Association:



Date 1/28/2015
Mariana Robles
Teacher, Hawthorne ES
Co-chair, RCTA negotiation Team



Date 1-28-15
Sheri Obr
Teacher, Liberty ES
Co-Chair, RCTA Negotiation Team

RIVERSIDE UNIFIED SCHOOL DISTRICT
 AND
 RIVERSIDE CITY TEACHERS ASSOCIATION
 TENTATIVE AGREEMENT
 JANUARY 22, 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 XV, Section 6 is amended to read:

Section 6 - Assignment/Reassignment

A. Assignment means the subject, grade level, track, classes, and/or duties an employee is designated to perform by his/her immediate supervisor.

B. Reassignment means a change of assignment within a school.

C. Involuntary Reassignment

1. An employee may be involuntarily reassigned when it is deemed necessary by the site administrator. An involuntary reassignment shall be based upon the following criteria:

- (a) The demonstrated needs and efficient operation of the school and/or program.
- (b) The qualifications, including the experience and recent training of the employee.
- (c) Employee certification and authorization.
- (d) The preferences of the employee.

Initials HR 20

Initials RY

RIVERSIDE UNIFIED SCHOOL DISTRICT
 AND
 RIVERSIDE CITY TEACHERS ASSOCIATION
 TENTATIVE AGREEMENT
 JANUARY 22, 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 XII, Section 2 is amended to read:

Section 2 - Elementary Schools (K-6)

A. Each elementary school shall be allocated classroom teaching positions in sufficient number to ensure that the average class size in the elementary school shall be thirty (30). Only regular classes, those other than any special education class, shall be used to calculate this average..

B. Within thirty-five (35) school days after the beginning of the school year, the Department of Personnel shall calculate the actual average class size district-wide in grades K-6 by dividing the actual active enrollment in all regular District K-6 classes by the actual number of full-time equivalent teachers assigned to instruct those classes. If the quotient is greater than thirty and one-half (30 ½), the District shall employ sufficient additional qualified teachers to reduce that quotient to thirty and one-half (30 ½).

Initials MR SO

Initials SM G

C. When the average class size at any elementary school exceeds thirty-one (31) for two (2) successive monthly attendance reports, the District shall take action to reduce that average to thirty-one (31) or fewer students.

D. If any class in upper grades (grades 4, 5 or 6) exceeds thirty-four (34) pupils for more than twenty-five (25) school days, written approval must be received from the teacher and a waiver of the class size requirement must be obtained from the Association.

E. Kindergarten classes shall be established using a student-to-teacher staffing ratio ("divisor") of twenty-four (24) students to one (1) teacher (24:1). The maximum class size for any regular education classroom with kindergarten students shall be twenty-seven (27) students, except as provided below.

1. If the maximum class size of twenty-seven (27) students creates a situation at any school, where to accommodate all kindergarten students, a combination class of kindergarten and first grade students would be created, such combination class may be avoided by exceeding the maximum class size of twenty-seven (27).

2. The decision to exceed the maximum class size of twenty-seven (27) students shall be made collaboratively between the site administrator, specific teacher and the Association President or Association President's designee. Written approval must be received from the teacher and a waiver of the class size requirement must be obtained from the Association to document the collaborative decision.

Initials MLW

Initials SMY

A. Instructional Aide Time

Each regular education kindergarten teacher (excludes special education teachers) will be assigned aide time in direct support of that teacher's program as follows:

1. One (1) hour per week of aide time (not a specific aide).

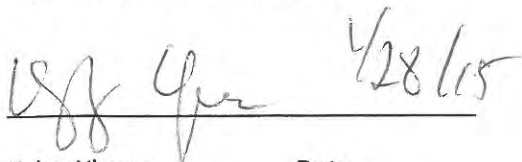
F. Beginning in the 2014-15 school year and continuing, primary grade (grades 1, 2 and 3) classes shall be established using a student-to-teacher ratio consistent with the adopted state budget applicable for the specific school year (targeted staffing ratio for the Grade Span Adjustment (GSA). The goal is to reach 24:1 by 2020-21 unless the GSA funding changes. The maximum annual staffing ratio for each school site for regular education classrooms shall be the targeted annual staffing ratio for each school site plus a tolerance factor of one (1) point. For example, if the targeted annual staffing ratio is 25.5, then the maximum annual staffing ratio shall be 26.5. The tolerance factor is designed to protect the District from financial penalties for deviations from the targeted annual staffing ratio as provided for in Education Code, Section 42238.02.

AGREED:

For the District:

 1/24/15

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

 1/28/15

Kyley Ybarra Date
Director of Certificated Personnel,
Department of Personnel -
Leadership & Development

For the Association:

 1/28/2015

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

 1-28-15

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

**Board Meeting Agenda
April 13, 2015**

- Topic:** Disclosure of Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506
- 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:** Report/Discussion
- Short Description:** This item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.
-

DESCRIPTION OF AGENDA ITEM:

The District has reached Tentative Agreements (TA) with one of its collective bargaining units, the California School Employees Association, (CSEA) Chapter 506, representing classified employees. The agreements are documented as 1) Tentative Agreement dated December 9, 2014, Class Title: District Community Assistant, 2) Class Title: Nutrition Services Systems Specialist, 3) Class Title: Nutrition Specialist Assistant, and 4) Class Title: Student Assistant Plan (SAP) Prevention Assistant.

The first Tentative Agreement, Class Title: District Community Assistant incorporates a final job description for this new position.

The second Tentative Agreement, Class Title: Nutrition Services Systems Specialist incorporates a final job description for this new position.

The third Tentative Agreement, Class Title: Nutrition Specialist Assistant incorporates a final job description for this new position.

The fourth Tentative Agreement, Class Title: Student Assistant Plan (SAP) Prevention Assistant incorporates a final job description for this new position.

The negotiation process will not continue. These Tentative Agreements represent points of agreement reached on December 17, 2014.

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 27/56 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.”

The typical disclosure form is not being used for these TA’s since the financial impact of the TA’s are non-existent or minimal. See Fiscal Impact below.

A ratification vote by CSEA is pending.

FISCAL IMPACT: None

RECOMMENDATION: Information only. Public disclosure of the terms and conditions, including financial impact, of the Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.

ADDITIONAL MATERIAL: Tentative Agreements

Attached: Yes

**RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
December 9, 2014**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to the following job description:

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: DISTRICT COMMUNITY ASSISTANT – TITLE I (Range 11)

BASIC FUNCTION:

Under the direction of ~~the Academic English Learner and Student Support Department Director~~ or an assigned supervisor, assist with parent education support services; coordinate and supply relevant information and materials to parents and staff at Title I schools, provide information regarding school or District programs, procedures, activities, rules and regulations; provide translations or interpretation when requested.

REPRESENTATIVE DUTIES:

Serve as a liaison between the Title I school and school community to assist in fostering a climate of understanding and cooperation; provide routine information as appropriate. *E*

Travel to various locations to discuss and interpret categorical programs of the school and District. *E*

Attend District and County meetings as assigned; attend workshops, conferences and meetings as requested by staff or parents; provide presentations at parent meetings. *E*

Translate and interpret materials and school and District policies, programs, and activities for parents, school personnel, students and others as requested. *E*

Assist in working with community groups and parents to clarify school programs and policies and to involve community parent groups in developing ways to solve school community problems; participate in school activities. *E*

Perform a variety of responsible clerical duties to assist instructional services specialist, program managers, students and parents; assist with the smooth and efficient processing and flow of information and materials for assigned Title I sites and maintaining records. *E*

Provide classes to educate parents regarding responsibilities in assisting children with obtaining success in school; prepare related records. *E*

Provide oral and written translation on an individual basis as well as group settings. Reports are submitted to Director or assigned supervisor in a timely manner. *E*

Provide family members with available community resources and encourage them in the use of these services. Act as a liaison between the families and various agencies. *E*

Coordinate with private and public service agencies to establish and maintain an outreach process to assure access to resources.

Greet the public and answer phones, provide information and directions, take messages, or transfer to appropriate individuals as needed.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Correct English and Spanish **another identified secondary language** usage, vocabulary, grammar, spelling and punctuation.

Oral and written communication skills.

Record-keeping techniques.

Interpersonal skills using tact, patience and courtesy.

Community interests, concerns, and attitudes relative to educational programs of the District.

Modern office practices, procedures and presentation equipment.

ABILITY TO:

Understand and communicate with children and adults of different racial and cultural backgrounds.

Understand and carry out written and oral instructions.

Establish and maintain effective and cooperative working relationships with others.

Meet schedules and time lines.

Speak and interpret English and a designated second language.

Operate a variety of office and presentation equipment, including personal computer and various software applications, LCD projector, printer, fax machine, copier and scanner to prepare presentations and maintain files.

EDUCATION AND EXPERIENCE

Any combination equivalent to: graduation from high school and six months experience involving community activities.

LICENSES AND OTHER REQUIREMENTS

Valid California driver's license.

Incumbents are required to speak, read and write fluently in a second designated language

PHYSICAL ABILITIES


Hearing and speaking to exchange information in person or on the telephone.

Sitting or standing for extended periods of time.


AGREED:

For the District:


For CSEA:




Susan J. Mills Date 12-17-14
Assistant Superintendent, Human Resources
Riverside Unified School District



Daniel S. Rudd Date 12/17/14
President, CSEA Chapter 506
Riverside Unified School District



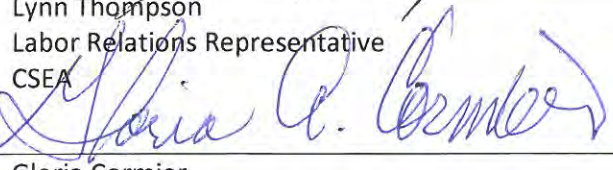
Vanessa Connor



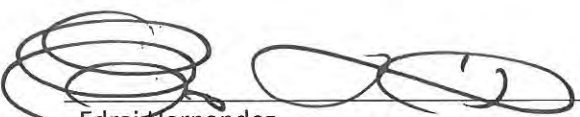
Lynn Thompson
Labor Relations Representative
CSEA



Shani Dahl




Gloria Cormier



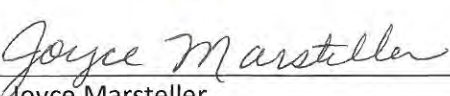
Edrai Hernandez



Laura Egan



Jill Collier



Joyce Marsteller



Orin Williams



Joseph Baglio



Tim Wooten

**RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
December 9, 2014**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to the following job description:

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: NUTRITION SERVICES SYSTEMS SPECIALIST (Range 30)

BASIC FUNCTION:

Under the direction of an assigned supervisor, performs a variety of duties related to the operation of the District automated nutrition service system; is responsible for Nutrition Services online resources and tools (website and social media) and supporting all Point-of-Sale (POS) computing systems, hardware and software, throughout the District cafeterias.

REPRESENTATIVE DUTIES:

Update, install, support, and maintain hardware and software **specific to Nutrition Services within the Nutrition Services Department** to ensure the workstation is operable when needed; ensure timely/reliable setup of equipment to ensure accuracy and reliability.

Manage, troubleshoot and maintain the District automated nutrition service system; which includes online meal applications, online payment website, and Nutrition Services website; assist and train nutrition service personnel on the proper operation of the system; provide personal growth classes for employees.

Monitor computer usage and connectivity within the Nutrition Services Department.

Communicate with staff on the telephone to troubleshoot software and hardware; drive a vehicle to conduct work.

Improve and update the publication and performance of all Nutrition Services websites. Plan site design by clarifying goals and designing functionality.

Maintain, convert and optimize published documents for online use. Generate and revise web pages. Create, update, and manage online forms, spreadsheets, documents, and work orders.

Responsible for developing content across owned and earned social channels. This could include blog posts, tweets, status updates, pins, photos and videos.

Creates, manages and grows business presence across social media channels, including, but not limited to blogs, Twitter, Facebook, Pinterest, LinkedIn, YouTube and Instagram.

~~Interface with Technology Services personnel to obtain data, solve firewall and network issues and ensure that any Technology Services issues concerning the Nutrition Services system and content are quickly resolved.~~

Review proposals for new systems or the enhancement, improvement and/or replacement of existing systems, as directed.

Verifies and maintains workstation and POS inventory records and responsible for logging all equipment into spreadsheet.

Oversees the warranty and return merchandise authorization processes for new equipment.

Monitors closely school sites and Nutrition Services main office recurring problems and makes recommendations to management. Inform management of potential problems before they occur and communicate possible solutions.

Manages services contracted with outside suppliers, such as estimating time and materials for major upgrades and repairs.

Analyze data issues on a variety of data systems, including student system, state reporting system, warehouse system, and application system. Use database management skills to import and export information as necessary following CALPADS and USDA regulations.

Train staff as necessary on any component of the Nutrition Service system and computer software and hardware. (PCS Revenue Systems- District Database and School POS systems, Rocket Scan-Application Validation, Horizon-One Source)

Install, test and evaluate third party software and hardware **specific to Nutrition Services**; diagnose problems and provide for updates; serve as Nutrition Services resource for training and evaluating software; represent Nutrition Services to software vendors.

Serve as the help desk for Nutrition Services technical problems. Serve as a help desk for parents and community searching for Nutrition Services information.

~~Solve all level one and level two technical computer problems remotely with as little on-site time as possible.~~

Monitor technology (hardware, software, and upgrades) closely. Make recommendations to management for upgrades and changes. (PCS Revenue Systems, Rocket Scan, Horizon)

~~Re-image computers (restores the computer by installing software purchased by the district including Windows 7 and XP, Microsoft Office, system updates, and anti-virus software), test~~

~~software and hardware, research drivers and other facets to ensure all hardware is working properly.~~

Work with Technology Services to create reports for district needs.

Perform maintenance on existing programs and procedures **specific to Nutrition Services.**

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Operation of a computer workstation and data entry techniques.

HTML, PHP, and CSS for website creation and updates.

Social media platforms, including, but not limited to Facebook, foursquare, Pinterest, Twitter, YouTube, Google+ and Path

~~Riverside Unified School District standard security, network, virus protection, operating systems, workstation and other related products.~~

Interpersonal skills using tact, patience and courtesy.

Graphic design experience using tools such as Adobe Creative Suite and Expression Studio.

Organizational skills in file management with a large variety of file types.

Inventory methods and practices

Telephone techniques and etiquette.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Personal computer workstation and server based peripherals.

Student information systems.

California state reporting standards and requirements.

ABILITY TO:

Perform with attention to detail and strong organizational and communication skills.

Diagnose and differentiate between hardware and software problems.

Manage and operate website and webpages.

Be proficient at resolving cross-browser compatibility issues.

Prioritize, set schedules, and meet timelines for assigned service requests.

Recover lost files, convert data across multiple file formats, and download updates such as drivers from the Internet.

Instruct users on ways to avoid their most common problems such as sharing files, routing output to shared peripherals, navigating the desktop, backing up their system, and managing their passwords.

Maintain current knowledge of program rules, regulations, requirements and restrictions.

Operate a variety of computer and peripheral equipment, including POS systems.

Work independently with little direction.

Learn new technologies and stay abreast of changes in the industry.

EDUCATION AND EXPERIENCE:

Associates Degree in Computer Science, 3 to 5 years related experience in hardware and software computing systems, or an equivalent combination of education and experience.

~~Requires a minimum of three (3) years experience in desktop and portable computing systems.~~
Experience in food service operation is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment with travel between District sites.

Driving a vehicle to conduct work.

PHYSICAL ABILITIES:

Dexterity of hands and fingers to operate a computer keyboard, mouse, and pointing devices.

Hearing and speaking to exchange information in person or on the telephone.

Sitting or standing for extended periods of time.

Seeing to monitor systems functions.

Reaching overhead, above the shoulders, and horizontally, bending at the waist, kneeling or crouching to service equipment.

Lifting and carrying moderately heavy equipment.

HAZARDS:

Exposure to electrical power supplies.

Extended viewing of computer monitor.

AGREED:

For the District:

For CSEA:

Susan J. Mills 7-12-14
Date
Susan J. Mills
Assistant Superintendent, Human Resources
Riverside Unified School District

Daniel S. Rudd 12/12/14
Date
Daniel S. Rudd
President, CSEA Chapter 506
Riverside Unified School District

Vanessa Connor
Vanessa Connor

Lynn Thompson
Lynn Thompson
Labor Relations Representative
CSEA

Shani Dahl
Shani Dahl

Gloria Cormier
Gloria Cormier

Edral Hernandez
Edral Hernandez

Laura Egan
Laura Egan

Jill Collier
Jill Collier

Joyce Marsteller
Joyce Marsteller

Orin Williams
Orin Williams

Joseph Baglio
Joseph Baglio

Tim Wooten
Tim Wooten

**RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
December 9, 2014**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to the following job description:

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: NUTRITION **SPECIALIST ASSISTANT (Range 8)**

BASIC FUNCTION:

Under the direction of the Nutrition Specialist, assist in providing instruction to individuals or small groups of students with nutrition education activities and community events that promote healthy eating and physical activity for low-income families, the target population, SNAP (**Supplemental Nutrition Assistance Program**) recipients and other similar households.

REPRESENTATIVE DUTIES:

Assist in the delivery Delivery of general nutrition education to individuals or small groups of students in an assigned classroom or group setting.

Assist in preparing Prepare lessons as directed by the Nutrition Specialist.

Assist in staffing Staffing of health fairs and other community or promotional events where nutrition education messages are delivered.

~~Documentation of educational and other encounters.~~

Assist with writing project reports and preparations of quarterly reports as well as maintaining program reporting and tracking systems.

Perform routine clerical duties such as preparation of instructional and classroom materials; operate laminator, computer, fax or copier as assigned.

Provide support to the Nutrition Specialist by setting up work areas, displays and exhibits, taking attendance, operating audio-visual equipment, operating educational training equipment and distributing and collecting paper and supplies.

Assist in the direction of Direct group activities of students as assigned; assist in monitoring activities as assigned.

Confer with Nutrition Services staff concerning programs and materials to meet student needs as needed.

Participate in meetings and in-service training programs as assigned.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Dietary guidelines and sound nutrition principles
- Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading.
- Equipment as assigned by the position.
- Safe practices in classroom and outside activities.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.

ABILITY TO:

- Assist Nutrition Specialist with assigned instructional activities.
- Assist with instruction and related activities in a classroom or assigned learning environment.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Perform routine clerical duties in support of assigned activities.
- Print and write legibly.
- Add, subtract, multiply and divide quickly and accurately.
- Understand and follow oral and written directions.
- Learn procedures, functions and limitations of assigned duties.
- Learn to apply and explain policies and procedures related to program activities.

EDUCATION AND EXPERIENCE:

- Minimum one year experience or education in Nutrition, Health Education or related field required.
- Nutrition focused public speaking preferred

LICENSES AND OTHER REQUIREMENTS:

- Valid California Driver's License
- Food Handler's Card or Serve Safe Certification

WORKING CONDITIONS:

ENVIRONMENT:

- Classroom and outdoor environment

PHYSICAL ABILITIES:

- Seeing to monitor student behavior during activities
- Hearing and speaking to exchange information related to classroom assignments
- Bending at the waist, kneeling or crouching to assist students
- Standing and walking for extended periods of time

AGREED:

For the District:

Susan J. Mills
Assistant Superintendent, Human Resources
Riverside Unified School District

12-17-14
Date

Vanessa Connor
Vanessa Connor

Shani Dahl
Shani Dahl

Edrai Hernandez
Edrai Hernandez

Jill Collier
Jill Collier

Orin Williams
Orin Williams

For CSEA:

Daniel S. Rudd
President, CSEA Chapter 506
Riverside Unified School District

12/17/14
Date

Lynn Thompson
Labor Relations Representative
CSEA

Gloria Cormier
Gloria Cormier

Laura Egan
Laura Egan

Joyce Marsteller
Joyce Marsteller

Joseph Baglio
Joseph Baglio

Tim Wooten
Tim Wooten

**RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
December 9, 2014**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to the following job description:

RIVERSIDE UNIFIED SCHOOL DISTRICT

**CLASS TITLE: STUDENT ASSISTANT PLAN (SAP) PREVENTION ASSISTANT
(Range 15)**

BASIC FUNCTION:

Under the direction of an assigned SAP School Psychologist, assist school site administration and staff in the supervision and instruction of students identified as having social-emotional and behavioral challenges in the educational setting.

DISTINGUISHING CHARACTERISTICS:

Implement social-emotional and behavioral strategies and intervention programs for identified students; ~~attend student progress meetings; assist student(s) with and demonstrate proper procedures for referrals/exiting of students;~~ progress monitoring, record-keeping techniques, communication, and maintain student program notebooks and attend student progress meetings for identified students.

REPRESENTATIVE DUTIES:

Implement social- emotional and behavioral strategies and intervention programs for identified students in the educational setting for the purpose of improving student outcomes due to social-emotional and behavioral challenges impacting their learning and maintaining an orderly educational environment including, but not limited to, during passing periods, at lunch, on the playground and on field trips. *E*

Work with student(s) individually and in groups, at various locations, assisting with specific social- emotional and behavioral strategies and interventions. *E*

Apply behavior management and behavior modification techniques for identified students with social-emotional and behavioral challenges. *E*


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~~Implement and teach staff how to~~ Support staff with implementing behavior modification contracts, and strategies, ~~and modification~~ focusing on academic, behavioral and social skills as directed by the supervising SAP School Psychologist, Site Administrator or other staff. *E*

Implement and assist in training staff in intervention programs, i.e., Positive Behavior Intervention and Support (PBIS) and individual and classroom positive behavior management and modification strategies and plans, alternatives means of correction/suspensions, and implementation of strategies to promote pro-social/emotional behavior for identified students.

Collect and record data and anecdotal notes for the purpose of preparing reports in accordance with program guidelines. *E*

~~Collect data and train/support staff on progress monitoring.~~

Confer with personnel and provide input regarding student progress. *E*

Facilitate social skills training programs for students under the supervising SAP School Psychologist, Site Administrator or other staff. *E*

~~Collect data and support staff on progress monitoring.~~ Maintain student logs/documentation for the purpose of maintaining records. *E*

Assist in open and ongoing communication with families and school district staff. *E*

Attend staff meetings, SST meetings, conferences, and student progress meetings for the purpose of sharing information and/or improving skills and knowledge. *E*

Attends community events/meetings, conferences/seminars, trainings as requested by the SAP School Psychologist etc. district/site administrator.

~~Present resources to students and families when requested on topics related to drug and violence prevention.~~

Maintain confidentiality of sensitive and privileged information in accordance with district, state and federal mandates and other specified legal requirements or policies. *E*

Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages. *E*

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

Behavioral principles and practices related to children

Record keeping and report preparation techniques

General purposes and goals of public education

Correct English usage, punctuation, spelling, grammar and math

Interpersonal skills using tact, patience and courtesy

First aid and CPR procedures

Health and safety regulations

ABILITY TO:

Learn and use behavioral strategies and interventions

Learn and use methodologies found to be successful for students with social emotional and behavioral/conduct challenges

Demonstrate ~~an~~ understanding, ~~and be~~ patience and ~~a~~ receptive attitude toward students, staff and families

Observe and manage behavior of students according to approved procedures

Intervene physically in confrontations to restrain students; handle stress, stressful situations and emergencies in a calm, confident and effective manner

Monitor and evaluate student progress, including the use of progress monitoring

Work independently with little direction

Prepare and maintain detailed case records and reports

~~To~~ Collaborate and consult with school staff and families

~~To~~ Gain trust, confidence and rapport of individual students, groups and school staff

Communicate effectively and proficiently in both oral and written form

Operate various office and instructional equipment, including a computer ~~or other devices~~ and assigned software

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Graduation from high school and three years experience in working with school-age children in an organized setting, possession of an Associates Degree or 48 semester units, or satisfactory completion of a proficiency examination.

