



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 – 3:30 p.m.

July 20, 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.

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

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

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

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

CALL MEETING TO ORDER – 3:30 p.m.

ESTABLISHMENT OF A QUORUM OF THE BOARD OF EDUCATION

PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS

July 20, 2015

CLOSED SESSION

The Board of Education will recess to Closed Session at 3:30 p.m. to discuss:

1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918
2. Consideration of Public Employee Discipline/Dismissal/Release Pursuant to Government Code Section 54957
3. Consideration of Public Employee Appointment Pursuant to Government Code Section 54957.6

Title: Elementary Assistant Principals

4. Conference With Legal Counsel – Anticipated Litigation Significant Exposure to Litigation Pursuant to Subdivision (d) of Section 54956.9:

(2 cases)

5. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6

District Representative: David C. Hansen, Ed.D. District Superintendent
 Unrepresented Employees: Assistant Superintendents, and Chief Business Official/
 Governmental Relations

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

Title: District Superintendent

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 Board President Mrs. Kathy Allavie.

<u>Oral Report</u> <u>Assigned To</u>	<u>For</u> <u>Board</u>	<u>Page</u>
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SECTION A – DISTRICT SUPERINTENDENT’S REPORT

SECTION B – PUBLIC INPUT

SECTION C – DISTRICT EMPLOYEE GROUP REPORTS

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

District
Superintendent

Mr. Tim Martin will report on the activities and

accomplishments of the Riverside City Teachers Association (RCTA).

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

District Superintendent

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

SECTION D – 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.

D.1 Minutes of Board Meetings

District Superintendent

Consent 1-18

*May 28, 2015 – Special Board Meeting
June 1, 2015 – Regular Board Meeting
June 22, 2015 – Regular Board Study Session
July 14, 2015 – Special Board Meeting*

D.2 Certification of Signatures Update

District Superintendent

Consent 19-20

An update has been made to the Certification of Signatures and requires Board of Education approval.

D.3 Updated Employment Agreements for the Assistant Superintendents

District Superintendent

Consent 21-48

Board approval is being sought for the updated Employment Agreements for the Assistant Superintendents.

D.4 Amendment No. 1, Employment Agreement for the Chief Business Officer/Governmental Relations

District Superintendent

Consent 49-50

Board approval is being sought for Amendment No. 1, Employment Agreement for the Chief Business Officer/Governmental Relations.

D.5 Warrant List No. 1

Chief Business Officer

Consent 51-68

The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants.

Warrant lists are presented to the Board of Education for ratification.

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| D.6 Acceptance of Gifts and Donations to the District | Chief Business Officer | Consent | 69-70 |
| <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> | | | |
| D.7 Sale of Surplus Equipment | Chief Business Officer | Consent | 71-72 |
| <i>From time to time, the District needs to conduct a sale of discarded equipment to dispose of items that are surplus or obsolete. Approval is requested for the disposal of surplus items.</i> | | | |
| D.8 Surplus and Sale of Electronic Equipment | Chief Business Officer | Consent | 73-102 |
| <i>Requesting approval to declare listed electronic equipment as surplus property and authorization to sell or dispose of the surplus electronic equipment in accordance with Education Code provisions.</i> | | | |
| D.9 Rejection of Claim – Valerio | Chief Business Officer | Consent | 103 |
| <i>A Claim for damage has been received and the recommendation is to reject the claim at this time.</i> | | | |
| D.10 Resolution No. 2015/16-03 – Resolution of the Board of Education of the Riverside Unified School District Authorizing Signatures for Purchase Orders and Other Contractual Commitments | Chief Business Officer | Consent | 104-105 |
| <i>Approval of this agenda item will update the designated staff authorized to sign purchase orders and contractual commitments.</i> | | | |
| D.11 Resolution No. 2015/16-04 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Maintenance of Bank and Business Credit Card Accounts, and Approving the Authorized Signatures for Such Accounts | Chief Business Officer | Consent | 106-110 |
| <i>It is necessary to update the authorized signatures for the Cafeterias, District Clearing, Property and Liability, District Revolving, Self-Insured Workers' Compensation, and Self-Insured Health and Welfare bank accounts and the Business Credit Card account.</i> | | | |

D.12 Cooperative Purchasing Agreements

Chief Business Officer Consent 111-135

Ratification of Approval to Utilize the California Multiple Award Schedules (CMAS) Contract No. 3-11-70-0697F With Data Impression for Purchase of Information Technology Goods and Services

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

Approval to Utilize the California Multiple Award Schedules (CMAS) Contract No. 4-11-71-0056B With American Seating Company for Purchase of Non Information Technology Goods

Cooperative Purchasing Agreement for the purchase of Non Information Technology Goods.

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

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

Ratification of Approval to Utilize the Pomona Valley Co-op Purchasing Group “Canned Goods & Condiments” Bid FS07-01-1516A”

Cooperative Purchasing Agreement for the purchase of canned goods and condiments.

Ratification of Approval to Purchase of Microsoft Products – District Wide – Cooperative Purchasing Agreement, Simi Valley School District – Project No. 034-14M.1

Cooperative Purchasing Agreement for the purchase of Microsoft Products – District Wide.

D.13 Award of Bid for Bid No. 2014/15-30 – Painting at Various Sites

Chief Business Officer Consent 136-141

This project consists of painting at various sites.

D.14 Resolution No. 2015/16-01 – Resolution of the Board of Education of the Riverside Unified School District Adopting the 2012 Riverside Unified School District Local Hazard

Asst. Supt. Operations Consent 142-192

Mitigation Plan Annex and the 2012 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan

Staff recommends the adoption of Resolution No. 2015/16-01 which will allow the Riverside Unified School District to be eligible to receive federal mitigation funding after disasters and to apply for mitigation grants before a disaster strikes.

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| D.15 | Resolution No. 2015/16-02 – Resolution of the Board of Education of Riverside Unified School District Approving Joint Community Facilities Agreement with the City of Riverside and a Mitigation Agreement | Asst. Supt. Operations | Consent | 193-218 |
|-------------|---|------------------------|---------|---------|

The City of Riverside has adopted a resolution stating its intention to establish a community facilities district to be designated “Community Facilities District No. 2015-1 (Orancrest Grove) of the City of Riverside.

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| D.16 | Quarterly Report on Williams Uniform Complaints to Riverside County Office of Education | Asst. Supt. Operations | Consent | 219-220 |
|-------------|--|------------------------|---------|---------|

The quarterly report information confirms that there were no complaints filed with any school in the District for the period of April 1, 2015 – June 30, 2015.

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| D.17 | Approval of Correction to Change Order No. 2 – Bid No. 2014/15-13 – Relocatable Classrooms at Two Sites – Woodcrest Elementary School | Asst. Supt. Operations | Consent | 221-222 |
|-------------|--|------------------------|---------|---------|

A correction is recommended for Change Order No. 2 – Relocatable Classroom at Woodcrest Elementary School.

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| D.18 | Notices of Completion | Asst. Supt. Operations | Consent | 223-226 |
|-------------|------------------------------|------------------------|---------|---------|

Notice of Completion – Purchase Order C6003512 – Bid No. 2014/15-13 – Relocatable Classrooms at Two Sites – Category B – Woodcrest Elementary School

A Notice of Completion is recommended for the Relocatable Classrooms at Two Sites – Category B – Woodcrest Elementary School.

Notice of Completion – Purchase Order C6003806 – Bid No. 2014/15-136 UCCAP – Interim Housing Ancillaries – Ramona High School

A Notice of Completion is recommended for the Interim Housing Ancillaries – Ramona High School.

D.19	2015-16 Consolidated Application, Part I: Application for Funding Categorical Aid Programs	Asst. Supt. Curr. & Inst. K-12	Consent	227-313
	<i>The Consolidated Application is a data collection system used to apply for state and federal categorical program funding and to report the use of those funds to the California Department of Education.</i>			
D.20	Board of Education Parent Representatives	Asst. Supt. Curr. & Inst. K-12	Consent	314
	<i>Requesting approval to designate parents as representatives of the Board and to reimburse parent-representatives for travel expenses incurred while participating in local, state and national conferences, trainings and competitions.</i>			
D.21	Out-of-Country Field Trip – Riverside STEM Academy	Asst. Supt. Curr. & Inst. K-12	Consent	315-333
	<i>The Riverside STEM Academy School is requesting final approval to attend the Future Global Leadership (FGL) Program (2015 Summer School) at Tohoku University in Sendai, Japan, from August 4th-6th, 2015.</i>			
D.22	Out-of-State Field Trips	Asst. Supt. Curr. & Inst. K-12	Consent	334-341
	Out-of-State Field Trip – John W. North High School			
	<i>The John W. North High School Varsity Volleyball students are requesting approval to travel to Phoenix, Arizona, to participate in the Nike Tournament of Champions Volleyball Tournament at the Grand Ballroom at the Arizona Grand Resort on October 1-4, 2015.</i>			
	Out-of-State Field Trip – Riverside Polytechnic High School			
	<i>The Riverside Polytechnic High School Mock Trial Team is requesting approval to travel to Atlanta, Georgia, for a Mock Trial Team Competition on September 10-14, 2015.</i>			
D.23	Approval of Memorandum of Understanding and Tentative Agreements Between the Riverside Unified School District and Its Employees Represented by the California School Employees Association (CSEA) Chapter 506	Asst. Supt. Personnel	Consent	342-355
	<i>Staff recommends that the Board of Education approve the three Tentative Agreements and the Memorandum of Understanding between the Riverside Unified School District and California School Employees Association Chapter 506 for employees represented by CSEA.</i>			

D.24 Recommended Actions From the Administrative Hearing Panel and/or the Executive Director, Pupil Services/SELPA and Adoption of the Findings of Fact for All Approved Cases

Exec. Director
Pupil Serv./SELPA

Consent

Confidential
Insert

Cases for Expulsion 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: #2014-114, #2014-128, #2014-133, #2014-136, #2014-137

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

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

Student Case: #2014-113

Cases for Readmission After Expulsion

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

Student Cases: #2012-074, #2012-121, #2013-052, #2013-099, #2014-005, #2014-071

Case for Denial of Readmission After Expulsion

Education Code Section 48916 requires a review of all expelled students for readmission. Students who have not satisfied the conditions of the Rehabilitation Plan that was ordered when the student was expelled or who continue to pose a danger to students or staff or of disruption to the instructional process, may be denied readmission to the schools of the district.

The Board of Education must act to continue the assignment of the student to an alternative educational placement per Rules & Regulations #5144.1.

Student Case: #2014-021

Cases for Reinstatement After Suspended Expulsion

Education Code Section 48917 provides that a student on a suspended expulsion may be reinstated by action of the Board of Education when the student has satisfactorily completed the conditions identified in the Rehabilitation Plan ordered at the time the student was expelled.

Student Cases: #2010-068, #2013-037, #2013-078, #2014-044, #2014-052, #2014-059, #2014-061, #2014-073

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| D.25 | Certificated Personnel Assignment Order CE 2015/16-01 | Asst. Supt.
Personnel | Consent | 356-361 |
| | <i>The latest District's management, certificated personnel actions are presented to the Board of Education for approval.</i> | | | |
| D.26 | Classified/Non-Classified Personnel Assignment Order CL 2015/16-01 | Asst. Supt.
Personnel | Consent | 362-366 |
| | <i>The latest District's classified personnel actions are presented to the Board of Education for approval.</i> | | | |

SECTION E – REPORTS/DISCUSSION

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|------------|---|---------------------------|--------|---------|
| E.1 | Drought Response and Compliance With State and Local Water Agency Reduction Mandates | Asst. Supt.
Operations | Report | 367-386 |
| | <i>Staff will present a report with the latest information with respect to California's current drought condition, water reduction mandates, RUSD's conservation strategies, and conservation measures under consideration.</i> | | | |
| E.2 | Potential Use for Cleveland and Myers Property | Asst. Supt.
Operations | Report | 387-392 |
| | <i>Staff will present a proposal for the potential use of the Cleveland and Myers property.</i> | | | |
| E.3 | Disclosure of Six Memorandums of Understanding Between Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association | Asst. Supt.
Personnel | Report | 393-400 |

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

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| E.4 | Personalized Learning Update | Asst. Supt.
Inst. Support | Report | 401-407 |
| | <i>Staff will provide a status report on the progress of Personalized Learning within Riverside Unified School District.</i> | | | |

SECTION F – ACTION

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| F.1 | Approval of Memorandum of Understanding Between Riverside Unified School District and Encore Education Corporation d/b/a Encore School for the Arts – Riverside | Asst. Supt.
Curr. & Inst.
K-12 | Action | 408-418 |
| | <i>Memorandum of Understanding between Riverside Unified School District and Encore Education Corporation d/b/a Encore School for the Arts Riverside.</i> | | | |

Moved_____ **Seconded**_____ **Vote**_____

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|------------|---|--------------------------------------|--------|---------|
| F.2 | Secondary Courses Proposed for Adoption | Asst. Supt.
Curr. & Inst.
K-12 | Action | 419-628 |
| | <i>Request for approval for the following twenty-nine (29) secondary courses is being submitted for approval.</i> | | | |

Moved_____ **Seconded**_____ **Vote**_____

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|------------|--|--------------------------------------|--------|---------|
| F.3 | Approval of New Transitional Kindergarten Report Card | Asst. Supt.
Curr. & Inst.
K-12 | Action | 629-632 |
| | <i>The Instructional Services staff requests approval of a new transitional kindergarten report card that reflects RUSD’s new transitional kindergarten standards.</i> | | | |

Moved_____ **Seconded**_____ **Vote**_____

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| F.4 | Approval of Revisions to Board Policy #5123-Students-Promotion/Acceleration/Retention, and Board Policy #6170.1-Transitional Kindergarten – First Reading | Asst. Supt.
Curr. & Inst.
K-12 | Action
(First Reading) | 633-641 |
| | <i>Revised Board Policy #6170.1-Transitional Kindergarten, and revised Board Policy #5123-Students-Promotion/Acceleration/Retention for the Board of Education’s consideration for First Reading.</i> | | | |

Moved_____ **Seconded**_____ **Vote**_____

F.5	Naming of the Pachappa Elementary School Library in Honor of Ms. Ardie Bailor	Asst. Supt. Personnel	Action	642-643
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The Communications Board Subcommittee recommends that the Pachappa Elementary School Library be named in honor of longtime Board of Education Member Ms. Ardie Bailor.

Moved_____ Seconded_____ Vote_____

F.6	Policy #3585 – Automated External Defibrillators – Second Reading and Adoption	Chief Business Officer	Action (Second Reading)	644-656
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New Board Policy #3585 – Automated External Defibrillators – has been revised to support the implementation and maintenance of a new Automated External Defibrillators program in the District for the Board of Education’s consideration for Second Reading and Adoption.

Moved_____ Seconded_____ Vote_____

F.7	2015-16 Declaration of Need for Fully Qualified Educators	Asst. Supt. Personnel	Action	657-661
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The District’s 2015-16 Declaration of Need for Fully Qualified Educators is presented to the Board of Education of approval.

Moved_____ Seconded_____ Vote_____

SECTION G – CONCLUSION

G.1 Board Members’ Comments

**G.2 Agenda Items for Future Meetings
Monday, August 17, Regular Board Meeting**

ADJOURNMENT

The next regular meeting of the Board of Education is scheduled for Monday, August 17, 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 in the Board Room at 6735 Magnolia Avenue, Riverside, California.

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, MAY 28, 2015
EMERSON ELEMENTARY SCHOOL LIBRARY
4660 OTTAWA AVENUE, RIVERSIDE, CALIFORNIA**

CALL MEETING TO ORDER

Mrs. Allavie, Board President, called the Special Board meeting to order at 4:30 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; Dr. Kent Bechler and Mr. Rich Thome, Leadership Associates; and other interested citizens.

PLEDGE OF ALLEGIANCE

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

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 Review Final Board and Superintendent Protocols**

The Board members took a break from 6:20 to 6:30 p.m.

SECTION C – CONCLUSION

C.1 Board Members’ Comments

Mrs. Lock-Dawson voiced her concern for District staff, and that administrators need to be sensitive during this time of transition.

Mr. Hunt agreed with Mrs. Lock-Dawson. He noted when the District hires staff that is related to management that this needs to be noted on our Personnel Assignment Orders. Mr. Hunt discussed his recent meeting with the California School Employees Association (CSEA).

Mrs. Allavie shared that she has gone public in support of SB277 which narrows the way that you can opt out of vaccinations.