LICENSE & OTHER REQUIREMENTS:

Requires use of personal automobile, and the possession of a valid California Class Driver's License and proof of current and appropriate auto insurance coverage

Valid First Aid and CPR (Cardiopulmonary Resuscitation) Certificate required.

TRAINING:

Forty (40) hours of training must be successfully completed within the first 6 months of employment.

Become Pro-Act certified, through the District, within 3 months of employment. Maintain certification.

WORKING CONDITIONS:

ENVIRONMENT

This is an itinerant position. ~~The incumbent and you~~ may be asked to alter ~~your~~ **their** scheduled location at any given time.

Indoor offices and classrooms.

Various outdoor locations.

Driving to District facilities and school sites.

PHYSICAL ABILITIES:

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Sit, look downward, reach up, stand, walk, bend, stoop, squat, push, pull, climb stairs, twist.
 Repetitive hand activities within close reach, such as files, keyboard & handwriting.
 Lift/carry up to 25 pounds, may lift/carry child up to 75 pounds (infrequently).
 Seeing to perform extensive reading.
 Hearing & speaking (including in-person, phone and public address).
 Dexterity of hands and fingers to grasp and manipulate materials, equipment, and supplies (frequently).
 Ability to apply appropriate techniques (approved crisis intervention) to mitigate the threat of harming self or others, which may involve evading, blocking, and/or restraining.

HAZARDS:

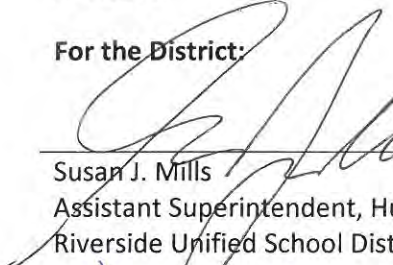
Exposure to seasonal temperature variations, dust and wind, traffic

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

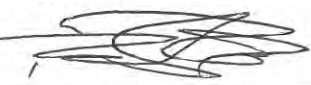
AGREED:

For the District:

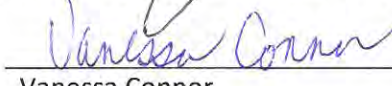
For CSEA:



 Susan J. Mills Date 12-17-19
 Assistant Superintendent, Human Resources
 Riverside Unified School District



 Daniel S. Rudd Date 12/18/19
 President, CSEA Chapter 506
 Riverside Unified School District



 Vanessa Connor



 Lynn Thompson
 Labor Relations Representative
 CSEA



 Shani Dahl



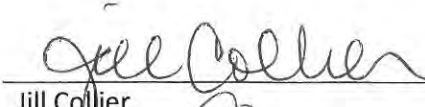
 Gloria Cormier



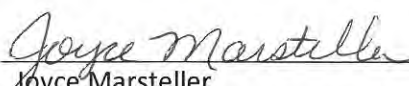
 Edrai Hernandez



 Laura Egan



 Jill Collier




 Joyce Marsteller



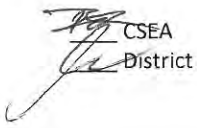
 Orin Williams



 Joseph Baglio



 Tim Wooten



**Board Meeting Agenda
April 13, 2015**

Topic: Notice of Public Hearing of the Riverside Unified School District Relating to Consideration of Approval of a School Facilities Needs Analysis and Consideration of Adoption of Alternative School Facility Fees in Compliance With Government Code Sections 65995.5, 65995.6 and 65995.7

Presented by: Hayley Calhoun, Director, Planning and Development

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

Type of Item: Public Hearing

Short Description: Public Hearing to review and consider adoption of a report entitled “School Facilities Needs Analysis,” dated January 30, 2015, and to consider and respond to all public comments received by the District.

DESCRIPTION OF AGENDA ITEM:

Pursuant to Government Code 66995.5 et seq., the District is required to adopt a School Facilities Needs Analysis in order to levy the alternative school facilities fees provided under Senate Bill 50. The School Facility Needs Analysis, dated January 30, 2015, demonstrates that the District may impose \$3.84 per square foot in Level II Fees and \$7.67 per square foot in Level III Fees on new residential construction. Prior to adopting the School Facilities Needs Analysis, the Board must conduct a public hearing.

A Public Hearing to review Riverside Unified School District’s School Facilities Needs Analysis was duly noticed, and the report has been available for public review for at least thirty days, beginning January 30, 2015.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board conduct the Public Hearing.

ADDITIONAL MATERIAL: Notice of Public Hearing

Attached: Yes

NOTICE OF PUBLIC HEARING OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT RELATING TO CONSIDERATION OF APPROVAL OF A SCHOOL FACILITIES NEEDS ANALYSIS AND CONSIDERATION OF ADOPTION OF ALTERNATIVE SCHOOL FACILITY FEES IN COMPLIANCE WITH GOVERNMENT CODE SECTIONS 65995.5, 65995.6 AND 65995.7

Please be advised that the Board of Education (“Board”) of the Riverside Unified School District (“District”) at a Public Hearing to be held on April 13, 2015, will review and consider approval of a **School Facilities Needs Analysis** (“SFNA”) and consider adoption of a resolution approving the SFNA and approving alternative school facility fees in compliance with Government Code Sections 65995.5, 65995.6, 65995.7.

Pursuant to Government Code Section 65995.5(b), the District must conduct and adopt an SFNA as one of the prerequisites to levying alternative school facility fees on new residential construction within the District in excess of those established in amounts specified in Government Code Section 65995.

In compliance with Government Code Section 65995.6(a), the SFNA of the District includes information regarding the projection of the number of unhoused pupils generated by various types of new residential units, in each category of pupils enrolled in the District. The projection of unhoused pupils is based on the historical generation rates of new residential units constructed during the previous five (5) years that are of a similar type of units to those anticipated to be constructed either in the District or the city or county in which the District is located, and relevant planning agency information, such as multiphased development projects, that may modify the historical figures. In accordance with Government Code Section 65995.6, the SFNA also contains an updated calculation of existing school building capacity, calculated pursuant to Education Code Section 17071.10, *et seq.*

The SFNA is available for public review at the District’s offices, located at 3380 14th Street, Riverside, California and is herein incorporated by reference. Any person may obtain a copy of the SFNA at the District’s offices. To receive a copy of the SFNA by mail, please contact Ms. Hayley Calhoun at the District at (951) 788-7496 ext. 84003.

The Public Hearing of the District to be held April 13, 2015, will begin at 5:30 p.m. at the District Board Room, located at 6735 Magnolia, Riverside, California. These matters will be considered at such time as this agenda item is considered by the Board of the District.

Questions and/or comments should be directed to Ms. Hayley Calhoun at (951) 788-7496 ext 84003.

/s/ Hayley Calhoun

Riverside Unified School District

**Board Meeting Agenda
April 13, 2015**

Topic: Resolution No. 2014/15-25 – Resolution of the Board of Education of the Riverside Unified School District Approving a School Facilities Needs Analysis, Adopting Alternative School Facility Fees in Compliance With Government Code Sections 65995.5, 65995.6, and 65995.7, Adopting Responses to Public Comments Received and Making Related Findings and Determinations

Presented by: Hayley Calhoun, Director, Planning and Development

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

Type of Item: Action

Short Description: Consideration of Resolution No. 2014/15-25 approving the School Facilities Needs Analysis and adoption of alternative residential mitigation fees.

DESCRIPTION OF AGENDA ITEM:

A public hearing to consider the findings of the School Facilities Needs Analysis dated January 30, 2015, (SFNA 2015) was held earlier in this meeting.

The 2015 SFNA demonstrates that the Riverside Unified School District is justified in collecting alternative residential development mitigation fees of \$3.84 per square foot at Level II, while the State has school bond funds available for new school construction, or \$7.67 per square foot at Level III, which would go into effect if the State were to declare that bond funds were no longer available.

Resolution No. 2014/15-25 adopts the findings of the 2015 SFNA. The new Level II fees would take effect immediately. The adoption of the 2015 SFNA remains in effect for one year, or until the adoption of a subsequent School Facilities Needs Analysis, whichever occurs first.

The new Level II residential fee of \$3.84 per square foot replaces the Level II fee of \$3.77 per square foot which was adopted on March 17, 2014, which expired on March 18, 2015. Lacking an approved resolution, the fee did revert to the District-adopted statutory amount, currently \$3.36 per square foot.

FISCAL IMPACT: Dependent upon the square footage of residential units constructed within the District.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 2014/15-25.

ADDITIONAL MATERIAL: Resolution No. 2014/15-25, School Facilities Needs Analysis Report, dated January 30, 2015, and 2015 Developer Fee Matrix.

Attached: Yes

RESOLUTION NO. 2014/15-25

RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT APPROVING A SCHOOL FACILITIES NEEDS ANALYSIS, ADOPTING ALTERNATIVE SCHOOL FACILITY FEES IN COMPLIANCE WITH GOVERNMENT CODE SECTIONS 65995.5, 65995.6, AND 65995.7, ADOPTING RESPONSES TO PUBLIC COMMENTS RECEIVED, AND MAKING RELATED FINDINGS AND DETERMINATIONS

WHEREAS, the Board of Education (“Board”) of the Riverside Unified School District (“District”) provides for the educational needs for Grade K-12 students within the City of Riverside (“City”) and the County of Riverside (“County”); and

WHEREAS, the Board has previously adopted and the District has imposed statutory school facility fees (“Level 1 Fees”) pursuant to Education Code Section 17620 and Government Code Section 65995(b)(1) and (b)(2), and alternative school facility fee amounts pursuant to Government Code Sections 65995.5 (“Level 2 Fees”) and 65995.7 (“Level 3 Fees” or collectively, “ASFF”), but desires to update its ASFF based upon a current school facilities needs analysis (“2015 SFNA”) prepared by Koppel & Gruber Public Finance in accordance with applicable law; and

WHEREAS, the Board of the District has previously by resolution elected to participate in the school facilities funding program established pursuant to the Leroy F. Greene School Facilities Act of 1998 (“SFP”) for both modernization and new construction projects, and appointed a representative (“District Representative”) for the purpose of requesting an Eligibility Determination (“ED”) for funding under the SFP; and

WHEREAS, the District Representative caused to be accomplished the completion and certification of the Enrollment Certification/Projections (“ECP”) by submission of Form SAB 50-01, the Existing School Building Capacity (“ESBC”) by submission of Form SAB 50-02, and the ED by submission of Form SAB 50-03 to the State Allocation Board (“SAB”) for approval pursuant to the SFP; and

WHEREAS, the District received notification from the SAB that the District meets the eligibility requirements for new construction funding pursuant to the provisions of the SFP; and

WHEREAS, the District Representative has caused the completion and certification of Form SAB 50-04, the Application for Funding (“AFF”), and prior to the adoption of this Resolution submitted the AFF to the SAB for approval pursuant to the SFP; and

WHEREAS, Level 2 Fees and Level 3 Fees, upon adoption of the ASFF and during the effective period thereof, are applicable to new residential construction in accordance with applicable law, subject to the suspension of Level 3 Fees pursuant to Government Code Section 65995.7(a)(2); and

WHEREAS, pursuant to Government Code Section 65995.6(f), ASFF adopted by the Board are effective for a maximum of one (1) year; and

WHEREAS, the District has met the requirements established by Government Code Section 65995.5(b)(3) in that: (i) the District has issued debt or incurred obligations for capital outlay in an amount equivalent to a specified percentage of its local bonding capacity; and (2) at least twenty percent (20%) of the teaching stations within the school district are relocatable classrooms; and

WHEREAS, new residential construction continues to generate additional students for the District's schools and the District is required to provide school facilities for grades K-12 ("School Facilities") to accommodate those students; and

WHEREAS, the District does not have sufficient funds available for the construction of the School Facilities, including the acquisition of sites, construction of permanent School Facilities, and acquisition of interim School Facilities, to accommodate students from new residential construction; and

WHEREAS, the Board has caused to be prepared the 2015 SFNA dated January 30, 2015, pursuant to applicable law including, but not by way of limitation, Government Code Section 65995.6, prior to the adoption of ASFF; and

WHEREAS, the Board has received and considered the 2015 SFNA which includes all matters required by applicable law, including an analysis of: (a) the purpose of the ASFF; (b) the use to which the ASFF are to be put; (c) the nexus (roughly proportional and reasonable relationship) between the residential construction and (1) the facilities for which the ASFF are to be used, (2) the need for School Facilities, and (3) the cost of School Facilities and the amount of ASFF from new residential construction; (d) an evaluation and projection of the number of students that will be generated by new residential construction by grade levels of the District as described by Government Code Section 65995.6; (e) a description of the new School Facilities that will be required to serve such students; and (f) the present estimated cost of such School Facilities; and

WHEREAS, the 2015 SFNA in its final form has been available to the public, for at least thirty (30) days before the Board held a public hearing on April 13, 2015 ("Hearing"), and considered the adoption of the ASFF, including a response by the Board to written and oral comments, if any, received by the District; and

WHEREAS, all notices of the preparation of the 2015 SFNA and adoption of ASFF, including the offer by the District to meet with any affected local planning agency relating to the potential expansion of existing school sites or the necessity to acquire additional school sites, have been given in accordance with Government Code Section 65352.2; and

WHEREAS, copies of the 2015 SFNA have been provided thirty (30) days prior to the Hearing if such written request(s) for copies were filed with the District forty-five (45) days prior to a Hearing, which was held in a manner required by applicable law at a meeting of the Board of the District relating to the proposed adoption of the 2015 SFNA and ASFF; and

WHEREAS, the 2015 SFNA has been provided to all local agencies responsible for land use planning for review and comment in compliance with Government Code Section 65995.6(c); and

WHEREAS, the District has received, considered, and discussed any written and/or oral comments received by the District, and has responded to all comments, which the Board desires to adopt all such written and oral responses as the Board's response(s), if any; and

WHEREAS, as to the approval of the 2015 SFNA and ASFF, Government Code Section 65995.6(g) provides that the California Environmental Quality Act, Division 13 (commencing with Section 21000) of the Public Resources Code does not apply to the preparation, adoption, or update of the 2015 SFNA or adoption of this Resolution; and

WHEREAS, the District desires to approve the 2015 SFNA and adopt ASFF pursuant to Government Code Sections 65995.5 and 65995.7 for the purpose of establishing ASFF that may be imposed on residential construction calculated pursuant to Government Code Section 65995(b), subject to the suspension of Level 3 Fees as set forth in Government Code Section 65995.7(a)(2).

NOW, THEREFORE, THE BOARD OF EDUCATION OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:

Section 1. The Board does hereby find and determine that the foregoing recitals and determinations are true and correct, including not by way of limitation, its adoption of and/or responses to both written and oral comments received by the District, if any.

Section 2. The Board does hereby find and determine that the 2015 SFNA meets all applicable legal requirements, and it hereby adopts each of the findings set forth in the 2015 SFNA.

Section 3. A District Representative made a timely application to the SAB for new construction funding for which it is eligible.

Section 4. The District received notification from the SAB that the District meets the eligibility requirements for new construction funding pursuant to the provisions of the SFP.

Section 5. For purposes of Government Code Section 65995.5(b)(3): (i) the District has issued debt or incurred obligations for capital outlay in an amount equivalent to a specified percentage of its local bonding capacity; and (2) at least twenty percent (20%) of the teaching stations within the school district are relocatable classrooms.

Section 6. The District has caused to be prepared the 2015 SFNA, which is on file at the District office address and incorporated herein by this reference, which complies with all applicable statutory requirements, including the provisions of Government Code Section 65995.6.

Section 7. The Board hereby approves and adopts the 2015 SFNA for the purpose of establishing ASFF as to future new residential construction within the District, subject to the suspension of Level 3 Fees as set forth in Government Code Section 65995.7(a)(2).

Section 8. The Board finds that the purpose of the ASFF imposed upon residential construction are to fund the additional School Facilities to serve the students generated by the residential construction upon which the ASFF are imposed as provided in the 2015 SFNA and applicable law.

Section 9. The Board finds that the ASFF are hereby established as applicable to the extent set forth herein, and will be used to fund those School Facilities described in the 2015 SFNA, and such fees that these School Facilities are to serve the students generated by the new residential construction within the District as provided in the 2015 SFNA.

Section 10. The Board finds that there is a roughly proportional, reasonable relationship between the use of the ASFF and the new residential construction within the District because the ASFF imposed on new residential construction by this Resolution will be used to fund School Facilities which will be used to serve the students generated by such new residential construction in accordance with applicable law as set forth in the 2015 SFNA, and such fees are less than an estimated actual cost of the School Facilities estimated to result from the new residential construction as set forth in the 2015 SFNA.

Section 11. The Board finds that there is a roughly proportional, reasonable relationship between the new residential construction upon which the ASFF are imposed, and the need for additional School Facilities in the District because new students will be generated from new residential construction within the District, and the District does not have sufficient capacity in the existing School Facilities to accommodate these students.

Section 12. The Board finds that the amount of the ASFF imposed on new residential construction as set forth in this Resolution is roughly proportional and reasonably related to, and does not exceed the cost of, providing the School Facilities required to serve the students generated by such new residential construction within the District.

Section 13. The Board finds that a separate fund (“Fund”) of the District and two (2) or more sub-funds (“Sub-Funds”) have been created or are authorized to be established for all monies received by the District for the deposit of applicable Level 1 Fees, Level 2 Fees, and Level 3 Fees imposed on residential construction within the District, as well as Commercial/Industrial Fees and mitigation payments (“Mitigation Payments”) collected by the District and that said Fund and Sub-Funds at all times have been separately maintained, except for temporary investments, with other funds of the District as authorized by applicable law.

Section 14. The Board finds that the monies of the separate Fund or the separate Sub-Funds, described in Section 13, consisting of the proceeds of applicable Level 1 Fees, Level 2 Fees, and Level 3 Fees, Commercial/Industrial Fees, and Mitigation Payments have been imposed for the purposes of constructing those School Facilities necessitated by new residential

construction and as further set forth in the 2015 SFNA, and thus, these monies may be expended for all those purposes permitted by applicable law.

Section 15. The 2015 SFNA determines the need for new School Facilities for unhoused pupils that are attributable to projected enrollment growth from the construction of new residential units over the next five (5) years, based on relevant planning agency information and the historical generation rates of new residential units constructed during the previous five (5) years that are of a similar type of unit to those anticipated to be constructed within the District, and/or the County.

Section 16. The Board has identified and considered, and/or subtracted, as set forth in the 2015 SFNA, the following information in determining amounts of the Level 2 Fees and Level 3 Fees:

(a) any surplus property owned by the District that can be used as a school site or that is available for sale to finance school facilities pursuant to Government Code Section 65995.6(b)(1);

(b) the extent to which projected enrollment growth may be accommodated by excess capacity in existing school facilities pursuant to Government Code Section 65995.6(b)(2);

(c) local sources other than fees, charges, dedications, or other requirements imposed on residential construction available to finance the construction of school facilities needed to accommodate any growth in enrollment attributable to the construction of new residential units pursuant to Government Code Section 65995.6(b)(3); and

(d) the full amount of local funds the Board has dedicated to facilities necessitated by new construction, including fees, charges, dedications, or other requirements imposed on commercial or industrial construction pursuant to Government Code Section 65995.5(c)(2).

Section 17. The Board has calculated, as set forth in the 2015 SFNA, the maximum square foot fees, charges, or dedications to be established as ASFF that may be collected in accordance with the provisions of Government Code Sections 65995.5(c) and 65995.7(a).

Section 18. Notice and relevant and available information relating to the potential expansion of existing school sites or the necessity to acquire additional school sites, including notice of a proposed meeting regarding such information, was provided to City and County planning officials or agencies with land use jurisdiction within the District prior to the completion of the 2015 SFNA.

Section 19. The 2015 SFNA in its final form has been made available to the public for a period of not less than thirty (30) days, and that the District has made itself available to meet with any affected city or county to discuss the preparation of the 2015 SFNA, pursuant to the requirements of Government Code Section 65352.2.

Section 20. The public has had the opportunity to review and comment on the 2015 SFNA, and the Board has responded to both written and oral comments it has received, if any, regarding the 2015 SFNA.

Section 21. In responding to written comments pursuant to Government Code Section 65995.6(c), the Board does hereby adopt any and/or all such response(s) made by District staff and/or its consultants as its own response(s), and/or adopts such response(s) as modified by the Board at the Hearing.

Section 22. Notice of the time and place of the Hearing to adopt the 2015 SFNA, including the location and procedure for viewing or requesting a copy of the proposed 2015 SFNA has been published in at least one (1) newspaper of general circulation within the jurisdiction of the District at least thirty (30) days prior to the Hearing.

Section 23. The District has caused to be mailed a copy of the 2015 SFNA not less than thirty (30) days prior to the Hearing to any person who made a written request forty-five (45) days prior to the Hearing.

Section 24. The 2015 SFNA has been provided to all local agencies responsible for land use planning for review and comment in compliance with Government Code Section 65995.6(c).

Section 25. The Board conducted the required Hearing prior to adoption of the 2015 SFNA and the ASFF, at which time all persons desiring to be heard on all matters pertaining to the 2015 SFNA were heard, all responses to such comments received were made by the Board, if any, and all information presented was duly considered.

Section 26. The Board hereby adopts ASFF and establishes the ASFF on new residential construction projects within the District in the following amounts:

(a) Pursuant to Government Code Section 65995.6, Level 2 Fees in the amount of Three and 84/100 Dollars (\$3.84) per square foot of assessable space for new residential construction, including new residential projects, manufactured homes and mobilehomes as authorized under Education Code Section 17625.

(b) Pursuant to Government Code Section 65995.7, Level 3 Fees in the amount of Seven and 67/100 Dollars (\$7.67) per square foot of assessable space for new residential construction, including new residential projects, manufactured homes and mobilehomes as authorized under Education Code Section 17625.

(c) However, these amounts shall not be imposed on any construction project used exclusively for housing senior citizens, as described in Civil Code Section 51.3, or as described in subsection (k) of Section 1569.2 of the Health and Safety Code or paragraph 9 of subdivision (d) of Section 15432 of the Government Code or any mobile home or manufactured home that is located within a mobilehome park, subdivision, cooperative or condominium for mobilehomes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

Additionally, Level 3 Fees shall not be levied by the District until authorized by Government Code Section 65995.7(a)(2).

Section 27. ASFF, upon adoption and during the effective period thereof, are applicable to residential construction in lieu of Level 1 Fees in accordance with applicable law, except that Level 3 Fees are suspended pursuant to Government Code Section 65995.7(a)(2).

Section 28. The proceeds of the ASFF increased and established pursuant to this Resolution shall continue to be deposited into those Sub-Funds of the Funds identified in Section 13 of this Resolution, the proceeds of which shall be used exclusively for the purpose for which the ASFF are to be collected.

Section 29. The Superintendent, or designee, is directed to cause a copy of this Resolution to be delivered to the building officials of the affected City and County within the District's boundaries, as well as the Office of Statewide Health Planning and Development ("OSHPD"), along with a copy of all the supporting documentation referenced herein, and a map of the District clearly indicating the boundaries thereof, advising such entities that new residential construction is subject to the ASFF increased pursuant to this Resolution, and requesting that no building permit or approval for occupancy be issued by any of these entities for any new residential construction project, mobilehome or manufactured home subject to the ASFF absent a certificate of compliance ("Certificate of Compliance") from this District demonstrating compliance of such project with the requirements of the ASFF, nor that any building permit be issued for any nonresidential construction absent a Certificate of Compliance with the requirements of the applicable ASFF.

Section 30. The Superintendent, or designee, is authorized to cause a Certificate of Compliance to be issued for each construction project, mobilehome and manufactured home for which there is compliance with the requirement for payment of the ASFF in the amounts specified by this Resolution. In the event a Certificate of Compliance is issued for the payment of ASFF for a construction project, mobilehome or manufactured home, and it is later determined that the statement or other representation made by an authorized party concerning the construction project as to square footage is untrue or in the event the zoning is declared invalid, then such Certificate of Compliance shall automatically terminate, and the appropriate City, County, or OSHPD shall be so notified.

Section 31. Regarding the timely provision of a Certificate of Compliance by the District for residential construction, although not required by applicable law, the Board hereby determines that the 2015 SFNA is a proposed construction plan for purposes of requiring payment of ASFF prior to the issuance of any building permit for new residential construction in accordance with Government Code Section 66007, and that all ASFF are appropriated for the purpose of accomplishing such construction plan.

Section 32. No statement or provision set forth in this Resolution, or referred to therein shall be construed to repeal any preexisting fee or mitigation amount previously imposed by the District on any residential or nonresidential construction.

Section 33. If any portion or provision of this Resolution is held to be invalid, the remaining provisions of this Resolution are intended to be and shall remain valid.

Section 34. If the Level 2 Fees and/or the Level 3 Fees are held to be invalid (other than the suspension under Government Code Section 65995.7(a)(2)), Level 1 Fees, in amounts determined by applicable law at such time, are intended to be, and shall remain, in full force and effect.

Section 35. The ASFF adopted by this Resolution shall take effect immediately upon such adoption and shall be effective for a maximum of one (1) year, subject to the suspension of Level 3 Fees as set forth in Government Code Section 65995.7(a)(2).

APPROVED AND ADOPTED on April 13, 2015.

**BOARD OF EDUCATION OF THE RIVERSIDE
UNIFIED SCHOOL DISTRICT**

By: _____
Mrs. Kathy Allavie, President, Board of
Education of the Riverside Unified School
District

By: _____
Mr. Brent Lee, Clerk, Board of Education of the
Riverside Unified School District

STATE OF CALIFORNIA)
) ss.
COUNTY OF RIVERSIDE)

I, Brent Lee, Clerk, Board of Education of the Riverside Unified School District, do hereby certify that the foregoing was duly adopted by the Board of Education of such District at a regular meeting of said Board held on April 13, 2015, at which a quorum of such Board was present and acting throughout and for which notice and an agenda was prepared and posted as required by law and at which meeting all of the members of such Board had due notice and that at such meeting the attached resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk, Board of Education of the Riverside Unified
School District

STATE OF CALIFORNIA)
) ss.
COUNTY OF RIVERSIDE)

I, Brent Lee, Board of Education of the Riverside Unified School District, do hereby certify that the foregoing is a full, true and correct copy of Resolution No. 2014/15-25 of said Board, and that the same has not been rescinded, amended April 13, 2015 or repealed.

Dated this April 13th day of April, 2015.

Clerk, Board of Education of the Riverside Unified
School District



RIVERSIDE UNIFIED SCHOOL DISTRICT
SCHOOL FACILITIES NEEDS ANALYSIS

JANUARY 30, 2015

KOPPEL & GRUBER
PUBLIC FINANCE

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EXECUTIVE SUMMARY

A. INTRODUCTION

With the passage of Senate Bill 50 and Proposition 1A in 1998, upon meeting certain requirements, school districts have the option of adopting alternative school fees (“Alternative Fees”), also known as Level II and Level III fees. These Alternative Fees are beyond the maximum statutory school fees, Level I Fees, which may be collected from new residential housing to finance new school facility construction.

This School Facilities Needs Analysis (“SFNA”) has been prepared for the Riverside Unified School District (“School District”) in accordance with Education Code Section 17620 *et seq.* and Government Code Section 65995 *et seq.* and serves as the basis for justifying the collection of Alternative Fees and the level at which they may be levied. More specifically, the SFNA is conducted in order to determine the need for new school facilities for unhoused pupils that are attributable to projected enrollment growth from the development of new residential units over the next five (5) years. The SFNA is required to be adopted by resolution at a public hearing after it has been made available to the public for a period of not less than thirty days. Prior to the public hearing, the public has the opportunity to review and comment on the SFNA. The Alternative Fees, which may be adopted at the public hearing take effect immediately and are valid for a maximum of one (1) year, unless a revised report is adopted.

B. ELIGIBILITY AND STATUTORY REQUIREMENTS

As a prerequisite for collecting the Alternative Fees, a school district must satisfy the following:

- (i) Make a timely application to the State Allocation Board (“SAB”) for new construction funding for which it is eligible and be determined to meet the eligibility requirements for new construction funding set forth in Sections 17071.10 and 17071.75 of the Education Code. If the SAB fails to notify the school district of its eligibility within 120 days of receipt of application, the school district is deemed eligible by default; and
- (ii) Comply with at least two (2) of the four (4) statutory requirements (“Statutory Requirements”) set forth in Section 65995.5(b)(3) and as summarized below:
 1. School District has substantial enrollment of its students on a multi-track year-round schedule;
 2. School District has placed on the ballot in the previous four (4) years at least one (1) local general obligation bond to finance school facilities and the measure received at least 50 percent plus one of the votes cast;
 3. School District has issued debt or incurred debt obligations for capital outlay in an amount equivalent to the percentage of the School District’s bonding capacity as further specified in Section 65995.5(b)(3)(C); and/or
 4. At least 20 percent of the teaching stations within the School District are portable classrooms.

C. ALTERNATIVE FEES

The Level II Fee is calculated pursuant to Government Code Section 65995.5 *et seq.* and is intended to represent fifty percent (50%) of a school district's facility costs and applies when the SAB is apportioning State funding. The Level III Fee is calculated pursuant to Government Code Section 65995.7 *et seq.* and is intended to represent roughly one hundred percent (100%) of a school district's facility costs and applies if the SAB ceases to provide such funding. On June 27, 2012, Senate Bill 1016 was approved, which among other items, amended Government Code Section 65995.7. While the State no longer has new construction funds available, the State Allocation Board has not notified the Secretary of the Senate and the Chief Clerk of the Assembly, as required by Government Code Section 65995.7, therefore Level III Fees are not currently authorized.

The Level II Fee and Level III Fee determined herein are set forth in the table below.

ALTERNATIVE FEE	AMOUNT
Level II Fee	\$3.84 per square foot
Level III Fee	\$7.67 per square foot

SECTION I. ELIGIBILITY TO LEVY ALTERNATIVE FEES

A. TIMELY APPLICATION

Government Code Section 65995.5(1) requires that the governing board of the School District make a timely application to the SAB and meet the eligibility requirements for new construction funding under the School Facilities Program (“SFP”) as set forth in Education Code Section 17071.10 and Section 17071.75.

On March 1, 1999, the School District filed an application requesting an eligibility determination (“Eligibility Determination”) for new construction funding as required by the SAB and to approve and submit the required SAB Forms 50-01, 50-02 and 50-03. On July 28, 1999 the SAB approved the Eligibility Determination of the School District. A copy of the most recently transmitted SAB Forms 50-01, 50-02 and 50-03 as well as the most current Eligibility Determination is contained within Appendix “A”.

B. STATUTORY REQUIREMENTS

A School District must also satisfy two (2) of the four (4) statutory school threshold tests set forth in Government Code Section 65995.5(b)(3). The School District satisfies two (2) of the Statutory Requirements as shown below:

	ELIGIBILITY REQUIREMENTS	SATISFIED
(i)	Substantial enrollment on Multi-track Year-Round Schedule	Not Satisfied
(ii)	At least one (1) local bond measure on the ballot in the last four (4) years and received at least 50 percent plus one (1) of the votes cast	Not Satisfied
(iii)	The School District has issued debt or incurred obligations for capital outlay in an amount equivalent to the percentage (15% or 30%, as applicable) of its bonding capacity set forth in Section 65995.5(b)(3)(C).	The School District has \$276,200,000 in outstanding long term debt for capital outlay, including \$139,315,000 in General Obligation Bonds, \$11,880,000 in Certificates of Participation, and \$125,005,000 in debt issued by Community Facilities Districts. The bonding capacity of the School District is currently \$531,132,332. Therefore, the School District is currently at 52% of its bonding capacity (Appendix “B” provides the bonding capacity calculation of the School District).
(iv)	At least 20% of the teaching stations within the School District are portable classrooms	The School District is currently operating in 1,388 permanent classrooms and 486 portable classrooms, thus portables comprise 25.93% of the total teaching stations of the School District.

SECTION II. PROJECTED UNHOUSED STUDENTS FROM NEW RESIDENTIAL DEVELOPMENT OVER THE NEXT FIVE YEARS

A. PROJECTED STUDENT ENROLLMENT

1. Student Generation Rates

As required by and in accordance with Government Code Section 65995.6, this SFNA projects the number of unhoused students attributable to projected enrollment growth (“Projected Student Enrollment”) from the development of new residential units over the next five (5) years (“Projected Units”). The projection of students must be based on the historical student generation rates (“SGR”) of new residential units constructed during the previous five (5) years that are of a similar type of unit as the Projected Units. The types of residential units considered include (i) single family detached (“SFD”), (ii) single family attached (“SFA”), and (iii) multi-family units (“MF”). Units classified as SFD are those units with no common walls; SFA are those units sharing a common wall each on a single assessor’s parcel (e.g. townhouses, condominiums, etc.); and MF are those units which share a single assessor’s parcel and share a common wall (e.g. apartments, duplexes, etc.).

In order to calculate SGRs, Koppel & Gruber Public Finance (“K&G Public Finance”) first obtained property characteristic data from the Assessor’s Office of the County of Riverside (“County”) as of November 2014. The database contains all residential parcels within the School District and provides the year that a structure (if any) was built and land use class information (i.e. condominiums, single family dwellings, etc.). Parcels in the database were classified by unit type (SFD, SFA, MF) and residential parcels built within the past five (5) years (Calendar Years 2010 through 2014) were extracted. Based on the County information, a total of 276 SFDs, 141 SFAs, and zero (0) MFs were built within the School District in the previous five (5) years.

K&G Public Finance then obtained a student database from the School District, which contained student identification, grade level and physical address information for each student enrolled in the School District. The student database is reflective of student enrollment information as of October 2014. The student enrollment address information was matched to the address (situs address) information of parcels in the County property characteristic database. The number of students matched was then queried by school level and residential category. A total of 154 students matched to the 276 SFDs and 12 students matched to the 141 SFAs. Due to the absence of MFs built within the School District within the previous five years, MFs were used from the Moreno Valley Unified School District 2014 School Facilities Needs Analysis adopted on July 15, 2014 (“2014 Moreno Valley Unified Study”). Government Code Section 65995.6(a) allows a school district to use SGRs of new residential units constructed during the previous five years that are of similar type to those anticipated to be constructed in the city or county in which the school district is located. The Moreno Valley School District is also located in Riverside County and is in relatively close proximity to the

School District. Tables 1, 2 and 3 below summarize the calculation of the SGRs by residential category. Table 4 combines the SGRs for each residential type and lists the result per school level.

Table 1
Single Family Detached (SFD)
Student Generation Rates

SCHOOL LEVEL	STUDENTS MATCHED	SFD UNITS	SGR BY SCHOOL LEVEL
Elementary School (K-6)	110	276	0.3986
Middle School (7-8)	28	276	0.1014
High School (9-12)	16	276	0.0580
TOTAL	154	NA	0.5580

Table 2
Single Family Attached (SFA)
Student Generation Rates

SCHOOL LEVEL	STUDENTS MATCHED	SFA UNITS	SGR BY SCHOOL LEVEL
Elementary School (K-6)	10	141	0.0709
Middle School (7-8)	2	141	0.0142
High School (9-12)	0	141	0.0000
TOTAL	12	NA	0.0851

Table 3
Multi-Family (MF)
Student Generation Rates

SCHOOL LEVEL	STUDENTS MATCHED	MF UNITS	SGR BY SCHOOL LEVEL
Elementary School (K-6) ¹	NA	NA	0.5610
Middle School (7-8) ¹	NA	NA	0.1178
High School (9-12) ¹	NA	NA	0.1521
TOTAL	NA	NA	0.8309

¹ Due to the absence of MF units constructed within the School District over the past five (5) years, SGRs for MF determined in the Moreno Valley Unified School District in their 2014 School Facilities Needs Analysis were used.

**Table 4
Combined Student Generation Rates**

SCHOOL LEVEL	SFD UNITS	SFA UNITS	MF UNITS
Elementary School (K-6)	0.3986	0.0709	0.5610
Middle School (7-8)	0.1014	0.0142	0.1178
High School (9-12)	0.0580	0.0000	0.1521
TOTAL	0.5580	0.0851	0.8309

2. Projected Units

In accordance with Government Code Section 65995.6, a projection was made of the residential units planned to be constructed within the School District over the next five (5) years. To estimate the Projected Units, K&G Public Finance first obtained and compiled information from the Planning Departments from the Cities of Jurupa Valley and Riverside (“Cities”) and the County of Riverside Planning Department (collectively the “Planning Agencies”), including but not limited to specific plans, tract and land entitlement information. In determining projected units for areas within the City of Riverside, K&G Public Finance utilized the City’s Housing Technical Report updated for the General Plan 2025. Data from the Southern California Association of Governments (“SCAG”) and the Riverside County Center of Demographic Research was also compiled and analyzed. Such information was used to project residential development for areas within each planning jurisdiction by housing type. Residential development projection letters were sent to the Planning Agencies in January 2015 requesting the Cities and County to review the projected number of residential units and estimated average square footage determined by K&G Public Finance and affirm or modify those projections. A copy of the letters and the responses received by the Planning Agencies, if any, are included as Appendix “E”.

Many of the Projected Units have mitigated their impact to the School District through participation in a Community Facilities District (“CFD”) and/or through the execution of a mitigation agreement. To date, the District has formed CFD Nos. 1 through 24, 26, 27, 30 and 31, the majority of which are fully developed. Those mitigated Projected Units have been identified and/or estimated, and excluded from the calculation of the Alternative Fees. The estimated total, mitigated and unmitigated Projected Units in the entire School District are summarized by residential category in Table 5.

**Table 5
Total Projected Units**

RESIDENTIAL CATEGORY	TOTAL PROJECTED UNITS	MITIGATED PROJECTED UNITS	UNMITIGATED PROJECTED UNITS
SFD	700	138	562
SFA	0	0	0
MF	310	0	310
TOTAL	1,010	138	872

3. Projected Student Enrollment

The number of Projected Units listed in Table 5 multiplied by the SGRs shown in Tables 1, 2 and 3 results in the Projected Student Enrollment. The Projected Student Enrollment is shown in Table 6 by school level.

**Table 6
Projected Student Enrollment by School Level**

SCHOOL LEVEL	PROJECTED STUDENT ENROLLMENT
Elementary School (K-6)	398
Middle School (7-8)	94
High School (9-12)	79
TOTAL	572

B. CLASSROOM INVENTORY

Government Code Section 65995.6 requires that the School District identify and consider any excess capacity in existing facilities that may accommodate projected enrollment growth. The School District currently operates thirty (30) elementary schools, seven (7) middle schools, five (5) high schools, two (2) alternative high schools, one (1) STEM academy (located at Hyatt Elementary), one (1) virtual school, one (1) adult school and one (1) special education preschool.

Pursuant to Education Code Section 17071.10, these facilities have a capacity to accommodate 42,059 students. This capacity was reported on SAB Form 50-02 and was updated to reflect new school facility construction projects approved for funding by the State. Pursuant to Education Code Section 17071.30 and SAB Regulation 1859.51, portable classrooms were not included in the calculation to the extent they are (i) leased through the State Relocatable Classroom Program, (ii) leased for a period of less than five (5) years, (iii) leased when needed as interim housing (project basis), or (iv) represent the number of

portables that exceed 25% of the School District’s permanent classrooms. Appendix “C” provides a calculation of the updated facility capacity.

C. PROJECTED UNHOUSED STUDENTS

Based on enrollment information as of October 2014, the total student enrollment of the School District is 43,263 students. Of those students, 103 are enrolled in a virtual online program. Those students do not require full-time teaching stations and have been subtracted from the enrollment figures, resulting in a net enrollment of 43,160 students 23,142 students of which are at the elementary school level, 6,541 students of which are at the middle school level and 13,477 students are at the high school level, A summary of the enrollment data is provided in Appendix “D”. Current excess capacity is calculated by subtracting current student enrollment from existing school facilities capacity for each school level. This operation results in deficit capacity at the Elementary School and High School levels and excess capacity at the Middle School. The capacity calculation is shown in Table 7.

**Table 7
Excess Capacity**

SCHOOL LEVEL	EXISTING FACILITIES CAPACITY	STUDENT ENROLLMENT (OCTOBER 2014)	EXCESS/(DEFICIT) CAPACITY
Elementary School (K-6)	21,937	23,142	(1,205)
Middle School (7-8)	7,890	6,541	1,349
High School (9-12)	12,232	13,477	(1,245)
TOTAL	42,059	43,160	(1,101)

As shown in Table 7, surplus seats are available to house students generated by unmitigated Projected Units at the Middle School level. In order to determine the projected unhoused students generated by Projected Units (“Projected Unhoused Students”) the Projected Student Enrollment is adjusted by the available capacity. Table 8 shows the number of Projected Unhoused Students determined for each school level

**Table 8
Projected Unhoused Students**

SCHOOL LEVEL	PROJECTED STUDENT ENROLLMENT	SURPLUS SEATS ¹	PROJECTED UNHOUSED STUDENTS
Elementary School (K-6)	398	0	398
Middle School (7-8)	94	94	0
High School (9-12)	80	0	80
TOTAL	572	94	478

¹ A deficit capacity equals zero surplus seats.

Government Code Section 65995.6(b) requires the School District to identify any surplus school sites that could be used to lower the need to house Projected Unhoused Students. The School District currently does not have any sites available to offset the impact of projected student enrollment generated from Projected Units. Therefore, there are no additional adjustments to the number of Projected Unhoused Students as determined in Table 8 above.

SECTION III. LEVEL II FEE

The following section sets forth the calculation of the permissible Level II Fee.

A. MAXIMUM NEW CONSTRUCTION GRANT

1. Per-Pupil Grant

The total new construction grant amount is determined by multiplying the number of Projected Unhoused Students by the total pupil grant (“PPG”). The PPG amount is calculated as the sum of the base per pupil grant and the Automatic Fire Detection/Alarm and Fire Sprinkler System Grant (“ADG”). The base per-pupil grant is identified in Education Code Section 17072.10(a) and was adjusted by the SAB on January 22, 2014 per Education Code Section 17072.10(b). SAB Regulation 1859.71.1 allows for the additional grant for automatic fire alarm detection systems and fire sprinkler systems. The ADG was also adjusted by the SAB as of January 22, 2014. Furthermore, SAB Regulation 1859.76 provides additional grants for general site development on new school construction projects (the “GSDG”). On August 20, 2014 the SAB adopted amendments extending the GSDG until January 1, 2016. Appendix “G” provides a calculation of the allowable GSDG. Table 9 below shows the base per pupil grant, the additional grants as well as the total PPG.

**Table 9
Total Per-Pupil Grant (2014)**

SCHOOL LEVEL	BASE PER-PUPIL GRANT AMOUNT	ADG	GSDG	TOTAL PPG
Elementary School (K-6)	\$9,921	\$178	\$570	\$10,669
Middle School (7-8)	\$10,491	\$215	\$694	\$11,400
High School (9-12)	\$13,429	\$232	\$568	\$14,229

2. New Construction Grant Amount

In accordance with Government Code Section 65995.5(c)(1), the New Construction Grant amount is calculated by multiplying the number of Projected Unhoused Students shown in Table 8 by the total PPG shown in Table 9.

The calculation to determine the total New Construction Grant amounts by school level is shown in Table 10.

Table 10
New Construction Grant Amount

SCHOOL LEVEL	PROJECTED UNHOUSED STUDENTS	TOTAL PPG	TOTAL NEW CONSTRUCTION GRANT
Elementary School (K-6)	398	\$10,669	\$4,246,262
Middle School (7-8)	0	\$11,400	\$0
High School (9-12)	80	\$14,229	\$1,138,320
TOTAL	478	NA	\$5,384,582

B. SITE ACQUISITION AND SITE DEVELOPMENT COSTS

In calculating the permissible Level II Fee, Government Code Section 65995.5 (c)(1) allows for site acquisition and development costs to be added to the New Construction Grant amounts determined in the previous section if the following conditions are met: (1) the amount of the site acquisition and development assistance does not exceed 50% of the cost of site development to the district, plus the lesser of (i) 50% of site costs of the school district or 50% of the appraised value of the site within six (6) months of the time the application is submitted; and (2) the school district confirms there is no alternative available site or the school district plans to sell an available site in order to use the proceeds of the sale for purchase of a new site. The School District certifies, as of the date of this SFNA and by its adoption, the conditions have been met.

Specifically, Government Code Section 65995.5(h) sets forth the methodology for determining the allowable site acquisition and development costs that may be included in the Level II Fee. Section 65995.5(h) states that site acquisition costs may not exceed one-half (50%) of the amount determined by multiplying the applicable land acreage by the estimated cost per acre determined pursuant to Education Code Section 17072.12. Furthermore, Section 65995.5(h) specifies that site development costs shall not exceed the estimated amount that would be funded by the SAB pursuant to its regulation governing grants for site development costs (currently 50% of total site development costs).

In determining the appropriate site acquisition cost per acre, K&G Public Finance reviewed land sales information obtained from a third-party real estate firm, which provided detailed

sales information for vacant land properties sold within areas of the School District over the previous twelve (12) months (December 2, 2013 to December 1, 2014). Based on the land sales information, a reasonable cost for site acquisition is estimated at \$352,085 per acre at all school levels. Based on cost information provided by the School District’s consultants in relation to the construction of Frank Augustus Miller Middle School, the School District’s most recently completed school, site development costs were estimated at \$380,816 per acre in 2008 dollars. The site development estimates were adjusted into current dollars by applying the percentage change in the Lee Saylor Index (Material/Labor), resulting in an estimated site development per acre of \$414,615, which is deemed a reasonable estimate all school levels. The estimated per acre site acquisition cost and site development cost are summarized in Table 11.

**Table 11
Estimated Site Acquisition and Site Development Cost Per Acre**

SCHOOL LEVEL	ESTIMATED SITE ACQUISITION COST PER ACRE	ESTIMATED SITE DEVELOPMENT COST PER ACRE
Elementary School (K-6)	\$352,085	\$414,615
Middle School (7-8)	\$352,085	\$414,615
High School (9-12)	\$352,085	\$414,615

As required by Government Code Section 65995.5(h), the land acreage used to calculate the permissible Level II Fee shall be the necessary amount determined under the guidelines of the State Department of Education, as published in the “School Site Analysis and Development Handbook” as of January 1, 1998 (“SDE Handbook”). The School District has determined that future school facilities will be designed to accommodate a capacity of 750 students at the Elementary School level, 900 students at the Middle School level and 2,400 students at the High School level. According to the guidelines specified in the SDE Handbook, the site acreages identified in Table 12 are required to accommodate these capacities.