ADJOURNMENT

Mrs. Allavie adjourned the Public Session at 6:53 p.m.

Brent Lee
Clerk
Board of Education

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

**RIVERSIDE UNIFIED SCHOOL DISTRICT
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
MONDAY, JUNE 1, 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; Mr. Brent Lee, Board Clerk; 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. Consideration of Public Employee Appointment Pursuant to Government Code Section 54957.6

Title: Classified Personnel Manager, High School Principal, High School Assistant Principals, Elementary Principal, and Complaint Officer

RECONVENE OPEN SESSION

The Board reconvened in Open Session at 5:36 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 and unanimously approved by the following roll call vote to appoint the following employees: Ms. Robin Mesa, Classified Personnel Administrator; Mr. David Marshall, Complaint Officer; Ms. Carolina Michel, Principal, John Adams Elementary School; Mr. Michael West, Principal, Martin

Luther King High School; Mr. Dennis Brown, Assistant Principal of Athletics, Martin Luther King High School; Mr. Mark Dubuisson, Assistant Principal of Athletics, Arlington High School; and Mr. Getty (Chip) George, Assistant Principal of Discipline/Attendance, Martin Luther King High School:

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

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag was led by Sarah Helfand 6th grade Victoria Elementary School student.

SECTION A – PRESENTATIONS

A.1 Recognition of the Martin Luther King High School Boys’ Golf Team and Girls’ Softball Team as Recipients of the Riverside County Office of Education’s Academic/Athletic Team Award

A.2 Riverside-Inyo-Mono-San Bernardino (RIMS) Science Fair Winners

SECTION B – HIGH SCHOOL REPRESENTATIVES

B.1 Reports presented by Abraham Lincoln, Arlington, Martin Luther King, Educational Options Center/Riverside Virtual, John W. North, Riverside Polytechnic, and Ramona High Schools’ Student Board Representatives

Dr. Hansen and Mrs. Allavie presented the student representatives with a plaque for their service this school year.

SECTION C – DISTRICT SUPERINTENDENT’S REPORT

Dr. Hansen stated that this is a very exciting time of year with our Commencements and Promotions. He shared that our first Graduation was held last Friday right here at the Riverside Adult School – with 36 students who completed the second semester; 21 students graduated during the first semester for a total of 57 graduates. He noted that School site staff and the Maintenance and Operations teams have been working hard to prepare for the upcoming events and he thanked everyone for their hard work!

Dr. Hansen congratulated Sierra Middle School Principal Steven Ybarra, for receiving the 2015 Association of California School Administrators (ACSA) Region XIX Middle School Principal of the Year and Mrs. Susan Mills, ACSA Region XIX 2015 Personnel/Human Resources Administrator of the Year. He indicated that they were both recognized at the ACSA Spring Celebration on Friday, May 29, in Palm Springs for their stellar work in education.

Dr. Hansen shared that on Friday, May 29 Taft Elementary celebrated their 25th Anniversary with a few Board members and Cabinet at a ceremony that included a kindergarten serenade, reflections of the past, and celebrations of what is yet to come.

In closing, Dr. Hansen stated that he wanted to thank everyone for their patience, hard work, excitement, and high energy throughout this past year. He said personally it has been a wonderful year and a lot of lessons have been learned. He indicated that he looks forward to moving ahead and continuing to build upon the GREAT work that we do here in RUSD. Dr. Hansen thanked the high school representatives and PTA, RASM, CSEA, and RCTA leaders for their monthly updates, and the many hours that each spends working to help make RUSD a stellar District.

Lastly, he noted his gratefulness to the Board as well as Executive Cabinet for the strong leadership they provide each and every day – for Every Student, Every Day!

SECTION D – PUBLIC INPUT

The following individual spoke to the Board members: Mrs. Julie Williams discussed how a foundation can be used in terms of fundraising for the District.

SECTION E – DISTRICT EMPLOYEE GROUP REPORT

E.1 CSEA Presentation by Ms. Carrie Alldis, Chief Union Steward, Riverside Unified School District, Chapter #506

Ms. Carrie Alldis reported on the activities and accomplishments of the California School Employees Association (CSEA).

SECTION F – CONSENT

Approval of the Consent Calendar was moved by Mrs. Cloud and seconded by Mrs. Lock-Dawson and was unanimously approved by members present, with the exception of Items F.5, F.18, and F.19, by 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.

ITEM PULLED FOR DISCUSSION

F.5 AWARD OF BIDS

Item F.5 was moved by Mr. Hunt and seconded by Mrs. Lock-Dawson and was approved with the exception of Bid No. 2014/15-37 which was pulled, by the following roll call vote:

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

ITEM PULLED FOR DISCUSSION

F.18 Out-of-State Field Trip – History Day National Finals

Item F.18 was moved by Mrs. Lock-Dawson and seconded by Mr. Hunt and unanimously approved by the following roll call vote:

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

ITEM PULLED FOR DISCUSSION

F.19 Increase in Compensation for the Board of Education, Cabinet, Management, Confidentials, and Supervisory Employees

Item F.18 was moved by Mr. Hunt and seconded by Mrs. Cloud and unanimously approved by the following roll call vote:

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

SECTION G – REPORTS/DISCUSSION

G.1 Disclosure of Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the California School Employees Association Chapter 506

Mrs. Susan Mills, Assistant Superintendent, Department of Personnel Leadership, discussed that 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.

G.2 Disclosure of Memorandum of Understanding Between Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association

Mrs. Mills stated that this item represents the public disclosure of the terms and conditions, including financial impact, of a Memorandum of Understanding for employees represented by the Riverside City Teachers Association.

G.3 RUSD Career Technical Education (CTE) Overview

Mr. Antonio Garcia, Assistant Superintendent, Curriculum and Instruction K-12, introduced Mr. Ron Weston, Coordinator, Career Technical Education (CTE), who shared a brief PowerPoint presentation reviewing current RUSD CTE Pathways, LCAP Goals related to CTE, and the vision for career programs within the District.

SECTION H – PUBLIC HEARINGS

H.1 Public Hearing – 2015-2016 Initial Proposals for Negotiations, Submitted by the California School Employees Association for the 2015-2016 School Year

Mrs. Susan Mills noted that the California School Employees Association Chapter 506 submitted an initial proposal for the collective bargaining agreement between the Board of Education of the Riverside Unified School District and Chapter 506 of the California School Employees Association.

Mrs. Allavie opened the Public Hearing at 7:11 p.m.

Mrs. Allavie closed the Public Hearing at 7:12 p.m.

H.2 Public Hearing – 2015-2016 Initial Proposals for Negotiations, Submitted by the Riverside Unified School District Board of Education for the 2015-2016 School Year

Mrs. Susan Mills noted that the Riverside Unified School District Board of Education has submitted an initial proposal for the collective bargaining agreement between the Board of Education of the Riverside Unified School District and Chapter 506 of the California School Employees Association.

Mrs. Allavie opened the Public Hearing at 7:12 p.m.

Mrs. Allavie closed the Public Hearing at 7:13 p.m.

H.3 Public Hearing – 2015-16 Local Control and Accountability Plan (LCAP)

Mrs. Lynn Carmen Day, Chief Academic Officer, reviewed information that was provided for the Public Hearing. She stated that the 2015-18 proposed LCAP for RUSD has been prepared. She noted that state law requires that the Board of Education hold a public hearing prior to considering adoption of the LCAP.

Mrs. Allavie opened the Public Hearing at 7:26 p.m.

Mrs. Allavie closed the Public Hearing at 7:27 p.m.

H.4 Public Hearing – 2015-16 Proposed All Funds Budget

Mr. Michael Fine, Deputy Superintendent, Business Services and Governmental Relations, reviewed a PowerPoint handout that was provided to Board members. He noted that the initial 2015-2016 Proposed All Funds Budget for Riverside Unified School District has been prepared. He said state law requires that the Board of Education hold a public hearing prior to adoption of the budget.

Mrs. Allavie opened the Public Hearing at 7:30 p.m.

Mrs. Allavie closed the Public Hearing at 7:31 p.m.

H.5 Public Hearing – Regarding the 2015-2016 Special Education Annual Budget Plan

Mr. Tim Walker, Executive Director, Pupil Services/SELPA, stated that the District was required to hold a public hearing to provide an opportunity for members of the public to address the Board of Education prior to the adoption of the 2015-2016 Special Education Annual Budget Plan.

Mrs. Allavie opened the Public Hearing at 7:31 p.m.

Mrs. Allavie closed the Public Hearing at 7:32 p.m.

H.6 Public Hearing – Regarding the 2015-2016 Special Education Annual Service Plan

Mr. Walker noted that the District was required to hold a public hearing to provide an opportunity for members of the public to address the Board of Education prior to the adoption of the 2015-2016 Special Education Annual Service Plan.

Mrs. Allavie opened the Public Hearing at 7:32 p.m.

Mrs. Allavie closed the Public Hearing at 7:33 p.m.

The Board took a break at 7:34 to 7:46 p.m.

SECTION I– ACTION

I.1 Approval of Tentative Agreements and Memorandums of Understanding Between Riverside Unified School District and Its Employees Represented by the Riverside City Teachers Association

Mrs. Mills indicated that staff was recommending that the Board of Education approve the two Tentative Agreements and the two Memorandums of Understanding between the Riverside Unified School District and Riverside City Teachers Association for employees represented by the Riverside City Teachers Association.

The item was moved by Mr. Hunt and seconded by Mrs. Cloud and was unanimously approved by the following roll call vote to approve the two Tentative Agreements and two Memorandums of Understandings as presented:

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

I.2 Adoption of the 2015-2016 Special Education Annual Budget Plan

Mr. Walker discussed that Special Education staff was recommending adoption of the 2015-2016 Special Education Budget Plan. He noted this action is to comply with California Education Code §56205(b)(1). He stated that the Budget Plan summarizes

the State and Federal special education revenues and the projected special education budget for the 2015-2016 school year.

The item was moved by Mr. Hunt and seconded by Mrs. Cloud and was unanimously approved by the following roll call vote to approve the 2015-2016 Special Education Annual Budget Plan as presented:

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

I.3 Adoption of the 2015-2016 Special Education Annual Service Plan

Mr. Walker indicated that the Special Education staff is recommending adoption of the 2015-2016 Special Education Service Plan. He stated that the Service Plan describes the full continuum of special education services provided by the Riverside Unified School District Education Local Plan Area (SELPA).

The item was moved by Mr. Hunt and seconded by Mrs. Cloud and was unanimously approved by the following roll call vote to approve the 2015-2016 Special Education Annual Service Plan as presented:

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

I.4 Curricula Adoption for Secondary to Adult Moderate/Severe Special Education Programs

Mr. Garcia introduced Ms. Connie Wahlin, Program Specialist, Special Education; Ms. Angelina Summers, Riverside Polytechnic Special Education Teacher; and Ms. Cyndi Hartshorn, Program Specialist, Special Education; who reviewed a PowerPoint sharing that the adoption of expanded Common Core aligned English Language Arts (ELA) and Mathematics curricula for secondary to adult moderate/severe special education programs was requiring Board approval.

The item was moved by Mr. Hunt and seconded by Mrs. Cloud and was unanimously approved by the following roll call vote to approve the expanded Common Core ELA and Mathematics curricula for secondary to adult moderate/severe special education programs to be implemented in the 2015-16 school years as presented:

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

I.5 Proposed Secondary Mathematic Courses

Mr. Garcia introduced Ms. Theresa Butler, Instructional Services Specialist, 7-12 Mathematics, who provided an overview of a PowerPoint regarding the approval for the following six secondary mathematics courses: Mathematics II, Accelerated Mathematics II, Mathematics II Year I, Mathematics II Year 2, Mathematics III, and Accelerated Mathematics III.

The item was moved by Mr. Hunt and seconded by Mrs. Lock-Dawson and was approved by a 4-1 roll call vote to approve the following courses: Mathematics II, Accelerated Mathematics II, Mathematics II Year I, Mathematics II Year 2, Mathematics III, and Accelerated Mathematics III as presented:

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

I.6 Approval of Recommended Instructional Courses and Instructional Materials Under Career Technical Education (CTE) Pathways

Mr. Garcia introduced Mr. Dennis Deets, Director, Educational Options Center, who reviewed a PowerPoint on Game Design and Integration Pathway Proposal.

The item was moved by Mr. Hunt and seconded by Mrs. Lock-Dawson and was unanimously approved by the following roll call vote to approve the new courses Digital Game Design and Game Design Principles along with textbooks *Introduction to Game Design, Prototyping, and Development, and Fundamentals of Game Design Third Edition* as presented:

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

I.7 Policy #3585 – Automated External Defibrillators – First Reading

Mr. Fine introduced Ms. Kathy Everhart, Director, Risk Management, who shared information about New Board Policy #3585 – Automated External Defibrillators that was created for the Board of Education’s consideration to support the implementation and maintenance of the new Automated External Defibrillators program in the District.

The item was moved by Mr. Hunt and seconded by Mrs. Cloud and was unanimously approved by the following roll call vote to approve Policy #3585 with the addition of two defibrillators (1) at Riverside Adult School, (1) at the Board Room:

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

ABSTAIN: None

I.8 Resolution 2014/15-35 – Resolution of the Board of Education of Riverside Unified School District Authorizing the Exchange of Real Property With BP Riverside Partners, LLC.

Mr. Fine noted that Resolution 2014/15-35 – Resolution of the Board of Education of Riverside Unified School District regarding the intention and approval to exchange real property was prepared in accordance with California Education Code requirements regarding real property located at 9174 Indiana Avenue, Riverside.

The item was moved by Mr. Hunt and seconded by Mr. Lee and was unanimously approved by the following roll call vote to approve Resolution No. 2014/15-35 as presented:

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

I.9 Resolution No. 2014/15-71 – Resolution of the Board of Education of the Riverside Unified School District to Determine Uses of the Monies Received From the Education Protection Account for the Current Fiscal Year

Mr. Fine indicated that Article XIII, Section 36 of the California Constitution effective November 7, 2012 requires school districts to make spending determinations for monies received from the Education Protection Account (EPA) in an open session of a public meeting.

The item was moved by Mrs. Lock-Dawson and seconded by Mrs. Cloud and was unanimously approved by the following roll call vote to approve Resolution No. 2014/15-71 as presented:

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

I.11 Resolution No. 2014/15-74 - Resolution of the Board of Education of the Riverside Unified School District Authorizing the Purchase of Real Property from John J. Gless, Trustee, and Janet A. Gless, Trustee, of the Gless Family Trust

Mr. Fine stated that Resolution No. 2014/15-74 – is a Resolution approving the purchase of real property located at 18945 Van Buren Boulevard, Riverside.

The item was moved by Mrs. Lock-Dawson and seconded by Mr. Hunt and was unanimously approved by the following roll call vote to approve Resolution No. 2014/15-74, with the addition to keep the orange grove in production, that the Board of Education receive an update in two years, and that profit or loss updates be provided on a periodic basis:

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

It was moved by Mr. Hunt and seconded by Mrs. Cloud and approved unanimously to extend the Board meeting to 9:30 p.m. by the following roll vote:

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

I.10 Resolution No. 2014/15-72 – Resolution of the Board of Education of the Riverside Unified School District Approving, Authorizing and Directing the Execution and Delivery of Certificates of Participation in a Principal Amount Not to Exceed \$10,000,000 and Authorizing and Directing the Execution of Lease Financing Documents in Connection With and Certain Actions With Respect Thereto

Mr. Fine said the Board of Education was being asked to consider adoption of Resolution No. 2014/15-72 approving execution and delivery of 2015 Certificates of Participation in a principal amount not to exceed \$10,000,000 and authorizing the execution of lease financing documents.

The item was moved by Mr. Hunt and seconded by Mr. Lee and was unanimously approved by the following roll call vote to approve Resolution No. 2014/15-72 as presented:

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

I.12 Resolution No. 2014/15-49 – Resolution Ordering Consolidated Governing Board Member Biennial Election, Specifications of the Election Order, and Request for Consolidation

Dr. Hansen noted in order to meet the requirements of Education Code Sections 5304, 5322, and 5340, and Elections Code Section 1302 (b)(3), that the Board of Education was required to adopt a resolution which contains the Specifications of the Election Order and Request for Consolidation.