**Table 12
Site Size**

SCHOOL LEVEL	STUDENT CAPACITY	SITE ACREAGE
Elementary School (K-6)	750	12.40
Middle School (7-8)	900	20.80
High School (9-12)	2,400	46.50

The total estimated school site acquisition and site development costs at each school level is determined by multiplying the costs per acre identified in Table 11 by the site acreages shown in Table 12. Pursuant to Government Code Section 65995.5(h), the total school site acquisition and site development costs are reduced by fifty percent (50%).

Table 13
Total Site Acquisition and Site Development Costs

SCHOOL LEVEL	TOTAL SITE ACQUISITION COST	TOTAL SITE DEVELOPMENT COST	TOTAL SITE COST	50% OF TOTAL SITE COSTS
Elementary School (K-6)	\$4,365,854	\$5,141,226	\$9,507,080	\$4,753,540
Middle School (7-8)	\$7,323,368	\$8,623,992	\$15,947,360	\$7,973,680
High School (9-12)	\$16,371,953	\$19,279,598	\$35,651,551	\$17,825,776

The site costs shown in Table 13 are per school level. To estimate the reasonable site acquisition and site development costs related to the facilities required to house the Projected Unhoused Students, the number of school facilities required to house the Projected Unhoused Students generated from the Projected Units must first be determined. To compute such figure, the number of Projected Unhoused Students is divided by the school capacity at each school level. Table 14 identifies the number of school facilities required to house the Projected Unhoused Students.

Table 14
Number of School Facilities Required for Projected Unhoused Students

SCHOOL LEVEL	PROJECTED UNHOUSED STUDENTS	SCHOOL FACILITY CAPACITY	NUMBER OF SCHOOL FACILITIES REQUIRED
Elementary School (K-6)	398	750	0.53
Middle School (7-8)	0	900	0.00
High School (9-12)	80	2,400	0.03

The total site acquisition and site development grant is determined by multiplying the applicable site costs shown in Table 13 by the number of school facilities required to house the Projected Unhoused Students as shown in Table 14. This calculation is shown in Table 15 below.

Table 15
Site Acquisition and Site Development Grant

SCHOOL LEVEL	TOTAL SITE COSTS (50%)	NUMBER OF SCHOOL FACILITIES REQUIRED	TOTAL SITE ACQUISITION AND SITE DEVELOPMENT GRANT
Elementary School (K-6)	\$4,753,540	0.53	\$2,519,376
Middle School (7-8)	\$7,973,680	0.00	\$0
High School (9-12)	\$17,825,776	0.03	\$534,773
TOTAL			\$3,054,149

C. MAXIMUM LEVEL II FEE COST AND NET LEVEL II FEE COST

The Maximum Level II Fee Cost is calculated as the sum of the (i) Total New Construction Grant amounts identified in Table 10 and the (ii) Total Site Acquisition and Site Development Grant amounts identified in Table 15. The Maximum Level II Costs represent the maximum school facility costs that may be included in the calculation of the Level II Fee and are shown in Table 16 by school level.

**Table 16
Maximum Level II Fee Cost**

DESCRIPTION	AMOUNT
Total New Construction Grant	\$5,384,582
Total Site Acquisition and Development Grant	\$3,054,149
MAXIMUM LEVEL II FEE COST	\$8,438,731

Government Code Section 65995.5(c)(2) requires that the School District subtract the full amount of local funds that the governing board has dedicated to facilities necessitated by Projected Units from the Maximum Level II Fee Costs to determine the Net Level II Fee Cost. Appendix “H” identifies and considers local revenues sources (“Local Funds”) available to offset the impact of Projected Units. The Net Level II Fee Costs are equal to the Maximum Level II Fee Costs minus the Local Funds. This amount is calculated in Table 17.

**Table 17
Net Level II Fee Cost**

DESCRIPTION	AMOUNT
Maximum Level II Fee Cost	\$8,438,731
Credit for Local Funds	\$0
NET LEVEL II FEE COST	\$8,438,731

D. LEVEL II FEE CALCULATION

In accordance with Government Code Section 65995.5(c)(3), the maximum Level II Fee is calculated by dividing the Net Level II Fee Cost by the total square footage of assessable space of the Projected Units. To project the total square footage of assessable space of the Projected Units, the average square footage of SFD and MF Projected Units must first be determined. As previously noted, no SFA are expected to be constructed within the School District over the next five years. K&G Public Finance used square footage information obtained from the Assessor’s Office of the County for residential units constructed within the School District over the previous five-year period to estimate, based on a weighted

average, the average square footage of the Projected Units classified as SFD. For the estimated square footage of MF Units, K&G Public Finance reviewed Certificates of Compliance (“COCs”) records maintained by the School District and used the average square footages for a MF project for which COCs were issued, but the project is yet to be constructed. The average square footage estimates for SFD and MFs were included in the residential projection letters submitted to the Planning Agencies for review. A copy of the letters and responses by the Planning Agencies, if any, are included as Appendix “E”. Table 18 shows the projected average square footages as well as the total square footage of assessable space of unmitigated Projected Units within the School District.

**Table 18
Total Square Footage of Projected Units**

RESIDENTIAL CATEGORY	UNMITIGATED PROJECTED UNITS	AVERAGE SQUARE FOOTAGE	TOTAL PROJECTED SQUARE FEET
SFD	562	3,400	1,910,800
SFA	0	NA	NA
MF	310	930	288,300
TOTAL	872	NA	2,199,100

The Net Level II Fee Costs are divided by the applicable total projected square feet of the Projected Units to arrive at the Level II. The result of this operation is shown in Table 19. The Level II Fee represents the amount that can be adopted by the Board of Education of the School District. Once adopted, the Level II Fee can be levied on future residential units in accordance with applicable law.

**Table 19
Level II Fee**

DESCRIPTION	AMOUNT
Net Level II Fee Cost	\$8,438,731
Total Square Footage of Projected Units	2,199,100
LEVEL II FEE	\$3.84

SECTION IV. LEVEL III FEE

The following section sets forth the calculation of the permissible Level III Fee. The Level III Fee is determined in accordance with Government Code Section 65995.7 and may be imposed if (i) the School District has complied with Government Code Section 65995.5 and (ii) State funds for new school facility construction are not available. State funds are not available if the SAB is no longer approving apportionments for new construction pursuant to Education Code Section 17072.20 due to lack of funds available for new construction.

A. LEVEL III FEE CALCULATION

The Level III Fee is calculated by increasing the Net Level II Fee Cost by an amount not to exceed the Maximum Level II Fee Cost, except that for the purpose of calculating this additional amount, the Local Funds identified pursuant to Government Section 65995.5(c)(2) and Section 65995.6(b) are not subtracted. This calculation is shown in Table 20 and the result represents the maximum amount of school facility costs that can be included in the calculation of the Level III Fee.

Table 20
Level III Cost

DESCRIPTION	AMOUNT
Maximum Level II Fee Cost	\$8,438,731
Net Level II Fee Cost	\$8,438,731
LEVEL III FEE COST	\$16,877,462

The Level III Fee Costs are divided by the total projected square feet of the Projected Units for each applicable school level as shown in Table 18 to arrive at the Level III Fee. The result of this operation is shown in Table 21.

Table 21
Level III Fee

DESCRIPTION	AMOUNT
Level III Fee Cost	\$16,877,462
Total Square Footage of Projected Units	2,199,100
LEVEL III FEE	\$7.67

B. REIMBURSEMENT PROVISION

Government Code Section 65995.7(b) provides that a governing board may offer a reimbursement election to the person(s) subject to the Level III Fee with the right to monetary reimbursement of the difference, in whole or in part, between the Level II and Level III Fee to the extent that the School District receive funds from the State for construction of the school facilities for which that amount was required (less any amount expended for interim housing). The reimbursement election may be made on a tract or lot basis at the option of the person(s) subject to the Level III Fee. The reimbursement of available funds shall be made within 30 days as they are received by the School District.

SECTION V. GOVERNMENT CODE SECTION 66000

Government Code Sections 66000 *et seq.* were enacted by State Legislature in 1987. In any action establishing, increasing, or imposing a fee as a condition of approval of a development project, such as the Alternative Fees described herein, these Sections require the public agency to satisfy the following requirements:

1. Determine the purpose of the fee;
2. Identify the use to which the fee is to be put;
3. Determine how there is a reasonable relationship between the fee's use and the type of development project on which the fee is imposed;
4. Determine that there is a reasonable relationship between the need for the public facilities and the type of development project on which the fee is imposed;
5. Determine that there is a reasonable relationship between the amount of the fee and the cost, or portion of the cost of the public facility attributable to the development on which the fee is imposed; and
6. Provide an annual accounting of any portion of the fee remaining unspent or held for projects for more than five (5) years after collection.

This SFNA has been prepared in accordance with applicable law to provide the factual basis for determining the Alternative Fees that may be collected from new residential development in the School District. The information set forth herein, including the information contained in the Appendices attached hereto, provide factual evidence establishing a nexus between the type of development projected to be built within the School District and the amount of Alternative Fees levied upon such development based on the need for such Alternative Fees. The determinations made in this SFNA meet the requirements of Government Code Section 66000. The findings are summarized as follows:

- (i). Government Code Section 65995.5(f) requires that Alternative Fees be expended solely on the school facilities identified in this SFNA as being attributable to projected enrollment growth from the construction of new residential units. The Alternative Fees will be used to fund school facilities required to accommodate Projected Unhoused Students generated by unmitigated Projected Units to the extent described in this SFNA and permitted by applicable law.
- (ii). For residential development, the relationship between existing homes and student enrollment is demonstrated by the students living in those homes. The Student Generation Rates calculated in Section II of this SFNA confirm that relationship.
- (iii). As shown in this SFNA, additional residential development will generate additional students. Existing facilities are not adequate to accommodate projected student

- enrollment as demonstrated in Table 8, therefore the School District will be required to provide additional school facilities as a result of new residential development.
- (iv). The Alternative Fees determined herein were calculated by and in accordance with applicable law and represent the costs that are permissible to include. For residential construction, the total cost impact to the School District is estimated at \$9.00 per square foot for units located within the School District (see Appendix “F” for further detail). Since the Alternative Fees are less than the estimated total cost impact to the School District, it is reasonable that the Alternative Fees determined herein are relatively proportional to the actual impact caused by new residential development on the School District.
 - (v). The cost of new school facilities required to house students generated from new residential development is greater than the amount that may be funded solely by the collection of Alternative Fees.
 - (vi). The School District maintains a fund for the deposit and accounting of developer fees, including Alternative Fees.

SECTION VI. REDEVELOPMENT

Government Code Section 66001, subdivision (a)(3) and (4) requires that a school district, in imposing school-impact fees, must establish a reasonable relationship between the fee's use, the need for the public facility and the type of development project on which the fee is imposed. This section addresses and sets forth general policy when considering the levy of school fees on new residential units resulting from residential redevelopment projects within the School District.

Residential redevelopment means voluntarily demolishing existing residential, commercial, and/or industrial structures and subsequently replacing them with new residential dwelling units (“Residential Redevelopment”). The School District is aware of Residential Redevelopment projects completed within the School District boundaries within the previous five (5) years, and anticipates similar Residential Redevelopment projects may be completed in the next five (5) years. School fees authorized pursuant to Education Code Section 17620 and Government Code Sections 65995 et seq. (“School Fees”) shall be levied by the School District on new residential units resulting from Residential Redevelopment projects, if there is a nexus between the School Fees being imposed and the impact of new residential units on school facilities, after the impact of pre-existing development has been taken into consideration. In determining such nexus, the School District shall review, evaluate and determine on a case-by-case basis, the additional impact of the proposed new residential development by comparing the projected square footage, student generation and cost impacts of the proposed new residential units and the pre-existing residential, commercial and/or industrial development. Such analysis shall utilize the student generation rates identified in Tables 1, 2 and 3 of this report, as applicable.

The School District may levy School Fees, authorized under applicable law, on new residential units resulting from Residential Redevelopment projects in an amount up to the additional impact cost per square foot as determined in accordance with the preceding paragraph, but not exceeding the applicable Alternative Fees.

APPENDIX A
SAB FORMS 50-01, 50-02, 50-03
AND ELIGIBILITY DETERMINATION

SCHOOL DISTRICT Riverside Unified	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 67215
COUNTY Riverside	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one: Fifth-Year Enrollment Projection Tenth-Year Enrollment Projection
 HSAA Districts Only - Check one: Attendance Residency
 Residency - COS Districts Only - (Fifth Year Projection Only)

<input type="checkbox"/> Modified Weighting (Fifth-Year Projection Only)	3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current
<input type="checkbox"/> Alternate Weighting - (Fill in boxes to the right):			

Part G. Number of New Dwelling Units
 (Fifth-Year Projection Only)

Part H. District Student Yield Factor
 (Fifth-Year Projection Only)

Part I. Projected Enrollment

1. Fifth-Year Projection
 Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
22937	6388	11652	40975

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	866	556	1422
Severe	332	365	697
TOTAL	1198	921	

Part A. K-12 Pupil Data

Grade	7th Prev. 2004 / 2005	6th Prev. 2005 / 2006	5th Prev. 2006 / 2007	4th Prev. 2007 / 2008	3rd Prev. 2008 / 2009	2nd Prev. 2009 / 2010	Previous 2010 / 2011	Current 2011 / 2012
K	2867	2884	2879	2783	2790	2747	2793	2950
1	3071	3091	3065	3097	2915	2883	2882	2896
2	3047	3070	3085	3053	3025	2921	2933	2835
3	3041	3111	3070	3075	3024	3004	2950	2922
4	3024	3059	3144	3047	3075	2983	3017	2943
5	3195	3036	3111	3157	3018	3036	2979	3029
6	3017	3203	3072	3126	3129	3009	3040	3023
7	3219	3216	3335	3190	3139	3197	3095	3098
8	3364	3257	3213	3250	3113	3146	3058	3015
9	4582	4168	4019	3884	3749	3545	3296	3262
10	2796	3526	3727	3435	3049	3262	3229	3160
11	2682	2865	2990	3074	2641	2778	3047	2962
12	2402	2538	2514	2808	2624	2612	2714	2830
TOTAL	40307	41024	41224	40959	39291	39123	39033	38925

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
0	0	0	0	0	0	0	0

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9	215	113	137	187	164	220	70	6
10	145	182	202	193	141	247	109	85
11	119	134	149	199	118	193	281	233
12	53	44	112	49	51	88	260	342
TOTAL	532	473	600	628	474	748	720	666

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	778	585	1363
Severe	298	384	682
TOTAL	1076	969	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev. 2004 / 2005	6th Prev. 2005 / 2006	5th Prev. 2006 / 2007	4th Prev. 2007 / 2008	3rd Prev. 2008 / 2009	2nd Prev. 2009 / 2010	Previous 2010 / 2011	Current 2011 / 2012

Part F. Birth Data - (Fifth-Year Projection Only)

County Birth Data Birth Data by District ZIP Codes Estimate Estimate Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

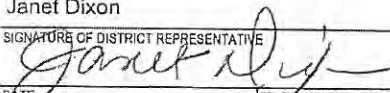
I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district.
- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

Janet Dixon

SIGNATURE OF DISTRICT REPRESENTATIVE



DATE

May 18, 2012

TELEPHONE NUMBER

951-788-7496 x 84003

E-MAIL ADDRESS

jdixon@rusd.k12.ca.us

STATE OF CALIFORNIA
EXISTING SCHOOL BUILDING CAPACITY

SAB 50-02 (Rev. 01/01) Excel (Rev. 08/15/2000)

SCHOOL DISTRICT

FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory)

RIVERSIDE UNIFIED

67215

COUNTY

HIGH SCHOOL ATTENDANCE AREA (if applicable)

RIVERSIDE

PART I - Classroom Inventory NEW ADJUSTED

	K-6	7-8	9-12	Non-Severe	Severe	Total
Line 1. Leased State Relocatable Classrooms						
Line 2. Portable Classrooms leased less than 5 years						
Line 3. Interim Housing Portables leased less than 5 years						
Line 4. Interim Housing Portables leased at least 5 years						
Line 5. Portable Classrooms leased at least 5 years						
Line 6. Portable Classrooms owned by district	314	40	91	21	5	471
Line 7. Permanent Classrooms	472	159	283	47	25	986
Line 8. Total (Lines 1 through 7)	786	199	374	68	30	1,457

PART II - Available Classrooms

Option A

- a. Part I, line 4
- b. Part I, line 5
- c. Part I, line 6
- d. Part I, line 7
- e. Total (a, b, c, & d)

	K-6	7-8	9-12	Non-Severe	Severe	Total
a. Part I, line 4						
b. Part I, line 5						
c. Part I, line 6	314	40	91	21	5	471
d. Part I, line 7	472	159	283	47	25	986
e. Total (a, b, c, & d)	786	199	374	68	30	1,457

Option B

- a. Part I, line 8
- b. Part I, lines 1,2,5 and 6 (total only)
- c. 25 percent of Part I, line 7 (total only)
- d. Subtract c from b (enter 0 if negative)
- e. Total (a minus d)

	K-6	7-8	9-12	Non-Severe	Severe	Total
a. Part I, line 8	786	199	374	68	30	1,457
b. Part I, lines 1,2,5 and 6 (total only)						471
c. 25 percent of Part I, line 7 (total only)						247
d. Subtract c from b (enter 0 if negative)	150	19	43	10	2	224
e. Total (a minus d)	636	180	331	58	28	1,233

PART III - Determination of Existing School Building Capacity

	K-6	7-8	9-12	Non-Severe	Severe
Line 1. Classroom capacity	15,900	4,860	8,937	754	252
Line 2. SER adjustment					
Line 3. Operational Grants					
Line 4. Greater of line 2 or 3					
Line 5. Total of lines 1 and 4	15,900	4,860	8,937	754	252

I certify, as the District Representative, that the information reported on this form is true and correct and that:
 I am designated as an authorized district representative by the governing board of the district; and,
 This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC).
 In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE

And R. Lewis

DATE

4/3/01 226

ELIGIBILITY DETERMINATION

SAB 50-03 (Rev. 01/01) Excel (Rev. 08/28/2000)

SCHOOL DISTRICT RIVERSIDE UNIFIED	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 67215
BUSINESS ADDRESS 3070 Washington St	HIGH SCHOOL ATTENDANCE AREA (if applicable)
CITY Riverside, CA 92504	COUNTY RIVERSIDE

Part I - The following individual(s) have been designated as district representative(s) by school board minutes:

DISTRICT REPRESENTATIVE Kirk Lewis	TELEPHONE NUMBER 909-788-7154	E-MAIL ADDRESS klewis@rusd.k12.ca.us
DISTRICT REPRESENTATIVE Janet Dixon	TELEPHONE NUMBER 909-788-7554	E-MAIL ADDRESS jdixon@rusd.k12.ca.us

Part II - New Construction Eligibility NEW ADJUSTED

	K-6	7-8	9-12	Non-Severe	Severe
1. Projected Enrollment (Part G, Form SAB 50-01)	21,452	6,221	13,804	1,090	380
2. Existing School Building Capacity (Part III, line 5 of Form SAB 50-02)	15,900	4,860	8,937	754	252
3. New Construction Baseline Eligibility (line 1 minus line 2)	5,552	1,361	4,867	336	128

Part III - Modernization Eligibility NEW ADJUSTED

1. SCHOOL NAME:

Option A

	K-6	7-8	9-12	Non-Severe	Severe
2. Permanent classrooms at least 25 years old					
3. Portable classrooms at least 20 years old					
4. Total (lines 2 and 3)					
5. Multiply line 4 by: 25 for K-6, 27 for 7-8 and 9-12; 13 for non-severe and 9 for severe					
6. CBEDS enrollment at school					
7. Modernization eligibility (lesser of the totals of line 5 or 6)					

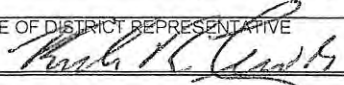
Option B

2. Permanent space at least 25 years old (report by classroom or square footage)					
3. Portable space at least 20 years old (report by classroom or square footage)					
4. Total (lines 2 and 3)					
5. Remaining permanent and portable space (report by classroom or square footage)					
6. Total (lines 4 and 5)					
7. Percentage (divide line 4 by line 6)		0%			

RS
5/1/01

	K-6	7-8	9-12	Non-Severe	Severe
8. CBEDS enrollment at school site					
9. Modernization eligibility (multiply line 7 by each grade group on line 8)					

I certify, as the District Representative, that the information reported on this form is true and correct and that:
 I am designated as an authorized district representative by the governing board of the district; and:
 A resolution or other appropriate documentation supporting this application under Chapter 12.5, Part 10, Division 1,
 commencing with Section 17070.10, et seq., of the Education Code was adopted by the School District's Governing Board
 on 3-1-99 per Janet Dixon, and, 12/10/01
 This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC). In the event
 a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE 	DATE <u>4/2/01</u>
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ELIGIBILITY DETERMINATION

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SAB 50-03 (NEW 12/3/98)

PAGE 1 OF 1

SCHOOL DISTRICT Riverside Unified School District	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 67215
BUSINESS ADDRESS 3070 Washington Street, Riverside, CA 92504	HIGH SCHOOL ATTENDANCE AREA (if applicable)
CITY Riverside	COUNTY Riverside

Part I- The following individual(S) have been designated as district representative(s) by school the Board

DISTRICT REPRESENTATIVE	TELEPHONE NUMBER	E-MAIL ADDRESS
Dr. Kirk R. Lewis	909/788-7154	klewis@rusd.k12.ca.us
DISTRICT REPRESENTATIVE	TELEPHONE NUMBER	E-MAIL ADDRESS
Ms. Margaret E. Brown	909/788-7554	mbrown@rusd.k12.ca.us

Part II. District requests initial eligibility review / approval by the State Allocation Board.

Part III - New Construction Eligibility


	K-6	7-8	9-12
1. Projected Enrollment (Part G, Form SAB 50-01)	23,344	6,234	13,124
2. Existing School Building Capacity (Part III, line 5 of Form SAB 50-02)	18,850	4,698	8,235
3. New Construction Baseline Eligibility (line 1 minus line 2)	4,494	1,536	4,889

Part IV - Modernization Eligibility

1. School Name:	Grade Level	9-12	
Option A	K-6	7-8	9-12
2. Permanent classrooms at least 25 years old			
3. Portable classrooms at least 20 years old			
4. Total (lines 2 and 3)			
5. Multiply line 4 by 25 for K-6 and 27 for 7-8 and 9-12			
6. CBEDS enrollment at school			
7. Modernization Eligibility (lesser of the totals of line 5 or 6)			
Option B			
2. Permanent space at least 25 years old (report by classroom or SF)			
3. Portable space at least 20 years old (report by classroom or SF)			
4. Total (lines 2 and 3)			
5. Remaining permanent & portable space (report by classroom or SF)			
6. Total (lines 4 and 5)			
7. Percentage (Divide line 4 by line 6)	#DIV/0!		
8. CBEDS enrollment at school			
9. Modernization Eligibility (Multiply line 7 by line 8)	#DIV/0!		