The item was moved by Mrs. Cloud and seconded by Mr. Hunt and was unanimously approved by the following roll call vote to approve Resolution No. 2014/15-49 as presented:

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

NOES: None
ABSENT: None
ABSTAIN: None

RECESS PUBLIC SESSION

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

1. Resolution No. 2014/15-73 – Resolution of the Board of Directors of the Riverside Unified School District School Facilities Corporation Approving the Corporation’s Participation in Financing Acquisition of School Property of the Riverside Unified School District Through the Delivery of Certain Certificates of Participation and the Execution and Delivery of Certain Legal Documents in Connection Therewith

Mr. Michael Fine, Chief Financial Officer, indicated that the Board of Directors of the Riverside Unified School District School Facilities Corporation, would need to consider adoption of Resolution No. 2014/15-73 approving the Corporation’s participation in financing acquisition of school property of the Riverside Unified School District through the delivery of certain Certificates of Participation and the execution and delivery of certain legal documents in connection with the financing.

The item was moved by Mr. Hunt and seconded by Mrs. Lock-Dawson and was unanimously approved by the following roll call vote to approve Resolution No. 2014/15-73 as presented:

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

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

RECONVENE PUBLIC SESSION OF REGULAR MEETING

SECTION J – CONCLUSION

J.1 Board Members’ Comments

Mrs. Allavie read a statement reminding the public about employee confidentiality and commended the Board and the District Superintendent for their professionalism.

Mrs. Cloud stated that this is a great time of year with all of the celebrations. She indicated that it makes her proud with all of our Teachers of the Year and our ACSA Award winners and she thanked District staff for their hard work.

Mr. Lee mentioned that he attended a banquet last night at the University of California, Riverside (UCR) for undocumented students. He asked that staff provide information on what RUSD is doing to educate our undocumented students on available support for these students.

Mrs. Lock Dawson discussed acceptance rates at the UC colleges and noted that RUSD needs to provide as much support as possible.

Mr. Hunt stated that he appreciates staff's support. He discussed the Board Operations Subcommittee agenda, and commended Dr. Kirk Lewis, Assistant Superintendent, Operations and Mrs. Hayley Calhoun, Director, Planning/Development, for the variations that were presented for STEM Academy. He noted that Mr. Orin Williams, Director, Maintenance and Operations, has a good perspective in terms of water conservation. He discussed RUSD's need to refine our Education Foundation and suggested that Alvord's Education Foundation is more formal. Mr. Hunt thanked Dr. Hansen and Mr. Fine for their collaborative effects in the two property resolutions. He requested that once everything is finalized that a Press Release be put together. He closed by commending Mr. Fine for all he has done for the District and for his tutelage over the years.

Mrs. Allavie thanked Mr. Fine for his 13 years of service to the District.

J.2 Next Board Meeting: June 22, 2015 – Regular Board Study Session

ADJOURNMENT

Mrs. Allavie adjourned the Public Session at 9:26 p.m. in memory of Mr. Robert Craig (husband of Lynne Craig, Riverside County Board of Education Member) who passed away recently; Ms. Cindy Taylor, Riverside Community College District, who passed away on May 9; Mrs. Peg Rawdon, former RUSD Board member who passed away on April 30; and Mrs. Priscilla Beasley, former teacher's aide at Jefferson Elementary School, who passed away on May 2.

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, JUNE 22, 2015
RIVERSIDE ADULT SCHOOL, 100 WING
6735 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA**

CALL MEETING TO ORDER

Mrs. Allavie, Board President, called the Board meeting to order at 3:30 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 3:30 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. Consideration of Public Employee Appointment Pursuant to Government Code Section 54957.6

Title: Chief Business Officer, Governmental Relations

5. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6

District Negotiator:	David C. Hansen, Ed.D. District Superintendent
Unrepresented Employees:	Chief Business Officer, Governmental Relations Assistant Superintendents

RECONVENE OPEN SESSION

The Board reconvened in Open Session at 4:36 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 Mr. Lee and unanimously approved by the following roll call to appoint Mrs. Mays Kakish, Chief Business Officer/Governmental Relations:

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

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag was led by Mr. Hunt.

SECTION A – PUBLIC INPUT

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

SECTION B – DISTRICT SUPERINTENDENT’S ANNOUNCEMENTS

Dr. Hansen mentioned the various Commencement, Promotions, and Graduations that he participated in. He discussed that many individuals attended the Gettysburg Leadership Experience last week and he reviewed some of the activities. He noted that a future Board meeting would include highlights of this event.

SECTION C – CONSENT

Approval of the Consent Calendar was moved by Mrs. Lock-Dawson and seconded by Mrs. Cloud and was unanimously 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 D – REPORT/DISCUSSION**D.1 Disclosure of Memorandum of Understanding and Tentative Agreements Between Riverside Unified School District and Employees and Its Employees Represented by the California Employees Association Chapter 506**

Mrs. Susan Mills, Assistant Superintendent, Department of Personnel Leadership and Development, noted that this item represents the public disclosure of the terms and conditions, including financial impact of a Memorandum of Understanding and two (2) Tentative Agreements for employees represented by the California School Employees Association Chapter 506.

SECTION E – ACTION**E.1 Approval of Employment Agreement With the New Chief Business Officer**

Dr. Hansen requested that the Board of Education review and approve the Employment Agreement with the new Chief Business Officer. He noted that the Agreement has been finalized.

The item was moved by Mr. Hunt and seconded by Mrs. Lock-Dawson and was unanimously approved by the following roll call vote to approve the Employment Agreement with the new Chief Business Officer, Mays Kakish as presented:

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

E.2 Adoption of the Local Control and Accountability Plan

Mrs. Lynn Carmen Day Chief Academic Officer, stated that the Board of Education was being asked to consider adoption of the Local Control and Accountability Plan (LCAP) commencing on July 1, 2015.

Mrs. Allavie provided an editorial from the Tuesday, June 18, 2015, *Los Angeles Times* titled, "School Funding 101" that she requested be provided to all Board members by Mrs. Cheryl Anderson, Executive Assistant to the Superintendent.

The item was moved by Mr. Hunt and seconded by Mr. Brent Lee and was unanimously approved by the following roll call vote to approve the LCAP Plan as presented:

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

E.3 Adoption of the 2015-2016 District Budget

Ms. Sandie Meekins, Director, Business Services, stated that information was being presented to the Board of Education regarding the initial 2015-2016 All Funds Budget for the Riverside Unified School District. She shared that state law requires the Board of Education to adopt a budget subsequent to the public hearing and prior to July 1.

The item was moved by Mrs. Lock-Dawson and seconded by Mrs. Cloud and was unanimously approved by the following roll call vote to adopt the 2015-2016 All Funds Budget as presented:

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

SECTION F – STUDY SESSION

F.1 Riverside Unified School District Year End Results 2014-2015

Dr. Hansen and his Cabinet members reviewed the binder that was provided to the Board members and shared information about the District's accomplishments during the 2014-2015 school year.

The Board members agreed to wait until the Board Retreat to discuss the next phase which would include working on the next steps.

SECTION G – CONCLUSION

G.1 Board Members' Comments

Mrs. Cloud thanked those that attended the Greater Riverside Chambers of Commerce Leadership Riverside luncheon on behalf of her and others.

Mr. Lee thanked all of the staff members for their preparation for today's Board Study Session.

Mr. Hunt also thanked staff for their hard work. He mentioned attending the Educational Options Center graduation and stated that Director, Dennis Deets did a great job.

Mrs. Allavie indicated that everyone did a great job with the information that was provided.

Adjournment

Mrs. Allavie adjourned the Public Session at 7:34 p.m.

Brent Lee
Clerk
Board of Education

**RIVERSIDE UNIFIED SCHOOL DISTRICT
MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING
TUESDAY, JULY 14, 2015
CALIFORNIA BAPTIST UNIVERSITY (CBU) BUSINESS BUILDING #38,
INNOVATORS SIDE A
8432 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA**

CALL MEETING TO ORDER

Mrs. Allavie, Board President, called the Special Board meeting to order at 12:05 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.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag was led by Board President Kathy Allavie.

Mr. Brent Lee, Board Clerk, arrived at 12:15 p.m.

SECTION A – GOVERNANCE TEAM WORKSHOP

- A.1 Agenda/Introduction/Opening Presentation**
- A.2 Background Information**
- A.3 Review Board Members Highlights, Challenges, and Future Focus**
- A.4 Review Division Future Focus**
- A.5 Align Priorities**

SECTION B – CONCLUSION

The Board took a break from 3:00 to 3:10 p.m.

B.1 Board Members’ Comments

Mr. Hunt suggested that a future Study Session be held that focuses on classified staff salaries. He noted concerns that he hears that they are not being paid at the same level as other districts. Mrs. Allavie stated that benefits also need to be figured into the salaries when information is presented to the Board members.

Mrs. Cloud said that we need to have good access for the locations for future Special Board meetings. Mr. Hunt would like staff to use our facilities and campus locations.

Mr. Lee mentioned Encore School for the Arts – Riverside that there were many students lining up to attend, and there was discussion that RUSD needs to stay competitive.

ADJOURNMENT

Mrs. Allavie adjourned the Public Session at 3:38 p.m.

Brent Lee
Clerk
Board of Education



Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda July 20, 2015

Topic: Certification of Signatures Update

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

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

Type of Item: Consent

Short Description: An update has been made to the Certification of Signatures and requires Board of Education approval.

DESCRIPTION OF AGENDA ITEM:

Each year, the Riverside County Office of Education requires that the District submit names and signatures of personnel authorized to sign orders drawn on the funds of the school District and to sign notices of employment. The Certification of Signatures was approved by the Board at the December 8, 2014, Board of Education Annual Organizational meeting. One name needs to be added to the list, and is included on the attached Certification of Signatures.

FISCAL IMPACT: None

RECOMMENDATION: That the Board of Education approve the individual that has been added to the Certification of Signatures.

ADDITIONAL MATERIAL: Form 3350

Attached: Yes



Division of Administration and Business Services
District Fiscal Services

Certification of Signatures

County Use Only:
Date Received: _____
Approved By: _____

District: _____ Date of Meeting: _____

Please Check: Newly Elected Governing Board Addition in Column(s) _____ Replacement in Column(s) _____

Column I <i>Signatures of Members of the Governing Board</i>	Column II <i>Signatures of Personnel Authorized to Sign Warrant Orders and Orders for Salary Payments*</i>	Column III <i>Signatures of Personnel Authorized to Sign Notices of Employment</i>
President of the Board	_____	_____
Clerk or Vice President of the Board	_____	_____
Member of the Board	_____	_____
Member of the Board	_____	_____
Member of the Board	_____	_____

**If the board has given special instructions for signing Warrant Orders, Orders for Salary Payment, or Notices of Employment, please attach a copy of the resolution to this form.*

Number of signatures district requires for: Orders of Salary Payments : _____ "B" Warrant Orders: _____

I, _____, Clerk/Secretary of the Board of Trustees certify that the signatures shown below in Column I are the verified signatures of the members of the governing board; verified signatures of personnel authorized to sign orders drawn on the funds of the school district appear in Column II, and verified signatures of personnel authorized to sign Notices of Employment appear in Column III. No person other than an officer or employee of the district can be authorized to sign orders. These certifications are made in accordance with the provisions of Education Code Sections 42632, 42633, 44843, 85232, and 85233. If those authorized to sign orders as shown in Column II are unable to do so, the law requires the signatures of the majority of the governing board. Attached is the board agenda authorizing the following signatures:

Signature: _____

Board Meeting Agenda

July 20, 2015

Topic: Updated Employment Agreements for the Assistant Superintendents

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

Responsible Party: David C. Hansen, Ed.D., District Superintendent

Type of Item: Consent

Short Description: Board approval is being sought for the updated Employment Agreements for the Assistant Superintendents.

DESCRIPTION OF AGENDA ITEM:

The Board of Education is being asked to approve the updated employment agreements for the Assistant Superintendent, Operations; Assistant Superintendent, Personnel Leadership and Development; and Assistant Superintendent, Instructional Support K-12. The agreements include the 4.55% salary increase that was approved on the June 1, 2015 Board agenda effective July 1, 2015.

FISCAL IMPACT: See Employment Agreements

RECOMMENDATION: It is recommended that the Board of Education approve the Employment Agreements for the Assistant Superintendents.

ADDITIONAL MATERIAL: Assistant Superintendent Employment Agreements

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EMPLOYMENT AGREEMENT FOR ASSISTANT SUPERINTENDENT,
OPERATIONS**

Riverside Unified School District (“District”) and Kirk Lewis (“Employee”), both sometimes collectively referred to as “Parties”, in consideration of the mutual promises made herein, agree as follows:

ARTICLE 1: EMPLOYMENT

Section 1.1 The Governing Board of the District (“Board”) agrees to employ Employee, and Employee accepts employment as Assistant Superintendent, Operations upon the terms and conditions hereinafter set forth in this agreement (“Agreement”).

ARTICLE 2: DUTIES AND OBLIGATIONS OF EMPLOYEE

Section 2.1 Employee shall serve as Assistant Superintendent, Operations under the direction of the Superintendent and in accordance with Board policy.

ARTICLE 3: OBLIGATIONS OF DISTRICT

Section 3.1 District shall provide Employee with the compensation, incentives, benefits and business expense reimbursements specified elsewhere in the Agreement.

Evaluation

Section 3.2 The Superintendent shall formally evaluate and assess in writing the performance of Employee at least once each year. The annual evaluation will be in writing and completed by May 31st of each year unless another date is agreed upon by Employee and Superintendent.

ARTICLE 4: COMPENSATION

Base Annual Salary

Section 4.1 Employee shall receive an annual base salary in the amount of Two Hundred Five Thousand Seven Hundred Thirty-Nine Dollars (\$205,739). The annual salary shall be payable in twelve equal monthly payments during the term of this Agreement.

Adjustments to Annual Base Salary

Section 4.2 The Board may from time to time at its sole discretion increase such salary for Employee as it determines. Such salary adjustments shall be reflected in writing and signed by the Parties.

ARTICLE 5: WORK YEAR AND BENEFITS

Work Year

Section 5.1 Except as provided below, Employee shall be required to render twelve (12) months of full and regular service to the District for at least two hundred twenty-six (226) working days per year during each annual period covered by this Agreement.

Retirement Benefits

Section 5.2 Employee shall pay one hundred percent (100%) of the “Employee contributions” to the California State Teachers’ Retirement System, hereinafter referred to as “CalSTRS”, at the rate established by CalSTRS. The parties understand that the Employee’s eligibility or continuing eligibility for CalSTRS retirement or disability benefits is subject to change, modification or termination, as determined by CalSTRS or other public or judicial body.

Medical and Retiree Medical Benefits

Section 5.3 The District shall provide Employee with a medical health plan equivalent to that given to other District managers and Employee’s contribution to medical insurance health care premiums shall be equal to other District managers. Upon retirement, if Employee meets the eligibility requirements set forth in Attachment A regarding retiree health benefits for managers and confidential employees, District will provide Employee with one party health coverage under the conditions set forth in Attachment A.

Sick Leave

Section 5.4 Employee shall accrue sick leave at the rate of one and eighty-three hundredths (1.83) days per month, and the District shall allow Employee to carry over unused sick leave from year to year.

Life Insurance

Section 5.5 The District shall provide Employee with One Hundred Fifty Thousand Dollars (\$150,000) of life insurance.

Professional Memberships

Section 5.6 The Board expects that Employee will participate as an active member of professional and civic organizations, and agrees to pay the Employee’s annual membership dues for professional, community or service organizations approved by the Board.

ARTICLE 6: BUSINESS EXPENSES

Section 6.1 The District shall reimburse Employee for miscellaneous business expenses, within the limits and in accordance with District policy, associated with civic, entertainment, school and community affairs not otherwise covered by this Agreement. Employee will submit itemized claims for such expenses.

Section 6.2 The District shall reimburse Employee for all actual and necessary travel expenses within the limits and in accordance with District policy, incurred and paid by Employee in the conduct of Employee’s duties on behalf of the District.

ARTICLE 7: TERM OF THE AGREEMENT

Term and Renewal

Section 7.1 The District hereby employs Employee commencing July 1, 2015, and ending on June 30, 2017 unless otherwise terminated pursuant to the terms and procedures set forth in Article 8 below.

Notice of Non-Reelection

Section 7.2 Notice shall be given to Employee in writing at least six (6) months prior to the termination date set forth in Section 7.1 above that the Governing Board of the District has determined not to reelect or reemploy Employee for any period of employment beyond the termination date set forth in Section 7.1 above. In the event such written notice is given by the Governing Board of the District, the Parties understand and agree that the District holds no further obligation or duty to provide Employee with any further notice, written or otherwise, of non-reelection or non-reemployment, including, but not limited to, the forty-five (45) day notice requirement set forth in Education Code Section 35031, prior to the termination of this Agreement.

ARTICLE 8: TERMINATION PROVISIONS

Termination by District for Cause

Section 8.1 At any time, and without prior notice, the District may terminate this Agreement for cause. The District shall pay Employee all compensation then due and owing; thereafter, all of the District’s obligations shall cease. Termination shall be for cause if Employee: (i) acts in bad faith and to the detriment of the District; (ii) refuses or fails to act in accordance with any specific direction or order of the District; (iii) exhibits, in regard to his or her employment, unfitness or unavailability for service, unsatisfactory performance, misconduct, dishonesty, habitual neglect or incompetence; (iv) is convicted of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person; (v) is selected for layoff pursuant to a bona fide reduction in force; or (vi) breaches any material term of the Agreement. The Board shall not terminate this Agreement pursuant to this section until a written statement of the grounds for

termination has first been served on Employee. Employee shall then be entitled to a conference with the Board, at which time Employee shall be given a reasonable opportunity to address the Board's concerns. The conference with the Board shall be Employee's exclusive right to any hearing required by law.

Termination by Employee

Section 8.2 At any time, Employee may resign Employee's employment by providing the District sixty (60) days' advance written notice. The District shall have the option, in its complete discretion, to terminate Employee at any time prior to the end of such notice period, provided District pays Employee all compensation due and owing through the last day actually worked, plus an amount equal to the monthly salary Employee would have earned through the balance of the notice period provided to the District by Employee. Thereafter all of the District's obligations under this Agreement shall cease.

Termination Due to Death or Permanent Incapacity

Section 8.3 The employment of Employee shall cease upon the death of Employee or Employee's permanent incapacity to perform the duties of Assistant Superintendent, as determined by a physician appointed by the District. Thereafter, all of the District's obligations under this Agreement shall cease.

Termination Without Cause

Section 8.4 The Board may terminate this Agreement without cause. If the Board terminates the Agreement without cause, Employee shall only be entitled to the lesser of an amount equal to the monthly salary of the Employee multiplied by the number of months left on the Agreement, or 18 months' salary, whichever is less. In addition, pursuant to Government Section 53261, Employee shall be entitled to medical benefits for the number of months left on the Agreement or 18 months, whichever is less, or until Employee finds other employment, whichever occurs first.

In accordance with Government Code section 53243.2, if Employee is convicted of a crime involving an abuse of his office or position, Employee shall fully reimburse the District for any severance pay, paid leave salary disbursed pending an investigation, and/or legal criminal defense funds paid by the District. This provision expressly does not oblige District to make any of these payments.

Right of Reassignment

Section 8.5 In the event that Employee is removed from the Assistant Superintendent position pursuant to Section 8.4, Termination Without Cause, Employee shall have the right to be reassigned to a classroom teaching position. If Employee is not qualified to render service as a classroom teacher, Employee shall be reassigned pursuant to Education Code Section 44894. The Employee's current salary shall continue for the time period specified in Section 8.4. Following that time period, Employee shall be

placed on the salary schedule as set forth in the Collective Bargaining Agreement between the District and its Certificated Employees, consistent with Employee's years of service and educational qualifications. This section shall only apply to Employees who have attained permanent status within the District.

Government Code Sections 53243 – 53244 Provisions

Section 8.6

i) In the event that the District provides paid leave to Employee pending an investigation of a crime involving abuse of his office or position covered by Government Code section 53243.4 and should the investigation lead to a conviction, Employee shall fully reimburse the District for any salary provided for that purpose.

ii) In the event that the District provides for the legal criminal defense of Employee pending an investigation of a crime involving abuse of his office or position covered by Government Code section 53243.4 and should that investigation lead to a conviction, Employee shall fully reimburse the District for any funds provided for that purpose.

iii) In the event the District provides a cash settlement related to the termination of Employee as defined in this contract and Employee is subsequently convicted of a crime involving abuse of his office or position covered by Government code section 53243.4, Employee shall fully reimburse the District for any funds provided for that purpose.

iv) For purposes of this section 8.6, "abuse of office or position" means as defined in Government Code section 53243.4, as may be amended.

v) If Employee is convicted by a state or federal trial court of any felony under state or federal law for conduct arising out of, or in the performance of, his or her official duties, Employee shall forfeit any contract right or other common law constitutional or statutory claim against the District to retirement or pension rights or benefits, however those benefits may be characterized, including lost compensation other than the accrued rights and benefits to which he or she may be entitled under any public retirement system in which he is a member. The forfeiture provided herein shall be in addition to, and independent of any forfeiture of public retirement system rights and benefits pursuant to Government Code section 7522.74. Employee shall notify the District of any conviction within sixty (60) days of the felony conviction.

ARTICLE 9: GENERAL PROVISIONS

Notices

Section 9.1 Any notices to be given hereunder by either Party to the other Party shall be in writing and may be transmitted by personal delivery, by mail, registered or certified, postage prepaid with return receipt requested, overnight delivery service, or email (electronic delivery) to Employee's email address on file with the District. Mailed notices to Employee shall be addressed to either Employee's home address on file with District or the appropriate administrative office at Riverside Unified School District, Administrative Building, 3880 Fourteenth Street, Post Office Box 2800, Riverside, California 92516. Notice to the District shall be addressed to the appropriate administrative office at Riverside Unified School District, Administrative Building, 3880 Fourteenth Street, Post Office Box 2800, Riverside, California 92516. Either Party may change the address specified above by written notice in accordance with this section. Notices delivered personally shall be deemed communicated as of the date of actual receipt; mailed notices shall be deemed communicated as of the date of mailing plus two (2) days. Email notices and overnight delivery notices shall be deemed communicated as of the date of mailing plus one (1) day.

Indemnification

Section 9.2 The Board agrees, as further consideration for the employment of Employee, that it shall defend, hold harmless and indemnify the Employee from any and all demands, claims, suits, actions and legal proceedings brought against the Employee in Employee's individual capacity, or in Employee's official capacity as agent and employee of the District, regardless of whether the claims arise during or after the Employee's employment with the District, if damages are based on an act or omission by the Employee in the course and scope of Employee's employment with the District and if the damages arose out of a cause of action for negligence, except a willful or wrongful act or omission, or an act or omission constituting gross negligence, or for official misconduct. If there is a potential conflict of interest regarding the defense of the claim between the legal position of the Employee and the legal position of the Board, the District may engage separate legal counsel for the Employee.

Entire Agreement

Section 9.3 This Agreement supersedes any and all other agreements, either oral or in writing, between the Parties hereto with respect to the employment of Employee by the District and contains all of the covenants and Agreements between the Parties with respect to that employment in any manner whatsoever. Each Party to this Agreement acknowledges that no representation, inducement, promise or agreement, orally or otherwise, has been made by any Party, or anyone acting on behalf of any Party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding on either Party.

Modifications

Section 9.4 Any modifications of this Agreement will be effective only if it is in writing and signed by both Parties.

Effect of Waiver

Section 9.5 The failure of either Party to insist on strict compliance with any of the terms, covenants or conditions of this Agreement by the other party shall not be deemed a waiver of that term or condition, nor shall any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Partial Invalidity

Section 9.6 If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall, nevertheless, continue in full force without being impaired or invalidated in any way so long as the affected provision is not material, substantial or central to the continued viability of this Agreement.

Law Governing Agreement

Section 9.7 This Agreement shall be governed by and construed in accordance with the laws of the State of California.

RIVERSIDE UNIFIED SCHOOL DISTRICT

President, Board of Education

Date

Vice President

District Superintendent

Clerk

Member

Member

**ASSISTANT SUPERINTENDENT,
OPERATIONS**

Kirk Lewis

Date

Attachment A

RUSD Retiree Health Benefits for Managers and Confidential Employees

As long as the regulations of the District's insurance carriers permit such action, the District shall pay one-party coverage for any manager or confidential employee who 1) retires into the State Teacher or Public Employee Retirement Systems, 2) either a) has more than fifteen (15) years of service as a management or confidential employee in a California public agency, or b) has more than fifteen (15) years of service in the District in any combination of bargaining unit or management positions(s), and 3) has worked as an employee in the District for at least five (5) years immediately prior to retirement. Such payment shall continue until 1) the first of the month in which the retiree is eligible for Medicare coverage or 2) retirement coverage has been in effect for eight (8) years, whichever comes first.

Employees retiring shall be eligible to continue to purchase coverage in a District group health insurance plan after reaching eligibility status for Medicare or after the eight (8) year term provided that these conditions exist:

1. The plan carrier allows such participation.
2. The employee is otherwise eligible for enrollment in the plan.

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EMPLOYMENT AGREEMENT FOR ASSISTANT SUPERINTENDENT,
PERSONNEL LEADERSHIP AND DEVELOPMENT**

Riverside Unified School District (“District”) and Susan Mills (“Employee”), both sometimes collectively referred to as “Parties”, in consideration of the mutual promises made herein, agree as follows:

ARTICLE 1: EMPLOYMENT

Section 1.1 The Governing Board of the District (“Board”) agrees to employ Employee, and Employee accepts employment as Assistant Superintendent, Personnel Leadership and Development upon the terms and conditions hereinafter set forth in this agreement (“Agreement”).

ARTICLE 2: DUTIES AND OBLIGATIONS OF EMPLOYEE

Section 2.1 Employee shall serve as Assistant Superintendent, Personnel Leadership and Development under the direction of the Superintendent and in accordance with Board policy.

ARTICLE 3: OBLIGATIONS OF DISTRICT

Section 3.1 District shall provide Employee with the compensation, incentives, benefits and business expense reimbursements specified elsewhere in the Agreement.

Evaluation

Section 3.2 The Superintendent shall formally evaluate and assess in writing the performance of Employee at least once each year. The annual evaluation will be in writing and completed by May 31st of each year unless another date is agreed upon by Employee and Superintendent.

ARTICLE 4: COMPENSATION

Base Annual Salary

Section 4.1 Employee shall receive an annual base salary in the amount of Two Hundred Four Thousand Thirty-Eight Dollars (\$204,038). The annual salary shall be payable in twelve equal monthly payments during the term of this Agreement.

Adjustments to Annual Base Salary

Section 4.2 The Board may from time to time at its sole discretion increase such salary for Employee as it determines. Such salary adjustments shall be reflected in writing and signed by the Parties.

ARTICLE 5: WORK YEAR AND BENEFITS

Work Year

Section 5.1 Except as provided below, Employee shall be required to render twelve (12) months of full and regular service to the District for at least two hundred twenty-six (226) working days per year during each annual period covered by this Agreement.

Retirement Benefits

Section 5.2 Employee shall pay one hundred percent (100%) of the “Employee contributions” to the California State Teachers’ Retirement System, hereinafter referred to as “CalSTRS”, at the rate established by CalSTRS. The parties understand that the Employee’s eligibility or continuing eligibility for CalSTRS retirement or disability benefits is subject to change, modification or termination, as determined by CalSTRS or other public or judicial body.

Medical and Retiree Medical Benefits

Section 5.3 The District shall provide Employee with a medical health plan equivalent to that given to other District managers and Employee’s contribution to medical insurance health care premiums shall be equal to other District managers. Upon retirement, if Employee meets the eligibility requirements set forth in Attachment A regarding retiree health benefits for managers and confidential employees, District will provide Employee with one party health coverage under the conditions set forth in Attachment A.

Sick Leave

Section 5.4 Employee shall accrue sick leave at the rate of one and eighty-three hundredths (1.83) days per month, and the District shall allow Employee to carry over unused sick leave from year to year.

Life Insurance

Section 5.5 The District shall provide Employee with One Hundred Fifty Thousand Dollars (\$150,000) of life insurance.

Professional Memberships

Section 5.6 The Board expects that Employee will participate as an active member of professional and civic organizations, and agrees to pay the Employee's annual membership dues for professional, community or service organizations approved by the Board.

ARTICLE 6: BUSINESS EXPENSES

Section 6.1 The District shall reimburse Employee for miscellaneous business expenses, within the limits and in accordance with District policy, associated with civic, entertainment, school and community affairs not otherwise covered by this Agreement. Employee will submit itemized claims for such expenses.

Section 6.2 The District shall reimburse Employee for all actual and necessary travel expenses within the limits and in accordance with District policy, incurred and paid by Employee in the conduct of Employee's duties on behalf of the District.

ARTICLE 7: TERM OF THE AGREEMENT

Term and Renewal

Section 7.1 The District hereby employs Employee commencing July 1, 2015, and ending on June 30, 2017 unless otherwise terminated pursuant to the terms and procedures set forth in Article 8 below.

Notice of Non-Reelection

Section 7.2 Notice shall be given to Employee in writing at least six (6) months prior to the termination date set forth in Section 7.1 above that the Governing Board of the District has determined not to reelect or reemploy Employee for any period of employment beyond the termination date set forth in Section 7.1 above. In the event such written notice is given by the Governing Board of the District, the Parties understand and agree that the District holds no further obligation or duty to provide Employee with any further notice, written or otherwise, of non-reelection or non-reemployment, including, but not limited to, the forty-five (45) day notice requirement set forth in Education Code Section 35031, prior to the termination of this Agreement.

ARTICLE 8: TERMINATION PROVISIONS

Termination by District for Cause

Section 8.1 At any time, and without prior notice, the District may terminate this Agreement for cause. The District shall pay Employee all compensation then due and owing; thereafter, all of the District's obligations shall cease. Termination shall be for cause if Employee: (i) acts in bad faith and to the detriment of the District; (ii) refuses or fails to act in accordance with any specific direction or order of the District; (iii) exhibits, in regard to his or her employment, unfitness or unavailability for service, unsatisfactory performance, misconduct, dishonesty, habitual neglect or incompetence; (iv) is convicted of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person; (v) is selected for layoff pursuant to a bona fide reduction in force; or (vi) breaches any material term of the Agreement. The Board shall not terminate this Agreement pursuant to this section until a written statement of the grounds for termination has first been served on Employee. Employee shall then be entitled to a conference with the Board, at which time Employee shall be given a reasonable opportunity to address the Board's concerns. The conference with the Board shall be Employee's exclusive right to any hearing required by law.

Termination by Employee

Section 8.2 At any time, Employee may resign Employee's employment by providing the District sixty (60) days' advance written notice. The District shall have the option, in its complete discretion, to terminate Employee at any time prior to the end of such notice period, provided District pays Employee all compensation due and owing through the last day actually worked, plus an amount equal to the monthly salary ("monthly salary" is defined as base salary plus Special Service Increment plus doctorate degree stipend, if applicable) Employee would have earned through the balance of the notice period provided to the District by Employee. Thereafter all of the District's obligations under this Agreement shall cease.

Termination Due to Death or Permanent Incapacity

Section 8.3 The employment of Employee shall cease upon the death of Employee or Employee's permanent incapacity to perform the duties of Assistant Superintendent, as determined by a physician appointed by the District. Thereafter, all of the District's obligations under this Agreement shall cease.

Termination Without Cause

Section 8.4 The Board may terminate this Agreement without cause. If the Board terminates the Agreement without cause, Employee shall only be entitled to the lesser of an amount equal to the monthly salary of the Employee multiplied by the number of months left on the Agreement, or 18 months' salary, whichever is less. In addition, pursuant to Government Section 53261, Employee shall be entitled to medical

benefits for the number of months left on the Agreement or 18 months, whichever is less, or until Employee finds other employment, whichever occurs first.

In accordance with Government Code section 53243.2, if Employee is convicted of a crime involving an abuse of his office or position, Employee shall fully reimburse the District for any severance pay, paid leave salary disbursed pending an investigation, and/or legal criminal defense funds paid by the District. This provision expressly does not oblige District to make any of these payments.

Right of Reassignment

Section 8.5 In the event that Employee is removed from the Assistant Superintendent position pursuant to Section 8.4, Termination Without Cause, Employee shall have the right to be reassigned to a classroom teaching position. If Employee is not qualified to render service as a classroom teacher, Employee shall be reassigned pursuant to Education Code Section 44894. The Employee's current salary shall continue for the time period specified in Section 8.4. Following that time period, Employee shall be placed on the salary schedule as set forth in the Collective Bargaining Agreement between the District and its Certificated Employees, consistent with Employee's years of service and educational qualifications. This section shall only apply to Employees who have attained permanent status within the District.