I certify: as the District Representative, that the information reported on this Form is true and correct and that:
 A resolution or other appropriate documentation supporting this application under Chapter 12.5, Part 10, Division 1,
 commencing with Section 17070.10, et seq., of the Education Code was adopted by the School Districts Governing Board
 on _____; and,

This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC). In the event a conflict should exist, then the language in the OPSC Form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE 	DATE 6/12/99
---	------------------------

File: No Eligibility
 50/67215-228-00

APPENDIX B
BONDING CAPACITY CALCULATION

**RIVERSIDE UNIFIED SCHOOL DISTRICT
BONDING CAPACITY CALCULATION
FISCAL YEAR 2014/2015
APPENDIX B**

1.	Total Assessed Valuation (Fiscal Year 2014/2015)[1]	\$21,245,293,290
2.	Applicable Percentage Bond Limit (Education Code Section 15102 or 15106)	<u>2.50%</u>
3.	Bonding Capacity (Item 1 times Item 2)	\$531,132,332

[1] County of Riverside, Office of the Auditor-Controller

APPENDIX C
FACILITY CAPACITY UPDATE

RIVERSIDE UNIFIED SCHOOL DISTRICT
FACILITIES CAPACITY UPDATE
APPENDIX C

Classroom Inventory

Site Name	Portable Classrooms				Permanent Classrooms				Total Classrooms
	Standard	Severe	Non-Severe	Total Portables	Standard	Severe	Non-Severe	Total Permanent	
Elementary									
ADAMS ELEMENTARY	8	0	0	8	19	2	0	21	29
ALCOTT ELEMENTARY	10	0	1	11	21	0	2	23	34
BEATTY ELEMENTARY	0	0	0	0	28	2	1	31	31
BRYANT ELEMENTARY	2	0	0	2	14	0	1	15	17
CASTLE VIEW ELEMENTARY	14	0	0	14	16	0	2	18	32
EMERSON ELEMENTARY	10	0	0	10	22	2	2	26	36
FRANKLIN ELEMENTARY	9	0	1	10	24	0	2	26	36
FREMONT ELEMENTARY	12	0	1	13	20	0	1	21	34
GRANT EDUCATION CENTER	12	0	0	12	7	0	0	7	19
HARRISON ELEMENTARY	9	2	0	11	21	1	0	22	33
HAWTHORNE ELEMENTARY	0	0	0	0	30	2	2	34	34
HIGHGROVE ELEMENTARY	25	0	1	26	18	0	1	19	45
HIGHLAND ELEMENTARY	9	0	2	11	21	2	0	23	34
JACKSON ELEMENTARY	17	0	1	18	18	2	1	21	39
JEFFERSON ELEMENTARY	10	0	2	12	34	0	0	34	46
KENNEDY ELEMENTARY	16	0	0	16	22	0	2	24	40
LAKE MATHEWS ELEMENTARY	10	0	0	10	25	0	0	25	35
LIBERTY ELEMENTARY	9	0	0	9	25	0	3	28	37
LONGFELLOW ELEMENTARY	10	0	1	11	25	0	1	26	37
MADISON ELEMENTARY	17	0	3	20	15	0	0	15	35
MAGNOLIA ELEMENTARY	16	0	0	16	12	0	1	13	29
MONROE ELEMENTARY	7	0	0	7	25	0	1	26	33
MT. VIEW ELEMENTARY	8	0	0	8	27	0	2	29	37
PACHAPPA ELEMENTARY	9	0	0	9	22	2	2	26	35
RIVERA ELEMENTARY	10	0	0	10	27	0	3	30	40
STEM (HYATT)	5	0	0	5	14	0	0	14	19
SUNSHINE ELEMENTARY	1	0	2	3	-2	7	3	8	11
TAFT ELEMENTARY	6	0	0	6	23	1	2	26	32
TWAIN ELEMENTARY	0	0	0	0	42	4	0	46	46
VICTORIA ELEMENTARY	9	0	1	10	16	2	1	19	29
WASHINGTON ELEMENTARY	11	2	0	13	19	0	1	20	33
WOODCREST ELEMENTARY	3	0	0	3	22	0	2	24	27
ELEMENTARY SCHOOL (K-6) TOTALS	294	4	16	314	672	29	39	740	1,054
Middle									
CENTRAL MIDDLE	0	0	0	0	30	0	4	34	34
CHEMAWA MIDDLE	8	0	0	8	29	0	7	36	44
EARHART MIDDLE	12	0	0	12	43	0	2	45	57
GAGE MIDDLE	3	0	0	3	37	1	2	40	43
SIERRA MIDDLE	0	0	0	0	42	4	0	46	46
UNIVERSITY MIDDLE	17	0	4	21	20	1	1	22	43
FRANK AUGUSTUS MILLER MIDDLE	0	0	0	0	37	2	4	43	43
MIDDLE SCHOOL (7-8) TOTALS	40	0	4	44	238	8	20	266	310
High									
ARLINGTON HIGH	20	1	0	21	68	1	7	76	97
KING HIGH	24	0	0	24	80	1	1	82	106
NORTH HIGH	24	0	4	28	58	2	4	64	92
POLY HIGH	15	0	3	18	65	2	4	71	89
RAMONA HIGH	8	0	0	8	63	4	7	74	82
LINCOLN HIGH	0	0	3	3	14	0	1	15	18
EOC/COPE	26	0	0	26	0	0	0	0	26
HIGH SCHOOL (9-12) TOTALS	117	1	10	128	348	10	24	382	510
TOTAL (K-12)	451	5	30	486	1,258	47	83	1,388	1,874

RIVERSIDE UNIFIED SCHOOL DISTRICT
FACILITIES CAPACITY UPDATE
APPENDIX C

Estimated Student Capacity

School Level	Eligible Standard Portable[1]	Severe Portable [1]	Non-Severe Portable [1]	Standard Permanent	Severe Permanent	Non-Severe Permanent	Total Eligible Classrooms	Estimated Student Capacity [2]
ELEMENTARY (K-6)	165	4	16	672	29	39	925	21,937
MIDDLE (7-8)	40	0	4	238	8	20	310	7,890
HIGH (9-12)	85	1	10	348	10	24	478	12,232
TOTAL (K-12)	290	5	30	1,258	47	83	1,713	42,059

[1] Eligible Portables are calculated as the number of portables less the number of portables serving severe and/or non-severe students, up to a maximum combined of all portables equal to 25% of Permanent Classrooms available to the School District.

[2] School capacities are determined based on loading factors of 25 pupils per classroom for grades K through 6 , 27 pupils per classroom for grades 7 through 12, 9 pupils per classroom for severe pupils and 13 pupils per classroom for non-severe pupils as set forth in the California Code of Regulation, Title II, Section 1859.35.

APPENDIX D
ENROLLMENT SUMMARY

RIVERSIDE UNIFIED SCHOOL DISTRICT
2014/2015 ENROLLMENT
APPENDIX D

Enrollment																
School Name/Program	School Level/Grade															
	Elementary									Middle		High				Grand Total
	SDC-PreSchool	K	1	2	3	4	5	6	7	8	9	10	11	12		
ADAMS ELEMENTARY	32	94	82	67	83	72	74	82	-	-	-	-	-	-	586	
ALCOTT ELEMENTARY	-	86	107	126	123	115	94	121	-	-	-	-	-	-	772	
BEATTY ELEMENTARY	45	95	111	103	103	109	91	100	-	-	-	-	-	-	757	
BRYANT ELEMENTARY	-	64	68	65	92	63	59	63	-	-	-	-	-	-	474	
CASTLE VIEW ELEMENTARY	25	111	95	116	97	60	63	67	-	-	-	-	-	-	634	
EMERSON ELEMENTARY	44	125	109	128	135	106	99	96	-	-	-	-	-	-	842	
FRANKLIN ELEMENTARY	-	96	127	102	135	109	130	139	-	-	-	-	-	-	838	
FREMONT ELEMENTARY	40	91	82	81	79	81	62	68	-	-	-	-	-	-	584	
HARRISON ELEMENTARY	-	88	72	75	72	77	85	78	-	-	-	-	-	-	547	
HAWTHORNE ELEMENTARY	48	128	112	98	105	97	86	87	-	-	-	-	-	-	761	
HIGHGROVE ELEMENTARY	32	102	99	102	96	94	68	108	-	-	-	-	-	-	701	
HIGHLAND ELEMENTARY	46	127	111	126	118	119	99	117	-	-	-	-	-	-	863	
JACKSON ELEMENTARY	32	103	125	108	143	112	134	122	-	-	-	-	-	-	879	
JEFFERSON ELEMENTARY	80	151	116	130	144	126	109	134	-	-	-	-	-	-	990	
KENNEDY ELEMENTARY	-	128	128	154	154	182	156	188	-	-	-	-	-	-	1,090	
LAKE MATHEWS ELEMENTARY	-	118	131	127	124	135	139	133	-	-	-	-	-	-	907	
LIBERTY ELEMENTARY	48	112	107	121	135	99	111	108	-	-	-	-	-	-	841	
LONGFELLOW ELEMENTARY	66	134	111	102	120	111	121	91	-	-	-	-	-	-	856	
MADISON ELEMENTARY	32	107	115	107	92	105	95	97	-	-	-	-	-	-	750	
MAGNOLIA ELEMENTARY	28	92	102	94	101	115	87	113	-	-	-	-	-	-	732	
MONROE ELEMENTARY	47	107	93	84	96	90	94	107	-	-	-	-	-	-	718	
MT. VIEW ELEMENTARY	42	117	105	105	100	112	120	104	-	-	-	-	-	-	805	
PACHAPPA ELEMENTARY	47	128	106	114	122	105	104	99	-	-	-	-	-	-	825	
RIVERA ELEMENTARY	21	108	107	107	101	89	124	119	-	-	-	-	-	-	776	
SUNSHINE ELEMENTARY	183	-	-	-	-	-	-	-	-	-	-	-	-	-	183	
TAFT ELEMENTARY	-	110	86	111	97	94	104	100	-	-	-	-	-	-	702	
TWAIN ELEMENTARY	-	153	151	150	161	172	152	153	-	-	-	-	-	-	1,092	
VICTORIA ELEMENTARY	-	93	87	73	95	77	78	77	-	-	-	-	-	-	580	
WASHINGTON ELEMENTARY	-	118	93	115	124	145	95	109	-	-	-	-	-	-	799	
WOODCREST ELEMENTARY	1	91	92	83	99	93	105	97	-	-	-	-	-	-	661	
CENTRAL MIDDLE	-	-	-	-	-	-	-	-	354	360	-	-	-	-	714	
CHEMAWA MIDDLE	-	-	-	-	-	-	-	-	422	474	-	-	-	-	896	
EARHART MIDDLE	-	-	-	-	-	-	-	-	453	506	-	-	-	-	959	
FRANK AUGUSTUS MILLER MIDDLE	-	-	-	-	-	-	-	-	506	517	-	-	-	-	1,023	
GAGE MIDDLE	-	-	-	-	-	-	-	-	521	483	-	-	-	-	1,004	
SIERRA MIDDLE	-	-	-	-	-	-	-	-	427	463	-	-	-	-	890	
UNIVERSITY MIDDLE	-	-	-	-	-	-	-	-	432	392	-	-	-	-	824	
ARLINGTON HIGH	-	-	-	-	-	-	-	-	-	-	545	474	470	467	1,956	
KING HIGH	-	-	-	-	-	-	-	-	-	-	851	855	847	771	3,324	
LINCOLN HIGH	-	-	-	-	-	-	-	-	-	-	-	6	77	173	256	
NORTH HIGH	-	-	-	-	-	-	-	-	-	-	638	595	551	500	2,284	
POLY HIGH	-	-	-	-	-	-	-	-	-	-	745	722	695	615	2,777	
RAINCROSS HIGH	-	-	-	-	-	-	-	-	-	-	3	22	77	96	198	
RAMONA HIGH	-	-	-	-	-	-	-	-	-	-	505	570	525	561	2,161	
EOC SUMMIT IND STUDY	-	-	-	-	-	-	-	-	-	-	6	30	61	179	276	
EOC/COPE	-	-	-	-	-	-	-	-	1	3	10	22	21	24	81	
PROJECT TEAM	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

RIVERSIDE UNIFIED SCHOOL DISTRICT
2014/2015 ENROLLMENT
APPENDIX D

Enrollment															
School Name/Program	School Level/Grade														
	Elementary						Middle				High				Grand Total
	SDC-PreSchool	K	1	2	3	4	5	6	7	8	9	10	11	12	
SPECIAL ED		1		1	1	5	5	8	6	11	14	9	16	15	92
STATE PRE-SCHOOL	39	-	-	-	-	-	-	-	-	-	-	-	-	-	39
REACH LEADERSHIP	-	97	82	85	31	31	-	-	-	-	-	-	-	-	326
RIVERSIDE STEM ACADEMY	-	-	-	-	-	-	106	105	106	104	67	47	-	-	535
VIRTUAL SCHOOL	-	-	2	1	2	2	5	5	13	10	7	19	19	18	103
GRAND TOTAL	978	3,275	3,114	3,161	3,280	3,102	3,054	3,195	3,241	3,323	3,391	3,371	3,359	3,419	43,263
ELIGIBLE**	978	3,275	3,112	3,160	3,278	3,100	3,049	3,190	3,228	3,313	3,384	3,352	3,340	3,401	43,160
ELIGIBLE BY SCHOOL LEVEL*								23,142		6,541				13,477	43,160

*Eligible enrollment does not include students enrolled in the virtual school program.

APPENDIX E
CORRESPONDENCE WITH CITIES/COUNTY



January 9, 2015

Mr. Thomas G. Merrell, AICP
Planning Director
City of Jurupa Valley
8304 Limonite Avenue, Suite M
Jurupa Valley, CA 92509

RE: Riverside Unified School District –Projected Residential Development

Dear Mr. Merrell:

Koppel & Gruber Public Finance (“K&G Public Finance”) is in the process of preparing the 2015 School Facilities Needs Analysis (“SFNA”) for adoption by the Riverside Unified School District (“School District”). The SFNA provides the factual basis for justifying the imposition of Alternative School Fees (Level II and Level III fees) on new residential development and the level at which they may be levied. The SFNA is being prepared in accordance with the California Government Code beginning with Section 65995.5.

In order to determine the Alternative School Fees, Government Code Section 65995.5(c)(3) requires that the School District estimate the number, type (i.e. single-family detached, single-family attached, and multi-family), and average square footage of residential dwelling units planned to be constructed within areas of the City of Jurupa Valley (“City”) having common jurisdiction with the School District over the next five (5) years (“Projected Units”).

K&G Public Finance has made projections with respect to the Projected Units, which are shown on the form enclosed. Please note these projections do not include plans for age-restricted senior housing or projects to be used exclusively as university student-housing. Prior to the completion of the SFNA, we are requesting that the City review, and if necessary, modify these projections. Please note that the estimated average square footages shown in the enclosed form are based on historical information. **Please complete, sign and return the form enclosed to K&G Public Finance by January 23, 2015.** Pursuant to Government Code Section 65995.6(c), a final draft of the SFNA will also be sent to your attention for review.

Thank you for your assistance. If you have any questions regarding this request or the projections shown herein, please do not hesitate to contact me at (760) 510-0290 or at doug@kgpf.net.

Sincerely,

A handwritten signature in black ink, appearing to read "Doug Floyd".

Douglas Floyd
Senior Associate
Koppel & Gruber Public Finance

Enclosures

cc: Hayley Calhoun; Riverside Unified School District
Pam Smith; Bowie, Arneson, Wiles and Giannone

334 VIA VERA CRUZ, SUITE 256 • SAN MARCOS, CALIFORNIA • 92078
760.510.0290 FAX 760.510.0288
WWW.KGPF.NET

**RIVERSIDE UNIFIED SCHOOL DISTRICT
2015 SCHOOL FACILITIES NEEDS ANALYSIS
PROJECTED RESIDENTIAL DEVELOPMENT**

FORM FOR LOCAL PLANNING AGENCY REVIEW

Koppel & Gruber Public Finance has made the following projections for residential development to be constructed within areas of the City of Jurupa Valley having common jurisdiction with the School District over the next five (5) years.

RESIDENTIAL CATEGORY	PROJECTED NUMBER OF UNITS OVER THE NEXT FIVE (5) YEARS	ESTIMATED AVERAGE SQUARE FOOTAGE PER DWELLING UNIT
Single Family Detached (single family home)	0	3,400
Single Family Attached (condominiums, town homes)	0	1,500
Multi-family (apartments, duplexes, triplexes)	0	930

_____ The City of Jurupa Valley agrees with and deems reasonable all residential development projections shown in the table above.

_____ The City of Jurupa Valley does not agree with and deem reasonable all residential development projections shown in the table above. Alternative residential development projections by the City are shown in the table below.

RESIDENTIAL CATEGORY	PROJECTED NUMBER OF UNITS OVER THE NEXT FIVE (5) YEARS	ESTIMATED AVERAGE SQUARE FOOTAGE PER DWELLING UNIT
Single Family Detached (single family home)		
Single Family Attached (condominiums, town homes)		
Multi-family (apartments, duplexes, triplexes)		

Signature: _____

Date: _____

Please complete and return this form to Koppel & Gruber Public Finance at the address listed below no later than January 23, 2015.

**Koppel & Gruber Public Finance
334 Via Vera Cruz, Suite 256
San Marcos, CA 92078**



January 9, 2015

Mr. Steve Hayes, AICP
City Planner
City of Riverside
3900 Main Street
Riverside, CA 92522

RE: Riverside Unified School District –Projected Residential Development

Dear Mr. Hayes:

Koppel & Gruber Public Finance (“K&G Public Finance”) is in the process of preparing the 2015 School Facilities Needs Analysis (“SFNA”) for adoption by the Riverside Unified School District (“School District”). The SFNA provides the factual basis for justifying the imposition of Alternative School Fees (Level II and Level III fees) on new residential development and the level at which they may be levied. The SFNA is being prepared in accordance with the California Government Code beginning with Section 65995.5.

In order to determine the Alternative School Fees, Government Code Section 65995.5(c)(3) requires that the School District estimate the number, type (i.e. single-family detached, single-family attached, and multi-family), and average square footage of residential dwelling units planned to be constructed within areas of the City of Riverside (“City”) having common jurisdiction with the School District over the next five (5) years (“Projected Units”).

K&G Public Finance has made projections with respect to the Projected Units, which are shown on the form enclosed. Please note these projections do not include plans for age-restricted senior housing or projects to be used exclusively as university student-housing. Prior to the completion of the SFNA, we are requesting that the City review, and if necessary, modify these projections. Please note that the estimated average square footages shown in the enclosed form are based on historical information. **Please complete, sign and return the form enclosed to K&G Public Finance by January 23, 2015.** Pursuant to Government Code Section 65995.6(c), a final draft of the SFNA will also be sent to your attention for review.

Thank you for your assistance. If you have any questions regarding this request or the projections shown herein, please do not hesitate to contact me at (760) 510-0290 or at doug@kgpf.net.

Sincerely,

Douglas Floyd
Senior Associate
Koppel & Gruber Public Finance

Enclosures

cc: Hayley Calhoun; Riverside Unified School District
Pam Smith; Bowie, Arneson, Wiles and Giannone

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**RIVERSIDE UNIFIED SCHOOL DISTRICT
2015 SCHOOL FACILITIES NEEDS ANALYSIS
PROJECTED RESIDENTIAL DEVELOPMENT**

FORM FOR LOCAL PLANNING AGENCY REVIEW

Koppel & Gruber Public Finance has made the following projections for residential development to be constructed within areas of the City of Riverside having common jurisdiction with the School District over the next five (5) years.

RESIDENTIAL CATEGORY	PROJECTED NUMBER OF UNITS OVER THE NEXT FIVE (5) YEARS	ESTIMATED AVERAGE SQUARE FOOTAGE PER DWELLING UNIT
Single Family Detached (single family home)	460	3,400
Single Family Attached (condominiums, town homes)	0	1,500
Multi-family (apartments, duplexes, triplexes)	310	930

_____ The City of Riverside agrees with and deems reasonable all residential development projections shown in the table above.

_____ The City of Riverside does not agree with and deem reasonable all residential development projections shown in the table above. Alternative residential development projections by the City are shown in the table below.

RESIDENTIAL CATEGORY	PROJECTED NUMBER OF UNITS OVER THE NEXT FIVE (5) YEARS	ESTIMATED AVERAGE SQUARE FOOTAGE PER DWELLING UNIT
Single Family Detached (single family home)		
Single Family Attached (condominiums, town homes)		
Multi-family (apartments, duplexes, triplexes)		

Signature: _____

Date: _____

Please complete and return this form to Koppel & Gruber Public Finance at the address listed below no later than January 23, 2015.

**Koppel & Gruber Public Finance
334 Via Vera Cruz, Suite 256
San Marcos, CA 92078**

KOPPEL & GRUBER
PUBLIC FINANCE

January 9, 2015

Mr. Angel Perez
GIS Supervising Analyst
County of Riverside-TLMA
4080 Lemon Street, 9th Floor
Riverside, CA 92501

RE: Riverside Unified School District –Projected Residential Development

Dear Mr. Perez:

Koppel & Gruber Public Finance (“K&G Public Finance”) is in the process of preparing the 2015 School Facilities Needs Analysis (“SFNA”) for adoption by the Riverside Unified School District (“School District”). The SFNA provides the factual basis for justifying the imposition of Alternative School Fees (Level II and Level III fees) on new residential development and the level at which they may be levied. The SFNA is being prepared in accordance with the California Government Code beginning with Section 65995.5.

In order to determine the Alternative School Fees, Government Code Section 65995.5(c)(3) requires that the School District estimate the number, type (i.e. single-family detached, single-family attached, and multi-family), and average square footage of residential dwelling units planned to be constructed within areas of the County of Riverside (“County”) having common jurisdiction with the School District over the next five (5) years (“Projected Units”).

K&G Public Finance has made projections with respect to the Projected Units, which are shown on the form enclosed. Please note these projections do not include plans for age-restricted senior housing or projects to be used exclusively as university student-housing. Prior to the completion of the SFNA, we are requesting that the County review, and if necessary, modify these projections. Please note that the estimated average square footages shown in the enclosed form are based on historical information. **Please complete, sign and return the form enclosed to K&G Public Finance by January 23, 2015.** Pursuant to Government Code Section 65995.6(c), a final draft of the SFNA will also be sent to your attention for review.

Thank you for your assistance. If you have any questions regarding this request or the projections shown herein, please do not hesitate to contact me at (760) 510-0290 or at doug@kgpf.net.

Sincerely,



Douglas Floyd
Senior Associate
Koppel & Gruber Public Finance

Enclosures

cc: Hayley Calhoun; Riverside Unified School District

Pam Smith; Bowie, Arneson, Wiles and Giannone

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**RIVERSIDE UNIFIED SCHOOL DISTRICT
2015 SCHOOL FACILITIES NEEDS ANALYSIS
PROJECTED RESIDENTIAL DEVELOPMENT**

FORM FOR LOCAL PLANNING AGENCY REVIEW

Koppel & Gruber Public Finance has made the following projections for residential development to be constructed within areas of the County of Riverside having common jurisdiction with the School District over the next five (5) years.

RESIDENTIAL CATEGORY	PROJECTED NUMBER OF UNITS OVER THE NEXT FIVE (5) YEARS	ESTIMATED AVERAGE SQUARE FOOTAGE PER DWELLING UNIT
Single Family Detached (single family home)	240	3,400
Single Family Attached (condominiums, town homes)	0	1,500
Multi-family (apartments, duplexes, triplexes)	0	930

_____ The County of Riverside agrees with and deems reasonable all residential development projections shown in the table above.