Government Code Sections 53243 – 53244 Provisions

Section 8.6

i) In the event that the District provides paid leave to Employee pending an investigation of a crime involving abuse of her office or position covered by Government Code section 53243.4 and should the investigation lead to a conviction, Employee shall fully reimburse the District for any salary provided for that purpose.

ii) In the event that the District provides for the legal criminal defense of Employee pending an investigation of a crime involving abuse of her office or position covered by Government Code section 53243.4 and should that investigation lead to a conviction, Employee shall fully reimburse the District for any funds provided for that purpose.

iii) In the event the District provides a cash settlement related to the termination of Employee as defined in this contract and Employee is subsequently convicted of a crime involving abuse of her office or position covered by Government code section 53243.4, Employee shall fully reimburse the District for any funds provided for that purpose.

iv) For purposes of this section 8.6, "abuse of office or position" means as defined in Government Code section 53243.4, as may be amended.

v) If Employee is convicted by a state or federal trial court of any felony under state or federal law for conduct arising out of, or in the performance of, his or her official duties, Employee shall forfeit any contract right or other common law constitutional or statutory claim against the District to retirement or pension rights or benefits, however those benefits may be characterized, including lost compensation other than the accrued rights and benefits to which he or she may be entitled under any public retirement system in which he is a member. The forfeiture provided herein shall be in addition to, and independent of any forfeiture of public retirement system rights and benefits pursuant to Government Code section 7522.74. Employee shall notify the District of any conviction within sixty (60) days of the felony conviction.

ARTICLE 9: GENERAL PROVISIONS

Notices

Section 9.1 Any notices to be given hereunder by either Party to the other Party shall be in writing and may be transmitted by personal delivery, by mail, registered or certified, postage prepaid with return receipt requested, overnight delivery service, or email (electronic delivery) to Employee's email address on file with the District. Mailed notices to Employee shall be addressed to either Employee's home address on file with District or the appropriate administrative office at Riverside Unified School District, Administrative Building, 3880 Fourteenth Street, Post Office Box 2800, Riverside, California 92516. Notice to the District shall be addressed to the appropriate administrative office at Riverside Unified School District, Administrative Building, 3880 Fourteenth Street, Post Office Box 2800, Riverside, California 92516. Either Party may change the address specified above by written notice in accordance with this section. Notices delivered personally shall be deemed communicated as of the date of actual receipt; mailed notices shall be deemed communicated as of the date of mailing plus two (2) days. Email notices and overnight delivery notices shall be deemed communicated as of the date of mailing plus one (1) day.

Indemnification

Section 9.2 The Board agrees, as further consideration for the employment of Employee, that it shall defend, hold harmless and indemnify the Employee from any and all demands, claims, suits, actions and legal proceedings brought against the Employee in Employee's individual capacity, or in Employee's official capacity as agent and employee of the District, regardless of whether the claims arise during or after the Employee's employment with the District, if damages are based on an act or omission by the Employee in the course and scope of Employee's employment with the District and if the damages arose out of a cause of action for negligence, except a willful or wrongful act or omission, or an act or omission constituting gross negligence, or for official misconduct. If there is a potential conflict of interest regarding the defense of the claim between the legal position of the Employee and the legal position of the Board, the District may engage separate legal counsel for the Employee.

Entire Agreement

Section 9.3 This Agreement supersedes any and all other agreements, either oral or in writing, between the Parties hereto with respect to the employment of Employee by the District and contains all of the covenants and Agreements between the Parties with respect to that employment in any manner whatsoever. Each Party to this Agreement acknowledges that no representation, inducement, promise or agreement, orally or otherwise, has been made by any Party, or anyone acting on behalf of any Party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding on either Party.

Modifications

Section 9.4 Any modifications of this Agreement will be effective only if it is in writing and signed by both Parties.

Effect of Waiver

Section 9.5 The failure of either Party to insist on strict compliance with any of the terms, covenants or conditions of this Agreement by the other party shall not be deemed a waiver of that term or condition, nor shall any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Partial Invalidity

Section 9.6 If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall, nevertheless, continue in full force without being impaired or invalidated in any way so long as the affected provision is not material, substantial or central to the continued viability of this Agreement.

Law Governing Agreement

Section 9.7 This Agreement shall be governed by and construed in accordance with the laws of the State of California.

RIVERSIDE UNIFIED SCHOOL DISTRICT

President, Board of Education

Date

Vice President

District Superintendent

Clerk

Member

Member

ASSISTANT SUPERINTENDENT,
PERSONNEL LEADERSHIP
AND DEVELOPMENT

Susan Mills

Date

Attachment A

RUSD Retiree Health Benefits for Managers and Confidential Employees

As long as the regulations of the District's insurance carriers permit such action, the District shall pay one-party coverage for any manager or confidential employee who 1) retires into the State Teacher or Public Employee Retirement Systems, 2) either a) has more than fifteen (15) years of service as a management or confidential employee in a California public agency, or b) has more than fifteen (15) years of service in the District in any combination of bargaining unit or management positions(s), and 3) has worked as an employee in the District for at least five (5) years immediately prior to retirement. Such payment shall continue until 1) the first of the month in which the retiree is eligible for Medicare coverage or 2) retirement coverage has been in effect for eight (8) years, whichever comes first.

Employees retiring shall be eligible to continue to purchase coverage in a District group health insurance plan after reaching eligibility status for Medicare or after the eight (8) year term provided that these conditions exist:

1. The plan carrier allows such participation.
2. The employee is otherwise eligible for enrollment in the plan.

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EMPLOYMENT AGREEMENT FOR ASSISTANT SUPERINTENDENT
FOR INSTRUCTIONAL SUPPORT K-12**

Riverside Unified School District (“District”) and Renee Hill (“Employee”), both sometimes collectively referred to as “Parties”, in consideration of the mutual promises made herein, agree as follows:

ARTICLE 1: EMPLOYMENT

Section 1.1 The Governing Board of the District (“Board”) agrees to employ Employee, and Employee accepts employment as Assistant Superintendent, Instructional Support K-12 upon the terms and conditions hereinafter set forth in this agreement (“Agreement”).

ARTICLE 2: DUTIES AND OBLIGATIONS OF EMPLOYEE

Section 2.1 Employee shall serve as Assistant Superintendent, Instructional Support K-12 under the direction of the Superintendent and in accordance with Board policy.

ARTICLE 3: OBLIGATIONS OF DISTRICT

Section 3.1 District shall provide Employee with the compensation, incentives, benefits and business expense reimbursements specified elsewhere in the Agreement.

Evaluation

Section 3.2 The Superintendent shall formally evaluate and assess in writing the performance of Employee at least once each year. The annual evaluation will be in writing and completed by May 31st of each year unless another date is agreed upon by Employee and Superintendent.

ARTICLE 4: COMPENSATION

Base Annual Salary

Section 4.1 Employee shall receive an annual base salary in the amount of Two Hundred Four Thousand Thirty-Eight Dollars (\$204,038). The annual salary shall be payable in twelve equal monthly payments during the term of this Agreement.

Adjustments to Annual Base Salary

Section 4.2 The Board may from time to time at its sole discretion increase such salary for Employee as it determines. Such salary adjustments shall be reflected in a writing signed by the Parties.

ARTICLE 5: WORK YEAR AND BENEFITS

Work Year

Section 5.1 Except as provided below, Employee shall be required to render twelve (12) months of full and regular service to the District for at least two hundred twenty-six (226) working days per year during each annual period covered by this Agreement.

Retirement Benefits

Section 5.2 Employee shall pay one hundred percent (100%) of the “Employee contributions” to the California State Teachers’ Retirement System, hereinafter referred to as “CalSTRS”, at the rate established by CalSTRS. The parties understand that the Employee’s eligibility or continuing eligibility for CalSTRS retirement or disability benefits is subject to change, modification or termination, as determined by CalSTRS or other public or judicial body.

Medical and Retiree Medical Benefits

Section 5.3 The District shall provide Employee with a medical health plan equivalent to that given to other District managers and Employee’s contribution to medical insurance health care premiums shall be equal to other District managers. Upon retirement, if Employee meets the eligibility requirements set forth in Attachment A regarding retiree health benefits for managers and confidential employees, District will provide Employee with one party health coverage under the conditions set forth in Attachment A.

Sick Leave

Section 5.4 Employee shall accrue sick leave at the rate of one and eighty-three hundredths (1.83) days per month, and the District shall allow Employee to carry over unused sick leave from year to year.

Life Insurance

Section 5.5 The District shall provide Employee with One Hundred Fifty Thousand Dollars (\$150,000) of life insurance.

Professional Memberships

Section 5.6 The Board expects that Employee will participate as an active member of professional and civic organizations, and agrees to pay the Employee's annual membership dues for professional, community or service organizations approved by the Board.

ARTICLE 6: BUSINESS EXPENSES

Section 6.1 The District shall reimburse Employee for miscellaneous business expenses, within the limits and in accordance with District policy, associated with civic, entertainment, school and community affairs not otherwise covered by this Agreement. Employee will submit itemized claims for such expenses.

Section 6.2 The District shall reimburse Employee for all actual and necessary travel expenses within the limits and in accordance with District policy, incurred and paid by Employee in the conduct of Employee's duties on behalf of the District.

ARTICLE 7: TERM OF THE AGREEMENT

Term and Renewal

Section 7.1 The District hereby employs Employee commencing July 1, 2015, and ending on June 30, 2017 unless otherwise terminated pursuant to the terms and procedures set forth in Article 8 below.

Notice of Non-Reelection

Section 7.2 Notice shall be given to Employee in writing at least six (6) months prior to the termination date set forth in Section 7.1 above that the Governing Board of the District has determined not to reelect or reemploy Employee for any period of employment beyond the termination date set forth in Section 7.1 above. In the event such written notice is given by the Governing Board of the District, the Parties understand and agree that the District holds no further obligation or duty to provide Employee with any further notice, written or otherwise, of non-reelection or non-reemployment, including, but not limited to, the forty-five (45) day notice requirement set forth in Education Code Section 35031, prior to the termination of this Agreement.

ARTICLE 8: TERMINATION PROVISIONS

Termination by District for Cause

Section 8.1 At any time, and without prior notice, the District may terminate this Agreement for cause. The District shall pay Employee all compensation then due and owing; thereafter, all of the District's obligations shall cease. Termination shall be for cause if Employee: (i) acts in bad faith and to the detriment of the District; (ii)

refuses or fails to act in accordance with any specific direction or order of the District; (iii) exhibits, in regard to his or her employment, unfitness or unavailability for service, unsatisfactory performance, misconduct, dishonesty, habitual neglect or incompetence; (iv) is convicted of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person; (v) is selected for layoff pursuant to a bona fide reduction in force; or (vi) breaches any material term of the Agreement. The Board shall not terminate this Agreement pursuant to this section until a written statement of the grounds for termination has first been served on Employee. Employee shall then be entitled to a conference with the Board, at which time Employee shall be given a reasonable opportunity to address the Board's concerns. The conference with the Board shall be Employee's exclusive right to any hearing required by law.

Termination by Employee

Section 8.2 At any time, Employee may resign Employee's employment by providing the District sixty (60) days' advance written notice. The District shall have the option, in its complete discretion, to terminate Employee at any time prior to the end of such notice period, provided District pays Employee all compensation due and owing through the last day actually worked, plus an amount equal to the monthly salary ("monthly salary is defined as base salary plus special service increment plus doctorate degree stipend, if applicable") Employee would have earned through the balance of the notice period provided to the District by Employee. Thereafter all of the District's obligations under this Agreement shall cease.

Termination Due to Death or Permanent Incapacity

Section 8.3 The employment of Employee shall cease upon the death of Employee or Employee's permanent incapacity to perform the duties of Assistant Superintendent, as determined by a physician appointed by the District. Thereafter, all of the District's obligations under this Agreement shall cease.

Termination Without Cause

Section 8.4 The Board may terminate this Agreement without cause. If the Board terminates the Agreement without cause, Employee shall only be entitled to the lesser of an amount equal to the monthly salary of the Employee multiplied by the number of months left on the Agreement, or 18 months' salary, whichever is less. In addition, pursuant to Government Section 53261, Employee shall be entitled to medical benefits for the number of months left on the Agreement or 18 months, whichever is less, or until Employee finds other employment, whichever occurs first.

In accordance with Government Code section 53243.2, if Employee is convicted of a crime involving an abuse of her office or position, Superintendent shall fully reimburse the District for any severance pay, paid leave salary disbursed pending an investigation, and/or legal criminal defense funds paid by the District. This provision expressly does not oblige District to make any of these payments.

Right of Reassignment

Section 8.5 In the event that Employee is removed from the Assistant Superintendent, Instructional Support K-12 position pursuant to Section 8.4, Termination Without Cause, Employee shall have the right to be reassigned to a classroom teaching position. If Employee is not qualified to render service as a classroom teacher, Employee shall be reassigned pursuant to Education Code Section 44894. The Employee's current salary shall continue for the time period specified in Section 8.4. Following that time period, Employee shall be placed on the salary schedule as set forth in the Collective Bargaining Agreement between the District and its Certificated Employees, consistent with Employee's years of service and educational qualifications. This section shall only apply to Employees who have attained permanent status within the District.

Government Code Sections 53243 – 53244 Provisions

Section 8.6

i) In the event that the District provides paid leave to the Employee pending an investigation of a crime involving abuse of her office or position covered by Government Code section 53243.4 and should the investigation lead to a conviction, the Employee shall fully reimburse the District for any salary provided for that purpose.

ii) In the event that the District provides for the legal criminal defense of the Employee pending an investigation of a crime involving abuse of her office or position covered by Government Code section 53243.4 and should that investigation lead to a conviction, the Employee shall fully reimburse the District for any funds provided for that purpose.

iii) In the event the District provides a cash settlement related to the termination of the Employee as defined in this contract and the Employee is subsequently convicted of a crime involving abuse of her office or position covered by Government code section 53243.4, the Employee shall fully reimburse the District for any funds provided for that purpose.

iv) For purposes of this section 8.6, "abuse of office or position" means as defined in Government Code section 53243.4, as may be amended.

v) If the Employee is convicted by a state or federal trial court of any felony under state or federal law for conduct arising out of, or in the performance of, her official duties, the Employee shall forfeit any contract right or other common law constitutional or statutory claim against the District to retirement or pension rights or benefits, however those benefits may be characterized, including lost compensation other than the accrued rights and benefits to which he may be entitled under any public retirement system in which he is a member. The forfeiture provided herein shall be in addition to, and independent of any forfeiture of public retirement system rights and

benefits pursuant to Government Code section 7522.74. The Employee shall notify the District of any conviction within sixty (60) days of the felony conviction.

ARTICLE 9: GENERAL PROVISIONS

Notices

Section 9.1 Any notices to be given hereunder by either Party to the other Party shall be in writing and may be transmitted by personal delivery, by mail, registered or certified, postage prepaid with return receipt requested, overnight delivery service, or email (electronic delivery) to Employee's email address on file with the District. Mailed notices to Employee shall be addressed to either Employee's home address on file with District or the appropriate administrative office at Riverside Unified School District, Administrative Building, 3880 Fourteenth Street, Post Office Box 2800, Riverside, California 92516. Notice to the District shall be addressed to the appropriate administrative office at Riverside Unified School District, Administrative Building, 3880 Fourteenth Street, Post Office Box 2800, Riverside, California 92516. Either Party may change the address specified above by written notice in accordance with this section. Notices delivered personally shall be deemed communicated as of the date of actual receipt; mailed notices shall be deemed communicated as of the date of mailing plus two (2) days. Email notices and overnight delivery notices shall be deemed communicated as of the date of mailing plus one (1) day.

Indemnification

Section 9.2 The Board agrees, as further consideration for the employment of Employee, that it shall defend, hold harmless and indemnify the Employee from any and all demands, claims, suits, actions and legal proceedings brought against the Employee in Employee's individual capacity, or in Employee's official capacity as agent and employee of the District, regardless of whether the claims arise during or after the Employee's employment with the District, if damages are based on an act or omission by the Employee in the course and scope of Employee's employment with the District and if the damages arose out of a cause of action for negligence, except a willful or wrongful act or omission, or an act or omission constituting gross negligence, or for official misconduct. If there is a potential conflict of interest regarding the defense of the claim between the legal position of the Employee and the legal position of the Board, the District may engage separate legal counsel for the Employee.

Entire Agreement

Section 9.3 This Agreement supersedes any and all other agreements, either oral or in writing, between the Parties hereto with respect to the employment of Employee by the District and contains all of the covenants and Agreements between the Parties with respect to that employment in any manner whatsoever. Each Party to this Agreement acknowledges that no representation, inducement, promise or agreement, orally or otherwise, has been made by any Party, or anyone acting on behalf of any Party,

which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding on either Party.

Modifications

Section 9.4 Any modifications of this Agreement will be effective only if it is in writing and signed by both Parties.

Effect of Waiver

Section 9.5 The failure of either Party to insist on strict compliance with any of the terms, covenants or conditions of this Agreement by the other party shall not be deemed a waiver of that term or condition, nor shall any waiver or relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Partial Invalidity

Section 9.6 If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions shall, nevertheless, continue in full force without being impaired or invalidated in any way so long as the affected provision is not material, substantial or central to the continued viability of this Agreement.

Law Governing Agreement

Section 9.7 This Agreement shall be governed by and construed in accordance with the laws of the State of California.

RIVERSIDE UNIFIED SCHOOL DISTRICT

President, Board of Education

Date

Vice President

District Superintendent

Clerk

Member

Member

ASSISTANT SUPERINTENDENT,
INSTRUCTIONAL SUPPORT K-12

Renee Hill

Date

Attachment A

RUSD Retiree Health Benefits for Managers and Confidential Employees

As long as the regulations of the District's insurance carriers permit such action, the District shall pay one-party coverage for any manager or confidential employee who 1) retires into the State Teacher or Public Employee Retirement Systems, 2) either a) has more than fifteen (15) years of service as a management or confidential employee in a California public agency, or b) has more than fifteen (15) years of service in the District in any combination of bargaining unit or management positions(s), and 3) has worked as an employee in the District for at least five (5) years immediately prior to retirement. Such payment shall continue until 1) the first of the month in which the retiree is eligible for Medicare coverage or 2) retirement coverage has been in effect for eight (8) years, whichever comes first.

Employees retiring shall be eligible to continue to purchase coverage in a District group health insurance plan after reaching eligibility status for Medicare or after the eight (8) year term provided that these conditions exist:

1. The plan carrier allows such participation.
2. The employee is otherwise eligible for enrollment in the plan.

Board Meeting Agenda

July 20, 2015

Topic: Amendment No. 1, Employment Agreement for the Chief Business Officer/Governmental Relations

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

Responsible Party: David C. Hansen, Ed.D., District Superintendent

Type of Item: Consent

Short Description: Board approval is being sought for Amendment No. 1, Employment Agreement for the Chief Business Officer/Governmental Relations.

DESCRIPTION OF AGENDA ITEM:

The Board of Education is being asked to approve Amendment No. 1 to the employment agreement for the Chief Business Officer/Governmental Relations that was approved at the June 22, 2015, Board Study Session. The salary has been rounded out to the nearest dollar amount in order to mitigate any payroll issues, and the Work Year, Section 5.1 has been modified as follows:

“Except as provided below, Employee shall be required to render twelve (12) months of full and regular service to the District for at least two hundred twenty six (226) working days per year and twenty-two (22) vacation days during each annual period covered by this Agreement. Employee is entitled to all paid holidays provided to other classified management employees.”

FISCAL IMPACT: See Employment Agreement and Amendment No. 1

RECOMMENDATION: It is recommended that the Board of Education approve Amendment No. 1 as presented for the Chief Business Officer/Governmental Relations.

ADDITIONAL MATERIAL: Amendment No. 1 for the Chief Business Officer/Governmental Relations

AMENDMENT NO. 1

**EMPLOYMENT AGREEMENT BETWEEN
THE RIVERSIDE UNIFIED SCHOOL DISTRICT
AND MAYS KAKISH**

THE EMPLOYMENT AGREEMENT BETWEEN THE RIVERSIDE UNIFIED SCHOOL DISTRICT (“DISTRICT”) AND MAYS KAKISH (“EMPLOYEE”), DATED JUNE 22, 2015, IS HEREBY AMENDED EFFECTIVE UPON APPROVAL BY BOTH PARTIES AS FOLLOWS:

SECTION 4.1 BASE ANNUAL SALARY

The base annual salary shall be changed from Two Hundred Twenty-One Thousand and Sixty-Five Dollars and Seventy-Five Cents (\$221,065.75) to Two Hundred Twenty-One Thousand and Sixty-Six Dollars (\$221,066).

SECTION 5.1 WORK YEAR

This section shall be changed to read as follows:

“Except as provided below, Employee shall be required to render twelve (12) months of full and regular service to the District for at least two hundred twenty six (226) working days per year and twenty-two (22) vacation days during each annual period covered by this Agreement. Employee is entitled to all paid holidays provided to other classified management employees.”

These amendments have been mutually agreed upon by the parties.

**RIVERSIDE UNIFIED SCHOOL
DISTRICT**

President, Board of Education

Date

Vice President

District Superintendent

Clerk

Member

Member

CHIEF BUSINESS OFFICER

MAYS KAKISH

Date

**Board Meeting Agenda
July 20, 2014**

Topic: Warrant List No. 1

Presented by: Jeannie Darnell, Account Clerk, Business Services

Responsible

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

Type of Item: Consent

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

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: \$16,836,852.14

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

ADDITIONAL MATERIAL: Warrant List No. 1

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

Commercial Warrant Listing 2014 - 2015

May 16, 2015 THRU July 04, 2015

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

Claim	Date	Fund	Warrant	Vendor Name	Claim Amount
GENERAL FUND UNRESTRICTED 03					
244993	05/18/2015	03	14044088	MGB CONSTRUCTION, INC.	\$15,400.00
245024	05/18/2015	03	14044119	BARNES & NOBLE (RIVERSIDE)	\$4,151.52
245028	05/18/2015	03	14044123	CORE KNOWLEDGE FOUNDATION	\$2,931.37
245101	05/19/2015	03	14045412	ALTURA CREDIT UNION	\$51,418.58
245102	05/19/2015	03	14045413	WESTERN MUNICIPAL WATER DISTRICT	\$12,355.41
245105	05/19/2015	03	14045416	THE GAS COMPANY	\$5,220.16
245112	05/19/2015	03	14045423	LAKESHORE LEARNING MATERIALS	\$1,999.02
245120	05/19/2015	03	14045431	APPLE INC.	\$2,742.88
245123	05/19/2015	03	14045434	AARDVARK CLAY	\$3,874.12
245125	05/19/2015	03	14045436	VARSITY BRANDS INC.	\$5,815.27
245144	05/19/2015	03	14045455	STATE OF CA/DEPT. JUSTICE	\$2,118.00
245156	05/19/2015	03	14045467	NICK RAIL MUSIC	\$3,072.77
245189	05/19/2015	03	14045500	REAL VOLLEYBALL, INC.	\$3,420.77
245198	05/19/2015	03	14045508	ULTRASOUND AUDIO INC.	\$4,491.29
245221	05/20/2015	03	14046831	GOPHER SPORT	\$5,561.14
245225	05/20/2015	03	14046835	LANGUAGE CIRCLE ENTERPRISE, INC.	\$2,386.25
245230	05/20/2015	03	14046840	FOLLETT SCHOOL SOLUTIONS, INC.	\$6,415.20
245240	05/20/2015	03	14046850	AREY JONES EDUCATIONAL SOLUTIONS	\$12,239.20
245241	05/20/2015	03	14046851	BARNES & NOBLE (RIVERSIDE)	\$2,208.45
245242	05/20/2015	03	14046852	WEST COAST ARBORISTS, INC.	\$2,000.00
245269	05/20/2015	03	14046879	CITRIX ONLINE, LLC	\$2,678.08
245275	05/20/2015	03	14046885	CR&R INC.	\$5,113.53
245296	05/21/2015	03	14048738	NICK RAIL MUSIC	\$6,869.88
245297	05/26/2015	03	14049884	CCS PRESENTATION SYS	\$3,126.60
245298	05/21/2015	03	14048739	WAXIE SANITARY SUPPLY	\$10,629.40
245301	05/21/2015	03	14048742	G/M BUSINESS INTERIORS	\$12,881.93
245319	05/21/2015	03	14048760	DRESMANN PROMOTIONAL PRODUCTS	\$2,637.60
245337	05/21/2015	03	14048778	APPLE INC.	\$3,004.54
245348	05/21/2015	03	14048789	BAILEY, PETER J.	\$3,400.00
245377	05/22/2015	03	14049559	CDW-G	\$2,050.05
245407	05/26/2015	03	14049885	WESTERN MUNICIPAL WATER DISTRICT	\$2,657.18
245408	05/26/2015	03	14049886	THE GAS COMPANY	\$2,217.51
245416	05/26/2015	03	14049894	ID ACTIVE WEAR, INC.	\$3,726.54
245450	05/26/2015	03	14049928	MUSICAL KIDS	\$2,000.00
245469	05/26/2015	03	14049947	ALL CITY MANAGEMENT SERVICES, INC.	\$2,888.00
245517	05/27/2015	03	14051452	INLAND PRESORT AND MAILING SERVICES	\$3,077.31
245520	05/27/2015	03	14051455	HARRIS, DENNIS L.	\$2,060.00
245528	05/27/2015	03	14051463	NICK RAIL MUSIC	\$3,767.20
245533	05/27/2015	03	14051468	INLAND EMPIRE ARCHITECTURAL SPEC.	\$3,578.00
245535	05/27/2015	03	14051470	JKEAA MUSIC SERVICES, LLC	\$3,962.52
245609	05/28/2015	03	14052436	FIRST AMERICAN TITLE INSURANCE CO	\$150,150.00
245613	05/28/2015	03	14052440	WAXIE SANITARY SUPPLY	\$8,427.67
245622	05/28/2015	03	14052449	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$31,084.19
245623	05/28/2015	03	14052450	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$12,253.73
245644	05/28/2015	03	14052471	CENTRUM SOUND SYSTEM	\$2,939.33
245645	05/28/2015	03	14052472	CDW-G	\$2,999.04
245649	05/28/2015	03	14052476	CCS PRESENTATION SYS	\$2,332.80
245651	05/28/2015	03	14052478	ADVANCED OFFICE	\$3,300.48

245658	05/28/2015	03	14052485	COPYLITE INC	\$2,305.00
245662	05/28/2015	03	14052489	RUSD REVOLVING FUND	\$6,242.35
245718	05/28/2015	03	14052545	UNISOURCE CORPORATION #168300	\$3,301.90
245728	05/29/2015	03	14055483	EDUCATIONAL INNOVATIONS	\$2,603.91
245729	05/29/2015	03	14055484	HERO K12, LLC	\$8,272.58
245731	05/29/2015	03	14055486	ON TARGET VOICE AND DATA, INC.	\$1,632,722.10
245735	05/29/2015	03	14055490	MACKIN EDUCATIONAL RESOURCES	\$3,401.00
245747	05/29/2015	03	14055502	A & H RENTS	\$3,055.00
245749	05/29/2015	03	14055504	ALL CITY MANAGEMENT SERVICES, INC.	\$2,877.17
245769	05/29/2015	03	14055523	SCHOOL OUTFITTERS	\$5,683.12
245777	05/29/2015	03	14055531	AT&T MOBILITY	\$6,376.51
245792	05/29/2015	03	14055546	TROXELL COMMUNICATIONS, INC.	\$3,104.64
245816	06/01/2015	03	14055752	PEARSON EDUCATION, INC.	\$11,811.74
245824	06/01/2015	03	14055760	WESTERN MUNICIPAL WATER DISTRICT	\$2,278.80
245835	06/01/2015	03	14055771	KEY POULAN MUSIC	\$2,075.00
245836	06/01/2015	03	14055772	ON TARGET VOICE AND DATA, INC.	\$5,419.67
245837	06/01/2015	03	14055773	ON TARGET VOICE AND DATA, INC.	\$17,396.02
245838	06/01/2015	03	14055774	ON TARGET VOICE AND DATA, INC.	\$9,238.91
245881	06/01/2015	03	14055817	APPLE INC.	\$7,021.53
245889	06/01/2015	03	14055825	WOODWIND & THE BRASSWIND	\$4,509.00
245896	06/01/2015	03	14055832	SOUTHWEST SCHOOL SUPPLY	\$2,093.04
245898	06/01/2015	03	14055834	SCREEN SURGEONS LLC	\$2,480.00
245901	06/01/2015	03	14055837	SOCCER.COM	\$4,267.86
245918	06/02/2015	03	14057280	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$60,619.53
245923	06/02/2015	03	14057285	HERFF JONES, INC.	\$3,412.75
245927	06/02/2015	03	14057289	APPLE INC.	\$2,033.63
245930	06/02/2015	03	14057292	APPLE INC.	\$5,326.52
245933	06/02/2015	03	14057295	WOW HOBBIES	\$3,093.24
245944	06/02/2015	03	14057305	CANON SOLUTIONS AMERICA, INC.	\$7,290.00
245951	06/02/2015	03	14057312	CDW-G	\$13,032.24
245975	06/02/2015	03	14057336	EDTECHTEAM, INC.	\$3,248.00
245985	06/02/2015	03	14057346	ON TARGET VOICE AND DATA, INC.	\$5,400.00
245994	06/02/2015	03	14057355	TOOLS-R-US, INC.	\$2,368.00
245995	06/02/2015	03	14057356	TROXELL COMMUNICATIONS, INC.	\$3,223.81
245999	06/02/2015	03	14057360	PATHFINDER RANCH	\$13,841.00
246017	06/03/2015	03	14058764	KAP7 INTERNATIONAL	\$4,232.55
246029	06/03/2015	03	14058776	EDUCATIONAL THEATRE ASSOCIATION	\$2,750.00
246032	06/03/2015	03	14058779	NICK RAIL MUSIC	\$4,844.06
246049	06/03/2015	03	14058796	APPLE INC.	\$2,007.92
246059	06/03/2015	03	14058806	LEARNING A-Z	\$10,606.35
246068	06/03/2015	03	14058815	REACH LEADERSHIP ACADEMY	\$40,102.72
246075	06/03/2015	03	14058822	RIVERSIDE COUNTY OFFICE OF ED.	\$7,143.00
246076	06/03/2015	03	14058823	CDW-G	\$20,733.10
246082	06/03/2015	03	14058829	DUNLAP, STEVEN D	\$2,822.12
246125	06/04/2015	03	14059487	AREY JONES EDUCATIONAL SOLUTIONS	\$9,454.06
246127	06/04/2015	03	14059489	VIRCO MANUFACTURING	\$3,126.60
246154	06/04/2015	03	14059515	STUDENT TRANSPORTATION OF AMERICA	\$185,832.87
246155	06/04/2015	03	14059516	STUDENT TRANSPORTATION OF AMERICA	\$83,106.33
246157	06/04/2015	03	14059518	STUDENT TRANSPORTATION OF AMERICA	\$185,552.85
246159	06/04/2015	03	14059520	STUDENT TRANSPORTATION OF AMERICA	\$82,957.67
246163	06/04/2015	03	14059524	ARC SERVICES COMPANY	\$2,120.93
246164	06/04/2015	03	14059525	STUDENT TRANSPORTATION OF AMERICA	\$38,409.01
246166	06/04/2015	03	14059527	STUDENT TRANSPORTATION OF AMERICA	\$16,584.90
246169	06/04/2015	03	14059530	STUDENT TRANSPORTATION OF AMERICA	\$148,728.03
246172	06/04/2015	03	14059533	STUDENT TRANSPORTATION OF AMERICA	\$66,376.18