_____ The County of Riverside does not agree with and deem reasonable all residential development projections shown in the table above. Alternative residential development projections by the County are shown in the table below.

RESIDENTIAL CATEGORY	PROJECTED NUMBER OF UNITS OVER THE NEXT FIVE (5) YEARS	ESTIMATED AVERAGE SQUARE FOOTAGE PER DWELLING UNIT
Single Family Detached (single family home)		
Single Family Attached (condominiums, town homes)		
Multi-family (apartments, duplexes, triplexes)		

Signature: _____

Date: _____

Please complete and return this form to Koppel & Gruber Public Finance at the address listed below no later than January 23, 2015.

**Koppel & Gruber Public Finance
334 Via Vera Cruz, Suite 256
San Marcos, CA 92078**

APPENDIX F
ESTIMATE OF ACTUAL AVERAGE
SCHOOL FACILITY COST PER SQUARE FOOT

**RIVERSIDE UNIFIED SCHOOL DISTRICT
ESTIMATED ACTUAL COST PER SQUARE FOOT CALCULATION
APPENDIX F**

True Cost Per Student

School Level	Total Estimated Cost	Projected Students Housed	True Cost per Student
Elementary School	\$26,161,611	750	\$34,882
Middle School	\$42,931,613	900	\$47,702
High School	\$136,649,115	2,400	\$56,937

True Cost Per Dwelling Unit

School Level	Cost per Student	Blended Student Generation Rate	True Cost per Dwelling Unit
Elementary School	\$34,882	0.4563	\$15,917
Middle School	\$47,702	0.1178	\$5,619
High School	\$56,937	0.0206	\$1,173
Total	\$139,521	0.5947	\$22,709

True Cost per Square Foot

School Level	True Cost per Dwelling Unit	Average Square Footage [1]	True Cost Per Square Foot
Elementary School	\$15,917	2,522	\$6.31
Middle School	\$5,619	2,522	\$2.23
High School	\$1,173	2,522	\$0.47

[1] Total projected square footage divided by the total number of unmitigated Projected Units.

True Cost per Square Foot per School Level

School Level	True Cost Per Square Foot
Elementary School	\$6.31
Middle School	\$2.23
High School	\$0.47
Total	\$9.00

**RIVERSIDE UNIFIED SCHOOL DISTRICT
ESTIMATED ACTUAL COST PER SQUARE FOOT CALCULATION
SUMMARY OF ESTIMATED COSTS
APPENDIX F**

ELEMENTARY SCHOOL

I. Site Costs		\$4,415,854
Land Acquisition Cost	\$4,365,854	
Acres	12.40	
Cost per Acre*	\$352,085	
Appraisals	15,000	
Surveys	25,000	
Escrow/Title	10,000	
II. Planning Costs		1,193,606
Architect/Engineering Fees ¹	\$1,059,375	
DSA Fees ¹	93,231	
Energy Analysis	6,000	
Preliminary Tests	25,000	
Other Costs	10,000	
III. Construction Costs		19,194,375
Construction ²	\$17,437,500	
Construction Management ¹	1,756,875	
IV. Tests		120,000
V. Inspection		135,000
VI. Furniture & Equipment³		843,750
VII. Contingency⁴		259,026
TOTAL ESTIMATED COST		<u><u>\$26,161,611</u></u>

* Assumes site cost only; estimates based on land sale comparisons within Riverside Unified School District.

¹ See Cost Detail Worksheet

² Estimated at \$310 per square foot and assumes 75 square foot per student.

³ Estimated at \$15 per square foot and assumes 75 square foot per student.

⁴ Sum of I. thru VI. multiplied by 1%

**RIVERSIDE UNIFIED SCHOOL DISTRICT
ESTIMATED ACTUAL COST PER SQUARE FOOT CALCULATION
SUMMARY OF ESTIMATED COSTS
APPENDIX F**

MIDDLE SCHOOL

I. Site Costs		\$7,383,368
Land Acquisition Cost	\$7,323,368	
Acres	20.80	
Cost per Acre*	\$352,085	
Appraisals	20,000	
Surveys	30,000	
Escrow/Title	10,000	
II. Planning Costs		1,843,680
Architect/Engineering Fees ¹	\$1,627,500	
DSA Fees ¹	151,180	
Energy Analysis	15,000	
Preliminary Tests	35,000	
Other Costs	15,000	
III. Construction Costs		31,579,500
Construction ²	\$28,800,000	
Construction Management ¹	2,779,500	
IV. Tests		150,000
V. Inspection		200,000
VI. Furniture & Equipment³		1,350,000
VII. Contingency⁴		425,065
TOTAL ESTIMATED COST		<u><u>\$42,931,613</u></u>

* Assumes site cost only; estimates based on land sale comparisons within Riverside Unified School District.

¹ See Cost Detail Worksheet

² Estimated at \$320 per square foot and assumes 100 square foot per student.

³ Estimated at \$15 per square foot and assumes 100 square foot per student.

⁴ Sum of I. thru VI. multiplied by 1%

**RIVERSIDE UNIFIED SCHOOL DISTRICT
ESTIMATED ACTUAL COST PER SQUARE FOOT CALCULATION
SUMMARY OF ESTIMATED COSTS
APPENDIX F**

HIGH SCHOOL

I. Site Costs		\$16,411,953
Land Acquisition Cost	\$16,371,953	
Acres	46.50	
Cost per Acre*	\$352,085	
Appraisals	15,000	
Surveys	15,000	
Escrow/Title	10,000	
II. Planning Costs		5,736,700
Architect/Engineering Fees ¹	\$5,137,500	
DSA Fees ¹	509,200	
Energy Analysis	25,000	
Preliminary Tests	45,000	
Other Costs	20,000	
III. Construction Costs		108,097,500
Construction ²	\$99,000,000	
Construction Management ¹	9,097,500	
IV. Tests		250,000
V. Inspection		300,000
VI. Furniture & Equipment³		4,500,000
VII. Contingency⁴		1,352,962
TOTAL ESTIMATED COST		<u><u>\$136,649,115</u></u>

* Assumes site cost only; estimates based on land sale comparisons within Riverside Unified School District.

¹ See Cost Detail Worksheet

² Estimated at \$330 per square foot and assumes 125 square foot per student.

³ Estimated at \$15 per square foot and assumes 125 square foot per student.

⁴ Sum of I. thru VI. multiplied by 1%

**RIVERSIDE UNIFIED SCHOOL DISTRICT
ESTIMATED COST DETAIL FOR ELEMENTARY SCHOOL
APPENDIX F**

SOFT COSTS

Architect's Fee

ARCHITECT'S DESIGN FEE		
CONSTRUCTION COSTS	\$17,437,500	
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	9.00%	\$45,000
NEXT \$500,000	8.50%	\$42,500
NEXT \$1,000,000	8.00%	\$80,000
NEXT \$4,000,000	7.00%	\$280,000
NEXT \$4,000,000	6.00%	\$240,000
OVER \$10,000,000	5.00%	\$371,875
TOTAL FEE	6.08%	\$1,059,375

DSA Access Compliance Fee

DSA ACCESS COMPLIANCE FEE		
CONSTR. COSTS	\$17,437,500	
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	0.20%	\$1,000
NEXT \$1,500,000	0.10%	\$1,500
OVER \$2,000,000	0.01%	\$1,544
TOTAL FEE	0.02%	\$4,044

DSA Structural Safety Fee

DSA STRUCTURAL SAFETY FEE		
CONSTR. COSTS	\$17,437,500	
FEE CALCULATION	FEE %	FEE
FIRST \$1,000,000	0.70%	\$7,000
OVER \$1,000,000	0.50%	\$82,188
TOTAL FEE	0.51%	\$89,188

CONSTRUCTION MANAGER'S FEE

CONSTRUCTION MANAGER'S FEE		
CONSTR. COSTS	\$17,437,500	
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	8.00%	\$40,000
NEXT \$500,000	7.50%	\$37,500
NEXT \$1,000,000	7.00%	\$70,000
NEXT \$4,000,000	6.00%	\$240,000
NEXT \$4,000,000	5.00%	\$200,000
OVER \$10,000,000	4.00%	\$297,500
GENERAL CONDITIONS	5.00%	\$871,875
TOTAL FEE	10.08%	\$1,756,875

**RIVERSIDE UNIFIED SCHOOL DISTRICT
ESTIMATED COST DETAIL FOR MIDDLE SCHOOL
APPENDIX F**

SOFT COSTS

Architect's Fee

ARCHITECT'S DESIGN FEE		
CONSTRUCTION COSTS	\$28,800,000	
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	9.00%	\$45,000
NEXT \$500,000	8.50%	\$42,500
NEXT \$1,000,000	8.00%	\$80,000
NEXT \$4,000,000	7.00%	\$280,000
NEXT \$4,000,000	6.00%	\$240,000
OVER \$10,000,000	5.00%	\$940,000
TOTAL FEE	5.65%	\$1,627,500

DSA Access Compliance Fee

DSA ACCESS COMPLIANCE FEE		
CONSTR. COSTS	\$28,800,000	
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	0.20%	\$1,000
NEXT \$1,500,000	0.10%	\$1,500
OVER \$2,000,000	0.01%	\$2,680
TOTAL FEE	0.02%	\$5,180

DSA Structural Safety Fee

DSA STRUCTURAL SAFETY FEE		
CONSTR. COSTS	\$28,800,000	
FEE CALCULATION	FEE %	FEE
FIRST \$1,000,000	0.70%	\$7,000
OVER \$1,000,000	0.50%	\$139,000
TOTAL FEE	0.51%	\$146,000

CONSTRUCTION MANAGER'S FEE

CONSTRUCTION MANAGER'S FEE		
CONSTR. COSTS	\$28,800,000	
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	8.00%	\$40,000
NEXT \$500,000	7.50%	\$37,500
NEXT \$1,000,000	7.00%	\$70,000
NEXT \$4,000,000	6.00%	\$240,000
NEXT \$4,000,000	5.00%	\$200,000
OVER \$10,000,000	4.00%	\$752,000
GENERAL CONDITIONS	5.00%	\$1,440,000
TOTAL FEE	9.65%	\$2,779,500

**RIVERSIDE UNIFIED SCHOOL DISTRICT
ESTIMATED COST DETAIL FOR HIGH SCHOOL
APPENDIX F**

SOFT COSTS

Architect's Fee

ARCHITECT'S DESIGN FEE		
CONSTRUCTION COSTS		\$99,000,000
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	9.00%	\$45,000
NEXT \$500,000	8.50%	\$42,500
NEXT \$1,000,000	8.00%	\$80,000
NEXT \$4,000,000	7.00%	\$280,000
NEXT \$4,000,000	6.00%	\$240,000
OVER \$10,000,000	5.00%	\$4,450,000
TOTAL FEE	5.19%	\$5,137,500

DSA Access Compliance Fee

DSA ACCESS COMPLIANCE FEE		
CONSTR. COSTS		\$99,000,000
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	0.20%	\$1,000
NEXT \$1,500,000	0.10%	\$1,500
OVER \$2,000,000	0.01%	\$9,700
TOTAL FEE	0.01%	\$12,200

DSA Structural Safety Fee

DSA STRUCTURAL SAFETY FEE		
CONSTR. COSTS		\$99,000,000
FEE CALCULATION	FEE %	FEE
FIRST \$1,000,000	0.70%	\$7,000
OVER \$1,000,000	0.50%	\$490,000
TOTAL FEE	0.50%	\$497,000

CONSTRUCTION MANAGER'S FEE

CONSTRUCTION MANAGER'S FEE		
CONSTR. COSTS		\$99,000,000
FEE CALCULATION	FEE %	FEE
FIRST \$500,000	8.00%	\$40,000
NEXT \$500,000	7.50%	\$37,500
NEXT \$1,000,000	7.00%	\$70,000
NEXT \$4,000,000	6.00%	\$240,000
NEXT \$4,000,000	5.00%	\$200,000
OVER \$10,000,000	4.00%	\$3,560,000
GENERAL CONDITIONS	5.00%	\$4,950,000
TOTAL FEE	9.19%	\$9,097,500

APPENDIX G
GENERAL SITE DEVELOPMENT GRANT (GSDG) DETERMINATION

**RIVERSIDE UNIFIED SCHOOL DISTRICT
GENERAL SITE COMPLIANCE GRANT CALCULATION
APPENDIX G**

Additional Grant as Percentage of Per Pupil Grant

School Level	Base per Pupil Grant	Percent	Total Additional Grant	Allowable Additional Grant
Elementary School	\$10,099	6.00%	\$606	\$303
Middle School	\$10,706	6.00%	\$642	\$321
High School	\$13,661	3.75%	\$512	\$256

Allowable Grant per School Facility

School Level	Grant Per New Useable Acre	Site Acreage	School Facility Grant
Elementary School	\$16,122	12.4	\$199,913
Middle School	\$16,122	20.8	\$335,338
High School	\$16,122	46.5	\$749,673

Grant Amount per Pupil

School Level	School Facility Grant	Facility Capacity	Grant per Pupil
Elementary School	\$199,913	750	\$267
Middle School	\$335,338	900	\$373
High School	\$749,673	2,400	\$312

Total per Pupil Grant for Site Development

School Level	Allowable Additional Grant	Grant per Pupil	Total Grant for Site Development
Elementary School	\$303	\$267	\$570
Middle School	\$321	\$373	\$694
High School	\$256	\$312	\$568

APPENDIX H
SURPLUS PROPERTY AND LOCAL REVENUE SOURCES (LOCAL FUNDS)

Surplus Property and Local Funds (Government Code Section 65995.6(b))

Government Code Section 65995.6(b) requires that when determining the funds necessary to meet its facility needs, this SFNA identifies and considers the following:

- (i) Any surplus property owned by the School District that can be used as a school site or that is available for sale to finance school facilities;
- (ii) The extent to which projected enrollment growth may be accommodated by excess capacity in existing facilities; and,
- (iii) Local resources, other than fees, charges, dedications, or other requirements imposed on residential construction available to finance the construction or reconstruction of school facilities needed to accommodate any growth in enrollment attributable to the construction of Projected Units (“Local Funds”).

In addition, Government Code Section 65995.5(c)(2) requires that the School District subtract the full amount of local funds that the governing board has dedicated to facilities necessitated by Projected Units from the Total New Construction Grant amount determined in this SFNA. The following is a summary of the findings related to these requirements:

SURPLUS PROPERTY

In September 2014, the Real Property Advisory Committee (or “7-11 Committee”), which was established to meet and provide recommendations to the Board of Education (“Board”) on matters related to real property assets which may no longer be needed for educational, administrative or operational uses, submitted a report to the Board entitled “Recommendations and Priorities for Use of District Sites”. The advisory report considered for surplus the following properties; however as of the date of this Report, the Board has not taken action officially declaring surplus any of the sites described:

1. **Cleveland and Myers Property**—this site is located at 2440 Myers and 9711 Dufferin and consists of approximately 20 acres. The site is currently used to store material and raise agricultural products.
2. **District Office Property**—this site is located at 3380 14th Street on a 1.1-acre property. This site is currently used by the School District as a district office.
3. **Grant Education Property**—this site is located at 4011 14th Street on a 5.5 acre property. This site is currently being used by an outside program provider serving students with emotional disturbance.
4. **Old Hawthorne Property**— this site is located at 9170 Indiana Avenue on a 6.85-acre property. This site is currently used by the School District for storage of materials.

5. **Van Buren Property (Vacant Land)**—this site is located at 18721 Van Buren Boulevard and consists of approximately 1.72 acres of vacant land between Van Buren and Martin Luther King High School detention basin. This site is not being used by the School District.
6. **Riverside STEM Property**—this site is located at 4466 Mount Vernon Avenue on the former Hyatt Elementary School site and consists of approximately 10.8 acres. This site is currently being used by the School District for educational purposes. The 7-11 Committee unanimously voted not to surplus the site at the May 28, 2014 meeting.

As of the date of this Report, the Board has not taken action declaring these sites surplus, and as a result these sites are not considered surplus for this analysis.

EXCESS CAPACITY IN EXISTING FACILITIES

As demonstrated in Table 7 of Section II.C of this SFNA, the School District has a deficit capacity of 1,205 students at the Elementary School level, excess capacity of 1,349 students at the Middle School level and deficit capacity of 1,245 students at the High School level. Projected Student Enrollment resulting from Projected Units has been adjusted by the surplus seats available to accommodate the Projected Student Enrollment at all school levels accordingly.

LOCAL FUNDS

The following identifies and considers Local Funds available to the School District:

- (i) **General Obligation (“GO”) Bonds**— On November 6, 2001 the registered voters of the School District authorized the issuance and sale of not to exceed \$175,000,000 in general obligation bond indebtedness. Since the election date, the School District issued multiple series of general obligation bonds (“GO Bonds”). The proceeds from the sale of the GO Bonds are authorized to perform construction, reconstruction, remodeling, rehabilitation and renovation projects. As of June 30, 2014, \$22,358,512 from GO Bond proceeds remained in the Building Fund. The remaining fund balance has been dedicated to the modernization of existing school sites and to accommodate existing enrollment, and are not available to offset the impact of Projected Units.
- (ii) **Certificates of Participation (“COPs”)**—In December 2001, the School District issued \$15,735,000 and in May 2009, the School District issued certificates of participation in the total amount of \$8,605,000. No proceeds from the COPs are remaining and are available to offset the impact of Projected Units.
- (iii) **Redevelopment Agreements**— Prior to the Governor’s dismantling of Redevelopment Agencies, school districts were authorized by applicable law to share tax increment revenues through pass-through agreements with local redevelopment agencies. The School District participated in five (5) Redevelopment Agency pass-through agreements. As of June 30, 2014, the School District had a balance of \$7,527,957 from redevelopment agency revenues collected. The full amount is potentially available to offset the impact of Projected Units.
- (iv) **Developer Fees**—The School District currently collects Level II fees in the amount of \$3.77 per square foot for residential units. The School District also collects statutory school fees in an amount up to \$3.36 per square foot on applicable residential construction. Furthermore, the School District collects statutory fees in the amount of \$0.54 per square foot for commercial/industrial construction. As of June 30, 2014, the balance of Level II fees and statutory fees collected by the School District was \$3,502,945. The full amount is potentially available to offset the impact of Projected Units.
- (v) **County School Facilities Fund**—The School District maintain the County School Facilities Fund to account for state apportionments provided for modernization of school facilities under Senate Bill 50. As of June 30, 2014, the balance of this fund was \$5,612,118. The full amount is potentially available to offset the impact of Projected Units.

- (vi) **Community Facilities Districts**—Under the Mello-Roos Community Facilities District Act of 1982, as amended, a School District may form a Community Facilities District (“CFD”), which is authorized to levy a special tax to pay for the construction of school facilities with a useful life of five (5) years or more. To date, the School District has formed twenty six (26) CFDs a. Special taxes levied and collected on the properties within the CFDs or the proceeds from the sales bonds which are repaid from the Special taxes collected. Residential units constructed within the boundaries of these CFDs are required to pay Alternative Fees, according to their respective Developer Agreements, which may be reimbursed. However, no funds are available to offset the impact of Projected Units.

CALCULATION OF SURPLUS PROPERTY AND LOCAL FUNDS CREDIT

Surplus Property and Local Funds Available

The Surplus Property and Local Funds available to offset the impact of Projected Units discussed above are summarized in Table H-1 below:

**Table H-1
Surplus Property and Local Funds**

DESCRIPTION	AMOUNT
<i>Surplus Property</i>	
Estimated Value of Surplus Sites	\$0
<i>Local Funds</i>	
General Obligations Bonds	\$0
Certificates of Participation	0
Redevelopment Agreements	7,527,957
Developer Fees	3,502,945
County School Facilities Fund (State Funds)	5,612,118
Community Facilities Districts	0
TOTAL LOCAL FUNDS	\$16,643,020

Inter-District Student Impact

Commercial/Industrial developer fees collected by the School District have been dedicated to financing the cost impact to house existing inter-district students and more specifically those students who have transferred from outside the School District. The balance of the “Developer Fees” listed in Table G-1 includes Commercial/Industrial developer fees collected by the School

District; therefore, the estimated cost impact of inter-district students should be subtracted from the Local Funds available to offset the impact of students generated from new residential growth. As of the October 2014, there were a total of 853 elementary school students, 279 middle school students and 555 high school students attending the School District on an inter-district basis. Using the cost per student impacts determined in Appendix “F”, the costs incurred by inter-district students are estimated at \$74,663,239. Table G-2 shows the calculation used to estimate the cost impact of inter-district students.

**Table G-2
Cost Impact of Inter-District Students**

SCHOOL LEVEL	INTER-DISTRICT STUDENTS	COST PER STUDENT	INTER-DISTRICT STUDENT IMPACT
Elementary School (K-6)	853	\$34,882	\$29,754,346
Middle School (7-8)	279	\$47,702	\$13,308,858
High School (9-12)	555	\$56,937	\$31,600,035
TOTAL	1,687	NA	\$74,663,239

Current Unhoused Student Impact

An analysis of the current capacity and enrollment of the School District found a capacity deficiency of 1,205 students at the elementary school level and 1,245 students at the high school level. The capacity analysis is described in more detail in Section II.C of this SFNA. Table G-3 identifies the existing needs to house currently unhoused students. The cost impact of current unhoused students is determined by multiplying the unhoused students shown in Table 7 of this SFNA by the cost per student calculated in Appendix “F” for each school level.

**Table G-3
Cost Impact of Currently Unhoused Students**

SCHOOL LEVEL	CURRENT UNHOUSED STUDENTS	COST PER STUDENT	CURRENT UNHOUSED STUDENT IMPACT
Elementary School (K-6)	1,205	\$34,882	\$42,032,810
Middle School (7-8)	0	\$47,702	\$0
High School (9-12)	1,245	\$56,937	\$70,886,565
TOTAL	2,450	NA	\$112,919,375

Local Funds Credit

Considering the cost impact of Inter-District Students and Current Unhoused Students described above in Tables G-2 and G-3 and subtracting those figures from the Local Funds identified in Tables G-1 results in a funding deficit of \$170,939,594. This calculation is shown in Table G-4

below. Since the cost impacts are greater than the local funds available, there are no surplus funds available to offset the impact of Projected Units.

**Table G-4
Funding Determination**

DESCRIPTION	AMOUNT
Local Funds Available	\$16,643,020
Inter-District Student Impact	(\$74,663,239)
Current Unhoused Student Impact	(\$112,919,375)
SURPLUS(DEFICIT) OF LOCAL FUNDS	(\$170,939,594)

Developer Fees 2015

Fee Justification Study (Statutory Fees)		School Facilities Needs Analysis (Alternative Residential Fees)	
Commercial/ Industrial	Level I (additions)	Level II (Residential)	Level III (Residential)
Current Rate			
\$0.54	\$3.36	\$3.77	\$7.55
New Rate			
\$0.54	\$3.36	\$3.84	\$7.67
Effective Date of New Rate			
May 19, 2014, until a new fee is adopted in approximately two years	May 19, 2014, until a new fee is adopted in approximately two years	April 13, 2015, through April 13, 2016, while the state has bond funds or until new SFNA	April 13, 2015, through April 13, 2016, <u>if the State declares that bond funds are depleted</u>

**Board Meeting Agenda
April 13, 2015**

Topic: Proposed High School Course – Show Choir

Presented by: Kim Coons, Instructional Services Specialist
John Robertson, Instructional Services Specialist
Kellori Dower, Teacher

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

Type of Item: Action

Short Description: A new Visual and Performing Arts (VAPA) course is submitted for approval to the Board of Education. The course proposal was submitted to the Riverside Unified School District Instructional Services Board Subcommittee on February 11, 2015.