246174	06/04/2015	03	14059535	STUDENT TRANSPORTATION OF AMERICA	\$183,533.35
246176	06/04/2015	03	14059537	STUDENT TRANSPORTATION OF AMERICA	\$82,876.25
246179	06/04/2015	03	14059540	STUDENT TRANSPORTATION OF AMERICA	\$23,144.41
246180	06/04/2015	03	14059541	STUDENT TRANSPORTATION OF AMERICA	\$15,904.54
246181	06/04/2015	03	14059542	STUDENT TRANSPORTATION OF AMERICA	\$12,591.55
246182	06/04/2015	03	14059543	STUDENT TRANSPORTATION OF AMERICA	\$37,878.85
246183	06/04/2015	03	14059544	STUDENT TRANSPORTATION OF AMERICA	\$34,849.59
246184	06/04/2015	03	14059545	STUDENT TRANSPORTATION OF AMERICA	\$27,171.79
246185	06/04/2015	03	14059546	STUDENT TRANSPORTATION OF AMERICA	\$48,985.15
246191	06/04/2015	03	14059552	SCHOOL HEALTH SERVICES REGISTRY	\$2,771.25
246192	06/04/2015	03	14059553	PIVOT LEARNING PARTNERS	\$14,919.00
246193	06/04/2015	03	14059554	PATHFINDER RANCH	\$5,128.00
246214	06/04/2015	03	14059575	SOCAL OFFICE TECHNOLOGIES INC	\$4,485.25
246216	06/05/2015	03	14060668	WAXIE SANITARY SUPPLY	\$14,591.14
246217	06/05/2015	03	14060669	RUSD REVOLVING FUND	\$8,557.42
246227	06/05/2015	03	14060679	B&H PHOTO	\$8,161.90
246239	06/05/2015	03	14060691	B&H PHOTO	\$3,877.00
246281	06/05/2015	03	14060732	SAN BERNARDINO CO SUPT OF SCH	\$2,000.00
246284	06/05/2015	03	14060735	BOOMERANG PROJECT	\$4,990.00
246297	06/08/2015	03	14062115	GUTIERREZ, JUDITH C.	\$2,000.00
246330	06/08/2015	03	14062147	B&H PHOTO	\$2,346.42
246356	06/08/2015	03	14062173	SUNDOWN WINDOW TINTING	\$15,965.14
246358	06/08/2015	03	14062175	SPINITAR	\$5,160.60
246359	06/08/2015	03	14062176	SPORT CHALET, INC.	\$4,997.27
246365	06/08/2015	03	14062182	SAN BERNARDINO CO SUPT OF SCH	\$4,400.00
246370	06/08/2015	03	14062187	SAN BERNARDINO CO SUPT OF SCH	\$2,800.00
246371	06/08/2015	03	14062188	SAN BERNARDINO CO SUPT OF SCH	\$2,000.00
246374	06/08/2015	03	14062191	SAN BERNARDINO CO SUPT OF SCH	\$2,000.00
246379	06/08/2015	03	14062196	SAN BERNARDINO CO SUPT OF SCH	\$2,000.00
246386	06/08/2015	03	14062203	JOSTENS, INC.	\$3,390.00
246394	06/08/2015	03	14062211	TOUCHBOARDS.COM	\$6,186.23
246405	06/08/2015	03	14062222	GLOBAL DIRECT PARTS	\$2,360.20
246407	06/09/2015	03	14062850	FOLLETT SCHOOL SOLUTIONS, INC.	\$5,936.67
246408	06/09/2015	03	14062851	KEN'S SPORTING GOODS	\$6,717.87
246416	06/09/2015	03	14062859	ADVANCED OFFICE	\$3,546.45
246418	06/09/2015	03	14062861	SOUTHERN CALIFORNIA EDISON CO	\$26,790.96
246423	06/09/2015	03	14062866	WESTERN MUNICIPAL WATER DISTRICT	\$7,402.90
246459	06/09/2015	03	14062902	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$2,508.48
246504	06/09/2015	03	14062947	GOLF CARS OF RIVERSIDE	\$2,009.20
246529	06/09/2015	03	14062971	KEN'S SPORTING GOODS	\$6,056.03
246551	06/10/2015	03	14064971	ELROD FENCE	\$3,590.00
246559	06/10/2015	03	14064978	AVID CENTER	\$3,495.00
246564	06/10/2015	03	14064983	AVID CENTER	\$2,796.00
246571	06/10/2015	03	14064990	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$4,216.86
246572	06/10/2015	03	14064991	COPYLITE INC	\$3,850.50
246596	06/10/2015	03	14065015	STUDENT TRANSPORTATION OF AMERICA	\$178,896.73
246598	06/10/2015	03	14065017	STUDENT TRANSPORTATION OF AMERICA	\$82,971.29
246608	06/10/2015	03	14065027	NICK RAIL MUSIC	\$2,221.34
246610	06/10/2015	03	14065029	RED DRAGON ELECTRIC	\$2,220.00
246648	06/11/2015	03	14065391	WAXIE SANITARY SUPPLY	\$7,746.81
246652	06/11/2015	03	14065395	WESTERN MUNICIPAL WATER DISTRICT	\$13,080.76
246661	06/11/2015	03	14065404	HARRIS, DENNIS L.	\$2,060.00
246668	06/11/2015	03	14065411	HERFF JONES, INC.	\$2,349.31
246677	06/11/2015	03	14065420	AVID CENTER	\$2,796.00
246684	06/11/2015	03	14065427	ALLIED STORAGE CONTAINERS	\$3,466.80

246699	06/11/2015	03	14065442	ACCENTS	\$3,486.56
246708	06/11/2015	03	14065451	RIVERSIDE ART MUSEUM	\$6,300.00
246722	06/11/2015	03	14065465	TOMARK SPORTS INC	\$3,311.31
246755	06/11/2015	03	14065498	NICK RAIL MUSIC	\$3,294.00
246776	06/15/2015	03	14067530	LECTORUM PUBLICATIONS	\$12,571.20
246782	06/15/2015	03	14067536	LECTORUM PUBLICATIONS	\$8,465.04
246784	06/15/2015	03	14067538	AGUA MANSA MRF, LLC	\$12,626.77
246788	06/15/2015	03	14067542	FLOOR TECH AMERICA, INC.	\$102,091.95
246791	06/15/2015	03	14067545	MIKE BROWN GRANDSTANDS	\$5,000.00
246795	06/15/2015	03	14067549	B&H PHOTO	\$5,496.03
246800	06/15/2015	03	14067554	CASCIO INTERSTATE MUSIC	\$4,103.00
246804	06/15/2015	03	14067558	CULVER-NEWLIN INCORPORATED	\$13,951.32
246815	06/15/2015	03	14067569	AVID CENTER	\$2,796.00
246816	06/15/2015	03	14067570	CLOVER ENTERPRISES	\$2,617.14
246826	06/15/2015	03	14067580	ALL CITY MANAGEMENT SERVICES, INC.	\$2,888.00
246835	06/15/2015	03	14067589	PIVOT LEARNING PARTNERS	\$20,331.00
246846	06/15/2015	03	14067600	PATHFINDER RANCH	\$14,953.00
246853	06/15/2015	03	14067607	UCR REGENTS	\$70,000.00
246863	06/15/2015	03	14067617	RIDDELL/ ALL AMERICAN SPORTS GROUP	\$7,754.79
246864	06/15/2015	03	14067618	PEARSON EDUCATION, INC.	\$28,174.44
246887	06/16/2015	03	14069222	FULL SPECTRUM EDUCATIONAL SERVICES	\$2,700.00
246902	06/16/2015	03	14069237	APPLE INC.	\$2,555.26
246908	06/16/2015	03	14069243	WENGER CORPORATION	\$2,033.21
246910	06/16/2015	03	14069245	VARSITY SPIRIT LLC DBA UNITED SPIRIT ASSOCIATION	\$3,024.00
246916	06/16/2015	03	14069251	STUDENT TRANSPORTATION OF AMERICA	\$150,116.17
246917	06/16/2015	03	14069252	STUDENT TRANSPORTATION OF AMERICA	\$66,080.28
246928	06/16/2015	03	14069263	CROP PRODUCTION SERVICES, INC.	\$2,009.89
246929	06/16/2015	03	14069264	WOODWIND & THE BRASSWIND	\$3,007.80
246939	06/16/2015	03	14069274	ACSA	\$5,430.00
246940	06/16/2015	03	14069275	ACSA	\$9,060.00
246942	06/16/2015	03	14069277	WOODWIND & THE BRASSWIND	\$13,365.52
246943	06/16/2015	03	14069278	STATE OF CA/DEPT. JUSTICE	\$2,005.00
246946	06/16/2015	03	14069281	SOUTHERN ALUMINUM	\$3,373.60
246947	06/16/2015	03	14069282	YOUM-TZIB SOFTWARE SOLUTIONS, INC.	\$3,000.00
246952	06/16/2015	03	14069287	SAN BERNARDINO CO SUPT OF SCH	\$2,800.00
246961	06/16/2015	03	14069296	SOCAL OFFICE TECHNOLOGIES INC	\$8,970.50
246972	06/16/2015	03	14069306	PEAK EXPECTATIONS, INC.	\$2,262.39
246974	06/17/2015	03	14069919	ATKINSON, ANDELSON, LOYA, RUUD &	\$15,735.67
246987	06/17/2015	03	14069932	INTERNATIONAL E-Z UP, INC.	\$3,109.93
246990	06/17/2015	03	14069935	FOLLETT SCHOOL SOLUTIONS, INC.	\$2,817.05
246993	06/17/2015	03	14069938	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$39,445.34
246999	06/17/2015	03	14069944	THE BODINE GROUP	\$18,589.68
247004	06/17/2015	03	14069949	APPLE INC.	\$2,573.39
247006	06/17/2015	03	14069951	APPLE INC.	\$2,204.27
247011	06/17/2015	03	14069956	AREY JONES EDUCATIONAL SOLUTIONS	\$5,076.75
247012	06/17/2015	03	14069957	CLASSIC TENTS	\$2,900.00
247019	06/17/2015	03	14069964	FOLLETT SCHOOL SOLUTIONS, INC.	\$9,998.07
247035	06/17/2015	03	14069980	JOSTENS, INC.	\$2,617.87
247046	06/18/2015	03	14072486	WAXIE SANITARY SUPPLY	\$9,104.55
247047	06/18/2015	03	14072487	AREY JONES EDUCATIONAL SOLUTIONS	\$2,394.80
247048	06/18/2015	03	14072488	VICTORY BRANDING AND PROMOTIONS	\$2,879.82
247069	06/18/2015	03	14072509	MACLAUGHLIN, BARBARA E	\$3,035.96
247085	06/18/2015	03	14072525	KEN'S SPORTING GOODS	\$3,298.86
247086	06/18/2015	03	14072526	KEN'S SPORTING GOODS	\$2,514.19
247097	06/18/2015	03	14072537	PRESS ENTERPRISE	\$4,892.00

247099	06/18/2015	03	14072539	PRESS ENTERPRISE	\$2,464.00
247101	06/18/2015	03	14072541	TEACHER CREATED MATERIALS	\$5,722.74
247103	06/18/2015	03	14072543	PETZ, MICHAEL ANDREW	\$3,483.27
247107	06/18/2015	03	14072547	THE THEATRE COMPANY	\$3,500.00
247113	06/19/2015	03	14073194	THE GAS COMPANY	\$2,598.12
247119	06/19/2015	03	14073200	HERO K12, LLC	\$11,239.56
247146	06/19/2015	03	14073227	K-12 SPECIALTIES, INC.	\$27,153.79
247148	06/19/2015	03	14073229	WESTERN MUNICIPAL WATER DISTRICT	\$2,558.52
247157	06/19/2015	03	14073238	CLOVER ENTERPRISES	\$2,469.00
247173	06/19/2015	03	14073253	URIBE PRINTING	\$5,274.75
247174	06/19/2015	03	14073254	WEST COAST ARBORISTS, INC.	\$2,628.00
247187	06/19/2015	03	14073267	ADVANCED OFFICE	\$8,424.00
247204	06/19/2015	03	14073284	DALKE & SONS CONSTRUCTION, INC.	\$20,816.00
247217	06/19/2015	03	14073297	US POSTAL SERVICE	\$50,000.00
247220	06/22/2015	03	14073393	JOSTENS, INC.	\$14,229.00
247242	06/22/2015	03	14073414	GARDENA VALLEY NEWS	\$3,921.64
247280	06/22/2015	03	14073452	CULVER-NEWLIN INCORPORATED	\$6,417.53
247291	06/22/2015	03	14073463	STUDENT TRANSPORTATION OF AMERICA	\$18,149.99
247293	06/22/2015	03	14073465	STUDENT TRANSPORTATION OF AMERICA	\$18,300.49
247294	06/22/2015	03	14073466	STUDENT TRANSPORTATION OF AMERICA	\$26,568.81
247303	06/22/2015	03	14073475	AMPLIFIED IT LLC	\$6,200.00
247315	06/22/2015	03	14073487	KNORR SYSTEMS INC.	\$6,151.12
247338	06/22/2015	03	14073510	SOKIKOM	\$2,580.00
247339	06/23/2015	03	14075152	ALTURA CREDIT UNION	\$59,761.82
247341	06/23/2015	03	14075153	KNIGHT, ROBERT C.	\$4,638.00
247342	06/23/2015	03	14075154	LAWN TECH EQUIPMENT CO	\$14,345.64
247345	06/23/2015	03	14075157	KNIGHT, ROBERT C.	\$7,360.00
247348	06/23/2015	03	14075160	KNIGHT, ROBERT C.	\$9,219.00
247349	06/23/2015	03	14075161	XEROX CORPORATION	\$2,071.04
247350	06/23/2015	03	14075162	WESTERN MUNICIPAL WATER DISTRICT	\$2,580.05
247365	06/23/2015	03	14075177	HOME DEPOT	\$2,490.12
247373	06/23/2015	03	14075185	M3 ROCK N' TALK, INC.	\$2,750.00
247377	06/23/2015	03	14075189	THE BRISTOL HOTEL	\$5,366.40
247379	06/23/2015	03	14075191	SPECIAL EVENT HOLDING, INC.	\$18,210.57
247382	06/23/2015	03	14075194	JOSTENS, INC.	\$12,244.56
247384	06/23/2015	03	14075195	JOSTENS, INC.	\$3,849.90
247395	06/23/2015	03	14075206	JOSTENS, INC.	\$8,834.40
247407	06/23/2015	03	14075218	THE GAS COMPANY	\$2,091.25
247457	06/23/2015	03	14075268	SAM ASH QUICKSHIP CORP.	\$5,239.28
247479	06/24/2015	03	14075873	ROBERTSON INDUSTRIES, INC	\$2,903.59
247491	06/24/2015	03	14075885	STUDENT TRANSPORTATION OF AMERICA	\$50,846.26
247492	06/24/2015	03	14075886	STUDENT TRANSPORTATION OF AMERICA	\$16,022.55
247500	06/24/2015	03	14075894	PIP PRINTING	\$2,692.82
247514	06/24/2015	03	14075908	LAWN MOWER CENTER	\$5,421.24
247527	06/24/2015	03	14075921	ALL CITY MANAGEMENT SERVICES, INC.	\$3,754.40
247531	06/24/2015	03	14075925	AVID CENTER	\$5,592.00
247541	06/24/2015	03	14075935	DATA IMPRESSIONS	\$148,917.84
247543	06/24/2015	03	14075937	KEN'S SPORTING GOODS	\$2,977.74
247545	06/24/2015	03	14075939	KEN'S SPORTING GOODS	\$2,099.34
247549	06/24/2015	03	14075943	CULVER-NEWLIN INCORPORATED	\$2,506.79
247576	06/25/2015	03	14077069	EMPIRE TRUCK REPAIR, INC.	\$10,259.60
247601	06/25/2015	03	14077093	WAXIE SANITARY SUPPLY	\$9,871.23
247606	06/25/2015	03	14077098	CLOVER ENTERPRISES	\$2,641.83
247618	06/25/2015	03	14077110	AVID CENTER	\$3,495.00
247732	06/29/2015	03	14080817	FIESTA VILLAGE	\$3,522.40