DESCRIPTION OF AGENDA ITEM:

The purpose of the Show Choir course submission is to provide an intermediate to advanced course of study for students having already completed and or shown to excel in the techniques taught in Chorus, Concert Choir, Treble Choir, Vocal Jazz or other vocal ensembles. Higher levels of notation and rhythm exercises, chromatic, natural minor, harmonic minor and melodic minor scales will be introduced. Students will also be required to dance to selected music and participate in various local performances as well as national competitions. Students in this course will be strategically prepared both physically and musically for further study at the college level in the performing arts. The course will address physical education standards in the course of study and will offer Physical Education (PE) credit towards graduation. For students who do not need PE credit, VAPA or elective credit can be earned.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education approve the high school course proposal for Show Choir.

ADDITIONAL MATERIALS: Course Proposal
PowerPoint Presentation

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: Show Choir

DEPARTMENT: Performing Arts

HIGH SCHOOL SUBMITTING REQUEST: Arlington High School

DATE OF SUBMISSION: 2/11/15

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS: 10

HIGH SCHOOL GRADUATION CREDIT: Yes

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: All

RECOMMENDED PREREQUISITE: Successful completion of a lower division choir or instructor approval. An interest in singing with movement is required.

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes X No _____

***Pending district approval of course, we will proceed with A-G submission.*

**Riverside Unified School District
Instructional Services
Secondary Education Department**

High School Course Proposal

- I. **Course Purpose:** The purpose of this course is to extend the vocal and physical abilities of singers at the high school level. Students matriculating through this course over a 1 year period will be exposed to the highest level of musicianship, movement, physical activity (including the 1 mile run and fitness test), vocal and physical health, low-impact gymnastics (when appropriate), team (group) activities, rhythms and dance.
- II. **Course Description:**
Show Choir is an intermediate to advanced course study for students having already completed and or shown to excel in the techniques taught in Chorus, Concert Choir, Treble Choir, Vocal Jazz or other vocal ensembles. Advancement into higher levels of notation and rhythm exercises, chromatic, natural minor, harmonic minor, and melodic minor scales and will be introduced. Students will also be required to dance to selected music and participate in various local performances as well as national competitions with consideration for addressing the importance of physical fitness. Students in this course will be strategically prepared both physically and musically for further study at the college level in the performing arts. Students are also exposed to the competitive environment of show choir through festival attendance and preparation.
- III. **Course Goals and/or Major Student Outcomes:**
- a. Students will demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used
 - b. Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
 - c. Students will demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to learning and physical performance.
 - d. Students will demonstrate knowledge of and competency in motor skills, movement patterns, and strategies to perform a variety of physical activities associated with performance.
 - e. Students will sight-read moderately difficult musical examples with accuracy and expression
 - f. Students will select and use appropriate instrumental accompaniments in a variety of historical and cultural styles
 - g. Students will demonstrate increased knowledge of the technical vocabulary of music, dance and physical education
 - h. Students will sing vocal literature and perform choreographed movement of an appropriate and increasingly difficult level, with expression and technical accuracy
 - i. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
 - j. Students will apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria to one's personal participation in music
 - k. Students will sing moderately difficult vocal literature which requires well-

developed technical skill, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys using appropriate physical coordination aligned with planned choreography.

1. Students will classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications

Students will receive points toward their final grade for daily participation, sight-reading, notation, physical assessments and concert performance.

Sight-reading tests, physical agility tests and theory tests will be given at regular intervals.

IV. Course Objectives:

Objectives	Standards
Students will demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used	<p>Music Standards:</p> <p>1.1 Read a full instrument or vocal score and describe how the elements of music are used.</p> <p>2.2 Sing music written in four parts with and without accompaniment.</p> <p>2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).</p>
Students will sight-read moderately difficult musical examples with accuracy and expression	<p>Music Standards:</p> <p>1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6)</p>
Students will select and use appropriate instrumental accompaniments and movement in a variety of historical and cultural styles	<p>Music Standards:</p> <p>2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi)</p> <p>3.4 Perform music from a variety of cultures and historical period</p> <p>Dance standards:</p> <p>2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>Physical Education Standards:</p> <p>3.9 Recognize and evaluate the role of cooperation and positive interactions with others when participating in physical activity</p>
Students will demonstrate increased knowledge of the technical vocabulary of music, dance and general physical education	<p>Music Standards:</p> <p>1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.</p> <p>Dance standards:</p> <p>1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy.</p>
Students will sing vocal literature and perform choreographed movement of an appropriate and increasingly difficult level, with expression and technical accuracy	<p>Music Standards:</p> <p>2.2 Sing music written in four parts with and without accompaniment.</p> <p>2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).</p> <p>Dance standards:</p> <p>1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p>Physical Education Standards:</p> <p>1.1 Combine and apply movement patterns, simple to complex, in aquatic, rhythms/dance, and individual and dual activities.</p> <p>1.2 Demonstrate proficient movement skills in aquatic, dance/rhythms, and individual and dual activities.</p> <p>1.12 Demonstrate independent learning of movement skills.</p> <p>2.1 Participate in moderate to vigorous physical activity at least four days each week.</p> <p>3.2 Act independently of negative peer pressure during physical activities</p>
Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation,	<p>Music Standards:</p> <p>1.2 Transcribe simple songs into melodic and rhythmic</p>

and expression	notation when presented aurally (level of difficulty: 2 on a scale of 1–6)
Students will apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria to one’s personal participation in music.	<p>Music Standards: 3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history. 3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial). 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.</p> <p>Dance standards: 4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical)</p> <p>Physical Education Standards: 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in aquatic, rhythms/dance, individual activities, and dual activities. 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles. 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.</p>
Students will sing moderately difficult vocal literature which requires well-developed technical skill, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys using appropriate physical coordination aligned with planned choreography.	<p>Music Standards: 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6)</p> <p>Dance Standards: 1:1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength). 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances. 2.3 Design a dance that utilizes an established dance style or genre 2.7 Teach movement patterns and phrases to peers.</p> <p>Physical Education Standards: 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.</p>
Students will classify unfamiliar and familiar representative examples of music and dance using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications	<p>Music Standards: 4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture</p> <p>Dance standards: 1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreation) 3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent). 4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.</p> <p>Physical Education Standards: 3.8 Recognize the value of physical activity in understanding multiculturalism.</p>

- V. **Course Outline:** Students will be guided through study of music and theatrical vignettes via show preparation for festivals, competitions and community performances. Each unit will culminate in a 10-15 minute show as a part of the choral program's concert series. Unit division will be based on selected materials in the fall, winter and spring concerts.
- VI. **Texts and Supplemental Materials:** Students will be provided with sheet music and other performance materials based on the assessed musicianship of each group annually.
- VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
Basic breath technique	Warm up exercises taught and practiced daily. Theory of breath in singing and anatomy-Lecture and demo and applied exercises. Lecture/Demo-Guidelines for maintaining vocal health.
Basic physical warm up	Exploring movement/fitness modalities: Yoga, Pilates, Dance- exercises and practice.
Sight-singing	Introduction to the staff line and notes. Lecture followed by exercises. Students will sight-read music of multiple levels to assess knowledge. Key signatures and meter. Keys signatures
Vocal Range and exercises	Exploring your voice: scales and vocalise. Lecture, demo, and practice. Vocal placement. Tessitura and projection
Basic Movement	Demo/practice- Basic steps and jumps/leaps/turns.
Singing the Songs	What is my range and type? What material is appropriate for my range? Choosing a song. Learning a song. Performing Musical Theater vs. other music.
Performance Preparation	Students create sectional rehearsals, learn music, learn choreography, and rehearse show set.
Performance skills	Students will perform and be critiqued based on course outcomes final graded performance.

- VIII. **Instructional Methods and/or Strategies:** Demonstrations and exercises performed by the students. Direct instruction through lecture, video, and audio recordings, guided practice and evaluated performance.
- IX. **Assessment Methods and/or Tools:** Daily practice with immediate feedback by instructor, written and graded critiques, written materials, such as character analysis, rehearsal schedule, self-evaluations, festival performances. Examples of assessments include daily participation, dressing out (PE), critiques, performances, quizzes and tests.

- X. **Notes:** Class is repeatable as the music studied will change to provide a range of material which students may study and perform. Music set and choreography may repeat after a four year cycle. The class requires previous experience in a choral course of study or audition with instructor approval.

Current California School districts offering A-G, PE/VAPA credit for show choir:

Brea-Olinda Unified

Burbank Unified

Sweetwater Union High School

Santa Monica Unified



Show Choir

PROPOSAL FOR COURSE INCLUSION

(PE/VAPA CREDIT)

DR. KELLORI DOWER, COURSE AUTHOR

Request for Approval

- ▶ Approve Show Choir as part of choral curriculum in RUSD
- ▶ Increase access into this course by providing Physical Education, VAPA, or elective credit depending upon student need
 - ▶ Brea-Olinda Unified
 - ▶ Burbank Unified (Show Choir appeared on "Oprah")
 - ▶ Sweetwater Union High School District
- ▶ A-G approval sought after RUSD Board approval

What is Show Choir?

- ▶ Intensive course that strengthens students artistically (singing, creating music) as well as physically (dancing, movement, calisthenics).
- ▶ Currently offered via Vocal Jazz Ensemble course by two high schools
- ▶ Opportunity for students to maintain “School-plus-two” in a single, focused discipline (vocal music)
- ▶ MORE than just “GLEE” in RUSD: It’s academic & standards-based

How is this course different?

- ▶ Different than Vocal Jazz in that it is movement based performance.
- ▶ Imbeds standards-based physical education curriculum to academically address a more physical approach to singing
- ▶ Activates student creativity across arts disciplines
- ▶ Maintains healthy competitiveness with other schools; within oneself

How is this course the same?

- ▶ Standards-based music curriculum
- ▶ Builds upon 21st century skills (collaboration, creativity, innovation, critical thinking)
- ▶ High expectation of excellence

**Board Meeting Agenda
April 13, 2015**

Topic: Approval of Transitional Kindergarten Course of Study
Purchasing Comprehensive Curriculum Materials for Transitional
Kindergarten

Presented by: Brad Shearer, Director Elementary Education
Carolina Michel, 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 of a Transitional Kindergarten Course of Study including specific Transitional Kindergarten standards. Approval is also requested for the adoption and purchase of instructional materials for use in Transitional Kindergarten classrooms.

DESCRIPTION OF AGENDA ITEM:

RUSD’s Instructional staff is recommending approval of a Course of Study for the district’s Transitional Kindergarten classrooms. This includes specific academic standards for Transitional Kindergarten students which serve as a bridge between the California Preschool Learning Foundations and the California State Standards for Kindergarten.

Additionally, RUSD is recommending the purchase of Pearson Education’s Opening the World of Learning (OWL) program for its Transitional Kindergarten core instructional program.

FISCAL IMPACT: Proposed cost is \$180,000 to purchase Transitional Kindergarten instructional materials aligned to the California Preschool Learning Foundations and to the California State Standards for kindergarten.

RECOMMENDATION: It is recommended that the Board of Education approve the purchase of Transitional Kindergarten comprehensive instructional materials.

ADDITIONAL MATERIAL: PowerPoint Presentation
Attached: Yes

RUSD

Transitional Kindergarten

April 13, 2015

Kindergarten Readiness Act of 2010

- Established TK for children whose 5th birthday falls between September 2nd and December 2nd .
- “First year of a two-year program that uses a **modified kindergarten curriculum** that is **age and developmentally appropriate**” Ed Code 48000(d)
- Senate Bill (SB) 858 – It is the “**intent of the Legislature that TK curriculum be aligned to the California Preschool Learning Foundations developed by the California Department of Education.**”
- Beginning July 1, 2015
 - Condition of receipt of apportionment for pupils in a TK program – district must ensure TK teacher has both a teaching credential and one of the following...
 - 24 Units in early childhood education
 - Preschool experience comparable to 24 units
 - Child development permit

RUSD Model 2015-2016

- **Cluster** all TKs into **one classroom** per site when possible
- If numbers do not permit one full class, form a TK/K **combination class**
- Full-day program
- Use of modified kindergarten curriculum aligned to the CA Preschool Learning Foundations and the CA Kindergarten standards

TK Curriculum Committee

- Patricia Amaya-Thetford - Washington
- Mary Ellen Burch – Lake Mathews
- Beatriz Camarillo – Highland
- Debra Caudill – Rivera
- Heather Crane – Instructional Services
- Donna Dorsey – Highland
- Christi Dunn – Hawthorne
- Kim Eaton – Monroe
- Judy Fuhrman – Instructional Services
- Jennifer Ivey – Instructional Services
- Susan Jarvis – Highgrove
- Marlene Mcdonald-Melton – Kennedy
- Joe Nieto – Early Childhood Education
- Virginia Stevenson – Highland
- Cheryl Vito – Sunshine
- Mathew Cash – Instructional Services
- Eric Fladland – Jefferson
- Carolina Michel – Instructional Services

The work of the TK committee...

- Develop a vision for transitional kindergarten in RUSD
- Develop a course of study and standards in a continuum aligned to the CA Preschool Learning Foundations at 60 months and the CA kindergarten standards
- Research and recommend and/or develop core curriculum
- Revise the TK report card
- Recommend revisions to RUSD's TK acceleration practice
- Develop and provide professional development to TK teachers
- Communicate all changes to parents enrolling TKs for the 2015-16 school year



Goal of the Program

It is the goal of the program to prepare each student to successfully meet or exceed the challenging standards of California's kindergarten program as specified in California's CCSS for ELA and Math, and the Content Standards for CA Public Schools at the conclusion of their kindergarten year.

RUSD TK Vision

Transitional Kindergarten is a school readiness program that purposefully prepares TK students both socially and emotionally for the academic rigor of kindergarten and beyond. Children will be provided a consistent program which includes a continuum of instruction that is developmentally appropriate. Our program embodies learning through structured play, multi-sensory experiences, strong oral language development, role-playing and problem solving with a focus on student success skills.

ELA and Math Continuums

RUSD
TK Math Continuum
DRAFT

Transitional Kindergarten is a school readiness program that purposefully prepares TK students both socially and emotionally for the academic rigor of kindergarten and beyond. Children will be provided a consistent program which includes a continuum of instruction that is developmentally appropriate. Our program embodies learning through structured play, multi-sensory experiences, strong oral language development, role-playing and problem solving with a focus on student success skills.

Standards for Mathematical Practices			
1. Make sense of problems and persevere in solving them.			
2. Reason abstractly and quantitatively.			
3. Construct viable arguments and critique the reasoning of others.			
4. Model with mathematics.			
5. Use appropriate tools strategically.			
6. Attend to precision.			
7. Look for and make use of structure.			
8. Look for and express regularity in repeated reasoning.			
Expected Mastery in Transitional Kindergarten		Mastery Standards for End of Kindergarten Year 2	
Preschool Learning Foundations	Transitional Kindergarten	Kindergarten Common Core Standards	
Number Sense	Counting and Cardinality		
1.0 Children expand their understanding of numbers and quantities in their everyday environment.	T1. Count numbers with prompts using objects in their everyday environment to 10 in order by ones.	K1.	Know number names and the count sequence. Count to 100 by ones and by tens.
1.1 Recite numbers in order to twenty with increasing accuracy.	T2. Recite numbers in order to twenty with accuracy.	K2.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
1.2 Recognize and know the name of some written numerals.	T3. Recognize, name, order and write numbers to 10.	K3.	Write numbers from 0-20. Representing a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	T4. Identify, without counting, the number of objects in a collection of up to five objects (i.e., subitize). Accurately count up to ten objects, using one-to-one correspondence.	K4.	Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in

TK curriculum materials

- Scholastic – Big Day
- McGraw Hill – Little Treasures
- Pearson - OWL
- Frog Street Press – Pre-K

Survey Results

	What program best supports students' social and emotional development?	What program is best aligned to the CA Preschool Learning Foundations?	What program is best aligned to the CA kindergarten standards?	What program best supports a full day of instruction?	What program best delivers a comprehensive curriculum?	What program is easiest to use for a teacher?	What program best supports families at home?{	What program best supports teachers with PD tools?	What program best supports students' math conceptual development?	What program best supports students' language and literacy development?	
Scholastic Big Day	69	62	58	65	62	60	59	57	65	54	611
Mc Graw - Hill Little Treasures	100	98	88	95	95	91	97	95	87	99	945
Pearson OWL	57	57	55	44	49	67	54	54	48	56	541
Frog Street Pre-K	44	53	69	66	64	52	60	64	70	61	603

Questions

**Board Meeting Agenda
April 13, 2015**

Topic: Policy #3470 – Debt Management Policy - Second Reading and Adoption

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible
Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Action

Short Description: Revised Board Policy #3470 – Debt Management Policy – has been revised to reflect current best practice for the Board of Education’s consideration for Second Reading and Adoption.

DESCRIPTION OF AGENDA ITEM:

On September 6, 2011, the Board of Education adopted Policy 3470 – Debt Management Policy. At the time, the development and adoption of this policy was unique among California school districts and has served as a best practice since its inception. During the last year, the Securities and Exchange Commission (SEC) has actively pursued enforcement actions and supported a voluntary reporting effort of non-compliance among bond issuers and bond underwriters. The District is a bond issuer and strives to be fully compliant with all SEC regulations.

Under federal law, underwriters may not purchase or sell publicly offered municipal securities unless they determine that the issuer will file continuing disclosure. As such, underwriters require issuers to sign a continuing disclosure certificate, which sets forth the requirements and covenants for the filings. Additionally, Office Statements associated with publicly offered municipal securities must disclose every instance in the previous five years in which the issuer failed to materially comply with its continuing disclosure obligations.

Key to compliance is attention to detail. Given the recent focus on disclosure, staff has determined that it is appropriate to recommend to the Board of Education revisions to enhance our disclosure process through specific provisions in Policy 3470 – Debt Management Policy. On March 13, 2015, the Board of Education considered a First Reading of the recommended revisions. Based on questions raised by Board Members, additional revisions are recommended to bring clarity to Paragraph 11(f) - Other Team Members. A redlined version of the policy highlighting the additional suggested revisions is attached.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education consider the revised Board Policy #3470 – Debt Management Policy – has been revised to reflect current best practice for the Board of Education’s consideration for Second Reading and Adoption.

ADDITIONAL MATERIAL: 1) Redlined Policy #3470

Attached: Yes



POLICY

Board of Education Riverside Unified School District

Debt Management

Purpose:

The purpose of this Debt Management Policy is to provide functional tools for debt management and capital planning, as well as to enhance the district's ability to manage its debt and lease financings in a conservative and prudent manner.

Position:

The Board of Education intends that the district establish and maintain a framework for public finance borrowings such as general obligation bonds ("GO Bonds"), certificates of participation ("COPs"), tax and revenue anticipation notes ("TRANs") and other forms of indebtedness by the district.

1. The issuance of debt by the district is an appropriate and necessary method of financing capital projects, providing working capital and financing certain capital equipment purchases over time.
2. The Board of Education intends that the district establish and maintain a framework for public finance borrowings such as GO Bonds, COPs, TRANs and other forms of indebtedness by the district.
3. Careful and consistent monitoring of such debt issuance is required to preserve the district's credit strength, budget and financial flexibility.
4. The Board of Education is the obligated issuer of all district debt and shall award all purchase contracts for GO Bonds, COPs, TRANs and any other debt issuances.

5. GOALS

- a. The purpose of this Debt Management Policy is to provide functional tools for debt management and capital planning, as well as to enhance the district's ability to manage its debt and lease financings in a conservative and prudent manner.
- b. In following this policy, the district shall pursue the following debt management goals.
 - i. The district shall strive to fund capital improvements from referendum-approved bond issues to preserve the availability of its General Fund for district operating purposes and other purposes that cannot be funded by such bond issues.

- ii. The district shall endeavor to attain the best possible credit rating for

each debt issue (with or without credit enhancement) in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements.

- iii. The district shall take all practical precautions and proactive measures to avoid any financial decision which will negatively impact current credit ratings on existing or future debt issues.
 - iv. The district shall remain mindful of debt limits in relation to assessed value changes within the district and the tax burden needed to meet long-term capital requirements.
 - v. The district shall consider market conditions and district cash flows when timing the issuance of debt.
 - vi. The district shall determine the amortization (maturity) schedule which will best fit with the overall debt structure of the district at the time new debt is issued.
 - vii. The district shall give consideration to matching the term of the debt issue to the useful lives of related assets whenever practical, while considering repair and replacement costs of those assets to be incurred in future years as an offset to the useful lives, and the related length of time in the payout structure.
 - viii. The district shall, when planning for the issuance of new debt, consider the impact of such new debt on overlapping debt and the financing plans of local, state and other governments which overlap with the district.
 - ix. The district shall, when issuing debt, assess financial alternatives to include new and innovative financing approaches, including whenever feasible categorical grants, revolving loans or other state/federal aid, so as to minimize the encroachment on the district's general fund and the tax burden.
 - x. The district shall, in addition to any legal requirement, invite citizen participation in the oversight of capital projects funded with referendum-approved bond issues.
6. Under no circumstances shall the district issue debt for the purposes of investment.

7. AUTHORIZATION

- a. General – The laws of the State of California authorize the issuance of debt of the district, and confer upon it the power and authority to make lease payments, contract debt, borrow money, and issue bonds for public improvement projects. Under these provisions, the district may contract debt to pay for the cost of acquiring, constructing, reconstructing, rehabilitating, replacing, improving,

extending, enlarging and equipping such projects, or to refund existing debt or to provide for the cash flow needs of the district.

b. Short-Term Debt (maturity of 13 months or less)

- i. The district shall generally manage its cash position in a manner so that internally generated cash flow is sufficient to meet general operating needs.
- ii. However, the district may issue fixed-rate and/or variable rate short-term debt which may include TRANs when such instruments are needed to facilitate meeting the district's cash flow requirements for operations (working capital).

c. Long-Term Debt (maturity of greater than 13 months)

- i. Debt issues may be used to finance essential capital facilities, projects and certain capital equipment where it is appropriate to spread the cost of the projects over more than one fiscal year. In doing so, the district recognizes that future taxpayers who will benefit from the investment will pay a share of its cost.
- ii. Projects which are not appropriate for spreading costs over future years shall not be debt financed.
- iii. Long-term debt shall, under no circumstances, be used to fund district operations.
- iv. The district may issue long-term debt which may include, but is not limited to, GO Bonds, COPs and/or other capital lease-purchase structures for capital facilities, projects and certain capital equipment.
- v. In the event the district has outstanding long-term debt in the form of COPs and/or other capital lease-purchase structures if and when referendum-approved debt proceeds become available, the district shall use a portion of such proceeds to redeem or defease such outstanding debt. In doing so, the district recognizes that voter-approved long-term debt is generally the lowest cost borrowing available to the district. However, the district shall consider the remaining useful lives of related assets related to the outstanding debt as provided for herein.

8. LIMITATION OF DEBT

- a. California Education Code Section 15106 limits the district's total outstanding debt (i.e., principal portion only) to 2.5% of the assessed valuation of the taxable property of the district. TRANs and lease payment obligations in support of COPs generally do not count against this limit except as provided in California Education Code Section 17422.
- b. Limitations on the size of a TRANs issue shall be based on a conservative calculated cash deficit as best known at the time of issue.

9. STRUCTURE OF DEBT ISSUES

- a. Maturity of Debt – The duration of a debt issue shall be consistent, to the extent possible, with the economic or useful life of the improvement or asset that the issue is being used to finance. The final maturity of the debt shall be equal to or less than the useful life of the assets being financed, and the average life of the financing shall not exceed one-hundred and twenty (120%) percent of the average life of the assets being financed.
 - i. Operating Costs – The district is prohibited from financing general operating costs from debt having maturities greater than thirteen (13) months. When the district deems it necessary to finance working capital such cash flow borrowings must be payable from taxes, income, revenue, cash receipts and other moneys attributable to the fiscal year in which the debt is issued.
 - ii. General Obligation Bonds – The final maturity of GO Bonds will be limited to the shorter of the average useful life of the asset financed or no longer than forty (40) years if issued pursuant to the California Government Code and Education Code; however, the selected term to maturity would have to be appropriate relative to the average useful lives of the assets financed.
 - iii. Certificates of Participation and other Lease-Purchase Obligations – The final maturity of improvement or asset obligations will be limited to the average useful life of the improvement or asset to be financed. The final maturity of real property obligations will be determined to best meet the district's goals.
- b. Debt Service Structure – The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, provide flexibility, and, as practical, to recapture or maximize its credit for future use. Annual debt service payments shall generally be amortized on a level basis or in the case of GO Bonds consistent with conservative growth expectations for assessed valuation.

- c. Capitalized Interest – Unless required for structuring purposes or is for a non-General Fund debt such as a Community Facilities District financing, the district shall avoid the use of capitalized interest in order to avoid unnecessarily increasing the bond size and interest expense. Certain types of financings such as COPs may require that interest on the debt be paid from capitalized interest until the district has use and possession of the underlying project.
- d. Call Provisions – The Superintendent or designee, based upon analysis from the underwriters and financial advisors of the economics of callable versus non-callable features, shall set forth call provisions for each debt issue.
- e. Credit Enhancement – The district may enter into credit enhancement agreements such as municipal bond insurance and letters of credit with commercial banks, municipal bond insurance companies, or other financial entities when such enhancement results in lower borrowing costs, eliminates restrictive covenants, or have a net economic benefit to the debt issuance. The district shall use a competitive process to select providers of such credit enhancements to the extent applicable.

10. SALE OF SECURITIES

- a. Public Sale – There are two methods of a public sale of debt, competitive and negotiated. Preference shall be given to competitive sales. However, both methods of sale shall be considered for all issuance of debt to the extent allowed by law, as each method has the potential to achieve the lowest financing cost given the right conditions.
 - i. Competitive Sale – When a competitive bidding process is deemed the most advantageous method of sale for the district, award shall be based upon, among other factors, the lowest offered True Interest Cost (“TIC”).
 - ii. Negotiated Sale – When a negotiated sale process is deemed the most advantageous method of sale for the district, award shall be based upon, among other factors, comparable market interest rates.
- b. Private Placement – While not used as frequently as negotiated or competitive public sale methods, a private placement sale may be appropriate when the financing can or must be structured for a single or limited number of purchasers.

11. FINANCING TEAM MEMBERS AND ROLES

- a. Independent Financial Advisor – Irrespective of the nature of the sale of securities (competitive or negotiated), the district shall select and retain a general financial advisory team lead by an experienced independent financial advisor to provide advice on the district’s debt management program, debt issuance structure, rating agency relations, credit enhancement decisions and other transaction details. The Independent Financial Advisor shall be the point person

to organize and coordinate activities within the collective financing team.

- b. Bond Counsel – The district shall select and retain a bond counsel who shall, in addition to preparing Board of Education resolutions, bond documents and providing tax advice on specific debt transactions, shall actively participate in the district’s debt management program and the structuring of debt issuance.
- c. Disclosure Counsel – Irrespective of the nature of the sale of securities (competitive or negotiated), the district shall select and retain a disclosure counsel that is separate and independent of bond counsel and, if applicable, underwriter’s counsel. In doing so, the district recognizes the importance of accurate and adequate disclosure and the relationship between district staff and disclosure counsel retained directly by district.
- d. Investment Advisor – Consistent with the district’s Investment Policy Statement, the district may select and retain an investment advisor to provide advice and facilitate the investment of borrowed proceeds and reserve funds.
- e. County Treasurer – The district recognizes the expertise of the County Treasurer’s staff in structuring debt and investments related to public financing and shall include the County Treasurer or designee in correspondence and activities of the financing team.
- f. Other Team Members – The district, upon the counsel of staff and Independent Financial Advisor, shall select and retain other qualified and needed financing team members as may be required to fulfill the district’s obligations related to the district’s debt management program. Other financing team members may include, special tax consultant, continuing disclosure consultant, continuing disclosure review consultant, continuing disclosure dissemination agent ~~and/or continuing disclosure review consultant,~~ trustee / fiscal agent, paying agent and bond registrar, credit enhancement provider, reserve surety policy provider, economic analyst and/or data analyst, and arbitrage rebate service provider.

12. SELECTION OF FINANCING TEAM MEMBERS

- a. The makeup of financing team members is one of the most important aspects of the district’s debt management program. The financing team members are recognized as the technical experts in their subject matter. Qualifications of the individuals and corporate team are imperative; however, proper fit based on a relationship of trust and workability between the district and financing team members is also critical.
- b. Selection of Independent Financial Advisor, Bond Counsel and Disclosure Counsel shall be based on a written request for proposal (RFP) process that includes a paper screening of written proposals, and an evaluation of selected proposals at an on-site presentation.
- c. Selection of Independent Financial Advisor, Bond Counsel and Disclosure Counsel shall be made by the Board of Education, following a recommendation

from the Board of Education's Finance Subcommittee, who shall conduct the evaluation of the on-site presentation. For this purpose, the Finance Subcommittee shall be inclusive of the Superintendent, Deputy Superintendent Business Services and Governmental Relations, and Director of Business Services.

- d. Qualifications desired and selection criteria shall be set forth in the RFP. Qualifications shall be based on demonstration of successful debt issuance and debt management services to California school districts similar to the district, and may include firm's financial stability, experience and personality of key principals assigned to the district's debt program, and proposed fee basis.
- e. Other members of the financing team shall be selected based on a competitive bid or written RFP, depending on the nature of service or product being requested and as may be provided for herein. The selection of other members of the financing team shall be by district staff in consultation with the Independent Financial Advisor and Bond Counsel.
- f. Continuity of a successful financing team is desired; but so too is a periodic review and evaluation of financing team members. To this end, the Superintendent or designee shall review the financing team with the Board of Education's Finance Subcommittee at least once every other year, and at any time there is a concern about the performance of a financing team member.
- g. Where appropriate, the district may employ more than one financing team at a time depending on the nature or timing of debt issuance(s).

13. DISCLOSURE REQUIREMENTS

- a. The district shall prepare or cause to be prepared all appropriate disclosures as required by the Securities and Exchange Commission Rule 15c2-12 ("Rule 15c2-12"), the Internal Revenue Service, other federal government agencies, state agencies, rating agencies, credit enhancement providers, underwriters, bond and disclosure counsel, investors, taxpayers, and other persons or entities entitled to disclosure to ensure transparency and compliance with applicable laws and regulations and covenants to provide ongoing disclosure.
- b. The quality and completeness of all disclosure materials shall be of the utmost of importance and priority.
- c. District Review Team – The Superintendent or designee shall assemble a district "Disclosure Review Team" with designated district departments which is responsible for information to be contained in Preliminary and Final Official Statements. At a minimum, the designated departments shall include the Superintendent's Office, Deputy Superintendent, Business Services and Governmental Relations, Facilities Department, and District's General Counsel. Depending on the nature of the material being reviewed, other resources and district departments may be asked for assistance on an as needed basis. The Disclosure Review Team shall provide written comments to the finance team.

- d. Initial disclosure:
 - i. The Preliminary Official Statement (POS) shall be reviewed prior to approval by the Board of Education by the Disclosure Review Team.
 - ii. The POS and financing documents shall be approved as discussion / action items on the Board of Education agenda and shall not be placed on the consent calendar.

- e. Continuing disclosure:
 - i. The district shall designate a continuing disclosure agent to regularly monitor compliance according to the Securities and Exchange Commission Rule 15c2-12 (Continuing Disclosure Agent). The Continuing Disclosure Agent may be a third-party firm(s) providing such services and reporting to the district.
 - ii. The Continuing Disclosure Agent(s) shall:
 - 1. Assemble all continuing disclosure agreements and certificates and prepare a calendar of due dates for annual disclosure and preparation dates ahead of annual disclosure dates.
 - 2. Monitor, on a regular basis, all district transactions which are rated by a nationally recognized rating agency, and shall report any rating changes within ten (10) business days.
 - 3. Monitor, on a regular basis, all district transactions which are insured the credit enhancer's assigned rating by a nationally recognized rating agency, and shall report any rating changes within ten (10) business days.
 - 4. Monitor compliance of transactions with covenant compliance on a semi-annual basis and report any "event disclosure" pursuant to any continuing disclosure obligation, within ten (10) days of such event.
 - 5. Annually meet with Disclosure Review Team to discuss compliance with disclosure requirements.
 - 6. Identify any incidents of non-compliance and prepare a report to the Disclosure Review Team. Such report shall include recommendations to cure any non-compliance issue.
 - 7. Review and certify any disclosure in the Preliminary and Final Official Statements regarding district compliance / non-compliance with Rule 15c2-12 in the last five years.

- f. All information for investors regarding the district or specific securities is contained in the applicable Official Statement(s) or applicable continuing disclosure(s). While the district maintains an internet website for various purposes, none of the information on this website is intended to assist investors in making any investment decision or to provide any continuing information with respect to outstanding debt obligations of the district.

14. CREDIT RATING AGENCIES

- a. The district shall endeavor to attain the best possible credit rating for each debt issue (with or without credit enhancement).
- b. The district shall endeavor to maintain effective relations with credit rating agencies.
- c. The district and its financial advisor shall meet with, make presentations to, or otherwise communicate with the credit rating agencies on a regular basis in order to keep the credit rating agencies informed concerning the district's capital project plans, debt issuance program, debt management activities, and other appropriate financial information.

15. INVESTMENT COMMUNITY RELATIONS

- a. The district shall endeavor to maintain positive and effective relations with the investment community to include investors, bondholders, credit enhancers, media, document clearinghouses and other public sources of information.
- b. The district and its Independent Financial Advisor shall, as necessary, prepare reports and other forms of communication regarding the district's indebtedness, as well as its future financing plans.

16. REFUNDING AND RESTRUCTURING OUTSTANDING DEBT

- a. Whenever deemed to be in the best interest of the district, the district may consider refunding or restructuring outstanding debt. The primary considerations for refunding or restructuring outstanding debt shall be financially advantageous or beneficial structuring.
- b. The financial advantages of refunding outstanding debt shall be based upon a review of a net present value analysis of any proposed refunding in order to make a determination regarding the cost-effectiveness of the proposed refunding.
 - i. Generally, the district may initiate a refunding when six (6.00%) percent net present value or greater savings as a percentage of the refunded aggregate principal amount can be achieved.

- ii. However, the target net present value savings as a percentage of the refunded aggregate principal amount shall be no less than four (4.00%) percent at the time of sale. The Superintendent or designee shall have the discretion to designate a lower percentage savings if more applicable, such as for transactions with only a few years until maturity or for COPs being defeased or redeemed from proceeds of GO Bonds.

17. INVESTMENT OF BORROWED PROCEEDS AND RESERVE FUNDS

- a. The district acknowledges its on-going fiduciary responsibilities to actively manage the proceeds of debt issued for public purposes and related reserve funds in a manner that is consistent with California law governing the investment of public funds, prudent investment practices, its own Investment Policy Statement and with the permitted securities covenants of related debt documents executed by the district.
- b. The district's goals for any investment strategy of borrowed proceeds and related reserve funds shall be preservation of principal, followed by availability of funds, followed by return on investment.

18. TRANSACTION RECORDS

- a. The Superintendent or designee shall maintain complete records of decisions made in connection with each financing, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products and providers. Each transaction file shall include the official transcript for the financing, the final number computations and a post-pricing summary of the debt issuance.
- b. At the conclusion of any debt issuance, the Superintendent or designee shall timely provide a summary of the financing to the Board of Education.

19. MISCELLANEOUS

- a. The district acknowledges that the capital marketplace fluctuates, municipal finance products change from time to time, and that issuer and investor supply and demand vary. These fluctuations may produce situations that are not anticipated or covered by this policy. As such, the Board of Education may make exceptions or modifications to this policy to achieve the debt management goals outlined above. Management flexibility is appropriate and necessary in such situations, provided specific authorization is granted by the Board of Education.
- b. The Superintendent may develop additional specific elements of a debt management framework through rules and regulations which, along with this policy, shall be reviewed periodically in consideration of changing laws, district needs and market conditions.

Revised: April 13, 2015 (Second Reading and Adoption)
Adopted: September 6, 2011

**Board Meeting Agenda
April 13, 2015**

Topic: Resolution No. 2014/15-34 - Resolution of the Board of Education of Riverside Unified School District Declaring Its Intention to Grant an Easement and Right-of-Way to the City of Riverside for a Temporary Construction Easement at 6401 Lincoln Avenue and Declaring a Public Hearing

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Action

Short Description: It is recommended that the Board of Education adopt Resolution No. 2014/15-34 to Declare Its Intention to Grant an Easement and Right-of-Way to the City of Riverside for a Temporary Construction Easement at 6401 Lincoln Avenue and Declaring a Public Hearing.

DESCRIPTION OF AGENDA ITEM:

Due to the City of Riverside’s 2014/2015 arterial streets maintenance (phase 2), it is necessary to grant a temporary construction easement along a portions of the north property line (along Lincoln Avenue) of Educational Opportunity Center (EOC), located at 6401 Lincoln Avenue, to the City of Riverside (“City”). The temporary easement is to facilitate and accomplish the construction of public sidewalk improvements, match-up driveway paving and any additional work determined by the Engineer to be necessary to complete the work for the project. The temporary easement also includes rehabilitation of the District’s property at the conclusion of the project.

The City’s right to use the property is for a period of six (6) months from the Notice to Proceed.

FISCAL IMPACT: None.

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution

2014/15-34 - to Declare its Intention to Grant an Easement and Right-of-Way to the City of Riverside for a Temporary Construction Easement at 6401 Lincoln Avenue, and Declaring a Public Hearing.

ADDITIONAL MATERIAL: (1) Resolution No. 2014/15-34 (2) Exhibit A

Attached: Yes

RESOLUTION No. 2014/15-34

A RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT DECLARING ITS INTENTION TO GRANT AN EASEMENT AND RIGHT-OF-WAY TO THE CITY OF RIVERSIDE FOR A TEMPORARY CONSTRUCTION EASEMENT AT 6401 LINCOLN AVENUE, AND DELARING A PUBLIC HEARING

RESOLVED, that it is the intention of the Board of Education pursuant to Sections 17556 through 17561, inclusive, of the Education Code, to grant an easement and right-of-way to the City of Riverside, a public agency of the State of California, as Grantee, its successors and assigns, an easement and right-of-way for TEMPORARY CONSTRUCTION EASEMENT purposes in, under, upon, over and along that certain real property as described in “**Exhibit A**” attached hereto and incorporated herein by this reference, located in the City of Riverside, County of Riverside, State of California.

NOTICE IS HEREBY GIVEN, that on the 4th day of May, 2015, at the hour of 5:30 p.m., a public meeting of the Board of Education of the Riverside Unified School District will be held in the Board Room located at 6735 Magnolia Avenue, Riverside, California, for a public hearing upon the question of granting an easement and right of way to the City of Riverside, a municipal corporation.

BE IT FURTHER RESOLVED, that staff is hereby directed to give notice of the aforesaid public meeting by posting copies of this Resolution, signed by members of the board, or by a majority thereof, in three public places in the district, said posting to be completed not less than ten days before the date of said public meeting, said copies to be posted at the Riverside Unified Board of Education Board Room, at the District Administration Offices, and a school site in the District, and by publishing a notice of the adoption of this Resolution once in the Press Enterprise, a newspaper of general circulation published in the Riverside Unified School District, and said publication to be made at least five days before the date of said public meeting.

We certify that the Resolution above was duly adopted by the Board of Education of the Riverside Unified school District at its regular meeting held on April 13, 2015.

Mrs. Kathy Y. Allavie, President
Board of Education

Mrs. Gayle Cloud, Member
Board of Education

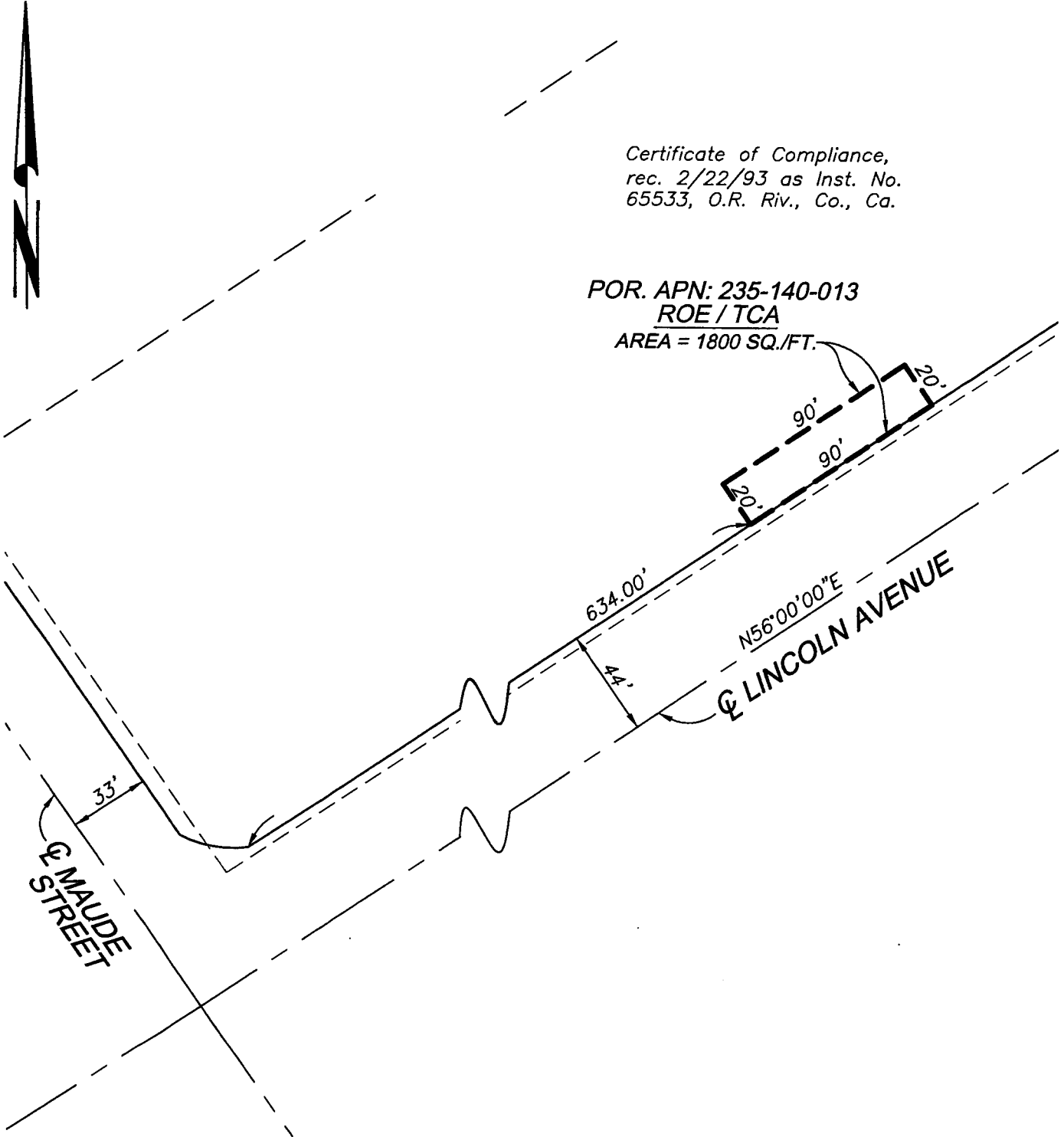
Mr. Tom Hunt, Vice-President
Board of Education

Mrs. Patricia Lock-Dawson, Member
Board of Education

Mr. Brent Lee, Clerk
Board of Education

Certificate of Compliance,
rec. 2/22/93 as Inst. No.
65533, O.R. Riv., Co., Ca.

POR. APN: 235-140-013
ROE / TCA
AREA = 1800 SQ./FT.



● CITY OF RIVERSIDE, CALIFORNIA ●

THIS PLAT IS SOLELY AN AID IN LOCATING THE PARCEL(S) DESCRIBED IN THE ATTACHED DOCUMENT. IT IS NOT A PART OF THE WRITTEN DESCRIPTION THEREIN.

SHEET 1 OF 1

SCALE: 1"=60'

DRAWN BY: EV DATE: 1/29/15

SUBJECT: R.O.E. / T.C.A. - 6451 LINCOLN AVENUE

**Board Meeting Agenda
April 13, 2015**

Topic: Resolution No. 2014/15-32 – Resolution of the Board of Education of the Riverside Unified School District Recognizing Classified School Employees Week – May 17-23, 2015

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. 2014/15-32 which recognizes May 17-23, 2015 as Classified School Employees Week.

DESCRIPTION OF AGENDA ITEM:

The week of May 17-23, 2015 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. 2014/15-32 – Classified School Employees Week, May 17-23, 2015. 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.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. 2014/15-32 – Classified School Employees Week – May 17-23, 2015.

ADDITIONAL MATERIAL: Resolution No. 2014/15-32– Classified School Employees Week – May 17-23, 2015

Attached: Yes

RESOLUTION No. 2014/15-32

**RESOLUTION OF THE BOARD OF EDUCATION
OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT RECOGNIZING
CLASSIFIED SCHOOL EMPLOYEES WEEK – MAY 17-23, 2015**

WHEREAS, the Riverside Unified School District employees approximately 1,733 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 17-23, 2015, 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 13th day of April 2015, 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 13, 2015.

April 13, 2015 _____

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 13, 2015**

Topic: Resolution No. 2014/15-33 – Resolution of the Board of Education of the Riverside Unified School District Recognizing California Day of the Teacher, May 13, 2015

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. 2014/15-33 which recognizes May 13, 2015 as the California Day of the Teacher.

DESCRIPTION OF AGENDA ITEM:

May 13, 2015 has been designated as the Day of the Teacher for the Riverside Unified School District. The Board is requested to adopt Resolution No. 2014/15-33 which recognizes May 13, 2015 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.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. 2014/15-33 – California Day of the Teacher, May 13, 2015.

ADDITIONAL MATERIAL: Resolution No. 2014/15-33 – California Day of the Teacher, May 13, 2015

Attached: Yes

RESOLUTION No. 2014/15-33
RESOLUTION OF THE BOARD OF EDUCATION OF THE
RIVERSIDE UNIFIED SCHOOL DISTRICT RECOGNIZING
CALIFORNIA DAY OF THE TEACHER, MAY 13, 2015

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 13, 2015, 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 13th day of April 2015, 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 13, 2015.

April 13, 2015

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