247741	06/29/2015	03	14080826	US GAMES	\$5,345.69
247745	06/29/2015	03	14080830	SPICERS PAPER	\$3,564.00
247747	06/29/2015	03	14080832	MARTIN LUTHER KING ASB	\$15,000.00
247754	06/29/2015	03	14080838	HARVARD UNIVERSITY	\$3,895.00
247761	06/29/2015	03	14080845	RAMONA HIGH, UNITED STUDENTS OF	\$15,000.00
247762	06/29/2015	03	14080846	AREY JONES EDUCATIONAL SOLUTIONS	\$2,421.81
247772	06/29/2015	03	14080856	HERO K12, LLC	\$12,977.00
247784	06/29/2015	03	14080868	HERO K12, LLC	\$8,704.80
247825	06/29/2015	03	14080909	FEDERAL EXPRESS CORPORATION	\$2,980.31
247829	06/29/2015	03	14080913	TEXTBOOK WAREHOUSE	\$2,198.23
247831	06/29/2015	03	14080915	SAN BERNARDINO CO SUPT OF SCH	\$2,800.00
247836	06/29/2015	03	14080920	HERFF JONES, INC.	\$2,496.40
247843	06/29/2015	03	14080927	HERFF JONES, INC.	\$3,003.38
247853	06/29/2015	03	14080937	SHRED-IT	\$2,454.00
247870	06/29/2015	03	14080954	PIVOT LEARNING PARTNERS	\$14,067.00
247881	06/29/2015	03	14080965	LOWE'S	\$2,310.25
247883	06/29/2015	03	14080967	LOWE'S	\$3,271.13
247884	07/01/2015	03	14082589	FRONTLINE TECHNOLOGIES GROUP, LLC	\$37,364.00
247899	07/01/2015	03	14082604	DATA IMPRESSIONS	\$4,050.00
247926	07/01/2015	03	14082631	ARC SERVICES COMPANY	\$18,142.75
247937	07/01/2015	03	14082642	CR&R INC.	\$7,833.55
247941	07/01/2015	03	14082646	WESTERN MUNICIPAL WATER DISTRICT	\$11,450.40
247944	07/01/2015	03	14082648	PARADISE GARDEN CENTER, INC.	\$9,452.70
247945	07/01/2015	03	14082649	PARADISE GARDEN CENTER, INC.	\$2,014.20
247954	07/01/2015	03	14082658	FLOOR TECH AMERICA, INC.	\$22,294.51
247959	07/01/2015	03	14082663	CCS PRESENTATION SYS	\$4,747.68
247987	07/01/2015	03	14082691	JOSTENS, INC.	\$3,849.90
247991	07/02/2015	03	14082896	HARVARD UNIVERSITY	\$3,895.00
247992	07/02/2015	03	14082897	FAGEN FRIEDMAN & FULFROST, LLP	\$9,000.60
247995	07/02/2015	03	14082900	FLOOR TECH AMERICA, INC.	\$2,437.60
247998	07/02/2015	03	14082903	ORANGE COUNTY DEPT OF EDUCATION	\$5,370.00
247999	07/02/2015	03	14082904	STUDENT TRANSPORTATION OF AMERICA	\$4,039.23
248000	07/02/2015	03	14082905	STUDENT TRANSPORTATION OF AMERICA	\$22,611.86
248001	07/02/2015	03	14082906	STUDENT TRANSPORTATION OF AMERICA	\$28,396.15
248002	07/02/2015	03	14082907	STUDENT TRANSPORTATION OF AMERICA	\$29,394.59
248003	07/02/2015	03	14082908	STUDENT TRANSPORTATION OF AMERICA	\$39,115.07
248004	07/02/2015	03	14082909	STUDENT TRANSPORTATION OF AMERICA	\$134,065.11
248005	07/02/2015	03	14082910	STUDENT TRANSPORTATION OF AMERICA	\$184,905.17
248008	07/02/2015	03	14082913	STUDENT TRANSPORTATION OF AMERICA	\$82,976.11
248009	07/02/2015	03	14082914	STUDENT TRANSPORTATION OF AMERICA	\$65,992.87
248015	07/02/2015	03	14082920	SOFITEL PHILADELPHIA	\$12,283.62
248020	07/02/2015	03	14082925	SAN MAR	\$5,760.41
248035	07/02/2015	03	14082940	SDSU RESEARCH FOUNDATION	\$2,050.00
248041	07/02/2015	03	14082946	WAXIE SANITARY SUPPLY	\$6,136.35
248044	07/02/2015	03	14082949	SAN BERNARDINO CO SUPT OF SCH	\$4,000.00
248049	07/02/2015	03	14082954	PATHFINDER RANCH	\$3,000.00
248050	07/02/2015	03	14082955	CM SCHOOL SUPPLY	\$4,889.54
TOTAL FOR FUND 03					\$6,507,927.92

GENERAL FUND RESTRICTED 06

244988	05/18/2015	06	14044083	SAN DIEGO MARRIOTT MISSION VALLEY	\$6,161.30
244992	05/18/2015	06	14044087	DR. JANET KOHTZ	\$2,560.00
244994	05/18/2015	06	14044089	HOPE, INC.	\$3,030.29
244995	05/18/2015	06	14044090	MACKIN EDUCATIONAL RESOURCES	\$3,612.54
244996	05/18/2015	06	14044091	HOUGHTON MIFFLIN CO.	\$7,416.90
244998	05/18/2015	06	14044093	HOUGHTON MIFFLIN CO.	\$6,522.90
244999	05/18/2015	06	14044094	RIVERSIDE PUBLISHING CO.	\$9,653.15
245002	05/18/2015	06	14044097	GEARY PACIFIC	\$6,868.80
245004	05/18/2015	06	14044099	MACKIN EDUCATIONAL RESOURCES	\$4,000.00
245012	05/18/2015	06	14044107	A.C.C.E.S.S., INC.	\$14,536.50
245013	05/18/2015	06	14044108	WALTERS WHOLESALE ELECTRIC	\$2,442.65
245015	05/18/2015	06	14044110	DBQ COMPANY	\$4,266.00
245017	05/18/2015	06	14044112	BLEEKER GLASS	\$4,997.22
245046	05/18/2015	06	14044141	B&H PHOTO	\$3,202.86
245058	05/18/2015	06	14044153	BONNETT IRRIGATION	\$9,133.11
245108	05/19/2015	06	14045419	LEARNING PLUS ASSOCIATES	\$22,654.88
245149	05/19/2015	06	14045460	ACADEMIC GOALS, INC.	\$3,540.33
245193	05/19/2015	06	14045503	PSYCHOLOGICAL ASSESSMENT RESOURCES	\$2,703.00
245207	05/20/2015	06	14046817	HIGH TECH IRRIGATION, INC.	\$4,167.45
245219	05/20/2015	06	14046829	#1 EDUCANDO CON TABLETAS	\$4,422.90
245224	05/20/2015	06	14046834	MAX CASES	\$2,946.00
245234	05/20/2015	06	14046844	INLAND LIGHTING SUPPLIES INC	\$10,002.96
245239	05/20/2015	06	14046849	CAPSTONE	\$8,515.50
245246	05/20/2015	06	14046856	LEARNING PLUS ASSOCIATES	\$121,565.60
245255	05/20/2015	06	14046865	DOCTRINA TUTORING	\$48,711.60
245256	05/20/2015	06	14046866	ACHIEVEMENT MATTERS, INC.	\$5,957.30
245257	05/20/2015	06	14046867	AMERICAN TECHNOLOGIES	\$8,579.56
245300	05/21/2015	06	14048741	LEADING EDGE LEARNING CENTER LLC	\$7,762.23
245306	05/21/2015	06	14048747	GRILLO'S FILTER SALES	\$2,654.65
245309	05/21/2015	06	14048750	HUBBARD, PETER AND LISA	\$34,120.00
245312	05/21/2015	06	14048753	MACKIN EDUCATIONAL RESOURCES	\$4,000.00
245316	05/21/2015	06	14048757	GOPHER SPORT	\$19,548.08
245323	05/21/2015	06	14048764	ACHIEVE SUCCESS, LLC	\$2,898.00
245327	05/21/2015	06	14048768	COMMERCIAL DOOR COMPANY, INC.	\$6,084.20
245338	05/21/2015	06	14048779	APPLE INC.	\$2,951.63
245340	05/21/2015	06	14048781	WAXIE SANITARY SUPPLY	\$9,828.17
245352	05/21/2015	06	14048793	ACCENT FLAG & SIGN SERVICE	\$3,748.60
245383	05/22/2015	06	14049565	ARDOR HEALTH SOLUTIONS	\$9,310.00
245411	05/26/2015	06	14049889	FOLLETT SCHOOL SOLUTIONS, INC.	\$4,985.38
245419	05/26/2015	06	14049897	WESTERN PSYCHOLOGICAL SERVICES	\$23,433.30
245459	05/26/2015	06	14049937	HANSON-PRICE, KAREN	\$5,000.00
245461	05/26/2015	06	14049939	HARRIS, DENNIS L.	\$2,060.00
245510	05/26/2015	06	14049988	ONE ON ONE LEARNING CORP.	\$12,380.08
245527	05/27/2015	06	14051462	ID WHOLESALER	\$3,952.87
245546	05/27/2015	06	14051481	CODY EDUCATIONAL ENTERPRISES, INC.	\$11,727.38
245560	05/27/2015	06	14051492	CENTER FOR AUTISM C.A.R.D.	\$7,397.88
245563	05/27/2015	06	14051495	CENTER FOR AUTISM C.A.R.D.	\$15,323.31
245567	05/27/2015	06	14051499	APPLIED BEHAVIOR CONSULTANTS, INC.	\$13,634.83
245606	05/27/2015	06	14051538	SUNTEX INTERNATIONAL	\$3,427.20

245618	05/28/2015	06	14052445	COYNE & ASSOCIATES EDUCATION CORP.	\$10,492.91
245619	05/28/2015	06	14052446	COYNE & ASSOCIATES EDUCATION CORP.	\$16,527.35
245647	05/28/2015	06	14052474	CDW-G	\$4,068.11
245653	05/28/2015	06	14052480	ABC SCHOOL EQUIPMENT, INC.	\$2,225.44
245669	05/28/2015	06	14052496	RISE INTERPRETING, INC.	\$13,930.00
245670	05/28/2015	06	14052497	CAROLYN E. WYLIE CENTER	\$7,000.00
245673	05/28/2015	06	14052500	RIVERSIDE ARTS COUNCIL	\$7,927.27
245675	05/28/2015	06	14052502	PRISTINE REHAB CARE	\$11,400.00
245678	05/28/2015	06	14052505	STARTING GATE EDUCATIONAL SERVICES	\$121,474.14
245687	05/28/2015	06	14052514	SCHOOL BASED REIMBURSEMENT PARTNERS LLC	\$15,117.04
245691	05/28/2015	06	14052518	SOCO GROUP, INC.	\$24,061.71
245727	05/29/2015	06	14055482	HEWLETT PACKARD-STL GOVT. SALES	\$2,333.04
245738	05/29/2015	06	14055493	ADVANCED MANUFACTURING TECHNIQUES INC.	\$2,985.00
245744	05/29/2015	06	14055499	CAROLYN E. WYLIE CENTER	\$2,669.00
245750	05/29/2015	06	14055505	BEST BUY GOV LLC	\$2,964.92
245767	05/29/2015	06	14055521	AREY JONES EDUCATIONAL SOLUTIONS	\$10,854.66
245778	05/29/2015	06	14055532	PRO ED	\$5,140.80
245784	05/29/2015	06	14055538	!! 1A1TUTORIA TABLET COMPUTER !!	\$2,500.00
245786	05/29/2015	06	14055540	WALTERS WHOLESALE ELECTRIC	\$6,092.48
245802	05/29/2015	06	14055556	INLAND LIGHTING SUPPLIES INC	\$8,174.52
245808	05/29/2015	06	14055562	GRILLO'S FILTER SALES	\$2,591.33
245815	06/01/2015	06	14055751	ELROD FENCE	\$3,215.70
245817	06/01/2015	06	14055753	PEARSON ASSESSMENTS	\$7,227.42
245841	06/01/2015	06	14055777	RISE INTERPRETING, INC.	\$10,335.00
245850	06/01/2015	06	14055786	ASPIRAR A LA EDUCACION	\$5,631.55
245851	06/01/2015	06	14055787	DOCTRINA TUTORING	\$2,486.70
245852	06/01/2015	06	14055788	ACADEMIC GOALS, INC.	\$2,708.31
245853	06/01/2015	06	14055789	A BETTER TOMORROW EDUCATION	\$3,976.31
245857	06/01/2015	06	14055793	TODD PIPE & SUPPLY	\$4,292.26
245877	06/01/2015	06	14055813	PRO ED	\$6,439.50
245879	06/01/2015	06	14055815	APPLE INC.	\$4,893.84
245886	06/01/2015	06	14055822	SIGLER WHOLESALE DISTRIBUTORS	\$2,690.31
245887	06/01/2015	06	14055823	SIGLER WHOLESALE DISTRIBUTORS	\$2,511.01
245920	06/02/2015	06	14057282	ONE ON ONE LEARNING CORP.	\$5,647.90
245928	06/02/2015	06	14057290	APPLE INC.	\$2,024.91
245929	06/02/2015	06	14057291	APPLE INC.	\$4,015.84
245931	06/02/2015	06	14057293	APPLE INC.	\$3,367.84
245939	06/02/2015	06	14057300	AMTECH ELEVATORS	\$3,531.69
245948	06/02/2015	06	14057309	DORIS PEREZ INTERPRETING	\$3,600.00
245960	06/02/2015	06	14057321	UP & MOVIN' PEDIATRIC PHYSICAL THERAPY PC	\$10,339.40
245965	06/02/2015	06	14057326	TMA SYSTEMS, LLC	\$6,500.00
245973	06/02/2015	06	14057334	AVID CENTER	\$4,893.00
246041	06/03/2015	06	14058788	ONE ON ONE LEARNING CORP.	\$5,684.80
246042	06/03/2015	06	14058789	OXFORD TUTORING, INC.	\$7,033.14
246043	06/03/2015	06	14058790	LEARN IT ONLINE, LLC	\$25,746.30
246044	06/03/2015	06	14058791	MILESTONES FAMILY LEARNING CENTER	\$2,100.00
246045	06/03/2015	06	14058792	! # 1 TOUCH-SCREEN TABLET COMPUTER TUTORING	\$3,876.80
246046	06/03/2015	06	14058793	! #1 WE CAN QUERER ES PODER WITH NOOK TABLETS!!	\$3,266.63
246047	06/03/2015	06	14058794	FUTURE STARS TUTORING SERVICES CENTER	\$5,885.60
246060	06/03/2015	06	14058807	ARDOR HEALTH SOLUTIONS	\$2,625.00
246066	06/03/2015	06	14058813	CDW-G	\$4,442.81

246078	06/03/2015	06	14058825	BASIC EDUCATIONAL SERVICES TEAM, INC.	\$2,543.75
246080	06/03/2015	06	14058827	CLUB Z! IN-HOME TUTORING SERVICES, INC.	\$5,273.60
246083	06/03/2015	06	14058830	A TO Z IN-HOME TUTORING, LLC	\$2,029.48
246085	06/03/2015	06	14058832	!!! APPLE IPAD & ANDROID TABLET TUTORING !!!	\$7,514.10
246090	06/03/2015	06	14058837	ACHIEVEMENT MATTERS, INC.	\$6,061.60
246120	06/03/2015	06	14058867	GOPHER SPORT	\$3,456.10
246121	06/03/2015	06	14058868	GOPHER SPORT	\$3,456.10
246187	06/04/2015	06	14059548	SOMERSET EDUCATIONAL SERVICES INC.	\$16,650.54
246190	06/04/2015	06	14059551	SOCO GROUP, INC.	\$12,929.83
246195	06/04/2015	06	14059556	AUTISM BEHAVIOR CONSULTANTS	\$25,580.96
246198	06/04/2015	06	14059559	AUTISM BEHAVIOR CONSULTANTS	\$6,102.56
246200	06/04/2015	06	14059561	AUTISM BEHAVIOR CONSULTANTS	\$6,576.77
246203	06/04/2015	06	14059564	AUTISM BEHAVIOR CONSULTANTS	\$16,222.88
246208	06/04/2015	06	14059569	SMARDAN SUPPLY CO.	\$2,719.91
246215	06/04/2015	06	14059576	SCHOLASTIC, INC.	\$16,645.25
246219	06/05/2015	06	14060671	RIVERSIDE, CITY OF	\$20,067.79
246220	06/05/2015	06	14060672	PROJECT KIND	\$50,000.00
246221	06/05/2015	06	14060673	RUSSO, FLECK AND ASSOCIATES	\$45,256.00
246222	06/05/2015	06	14060674	BEST BUY GOV LLC	\$17,769.70
246223	06/05/2015	06	14060675	PORT VIEW PREPARATORY, INC.	\$22,371.40
246225	06/05/2015	06	14060677	PROFESSIONAL TUTORS OF AMERICA	\$4,598.20
246242	06/05/2015	06	14060694	PPG ARCHITECTURAL FINISHES, INC.	\$3,450.23
246243	06/05/2015	06	14060695	PARKHOUSE TIRE, INC.	\$2,433.17
246250	06/05/2015	06	14060702	APPLE INC.	\$3,277.46
246259	06/05/2015	06	14060711	AUTISM BEHAVIOR CONSULTANTS	\$5,660.36
246263	06/05/2015	06	14060714	AUTISM BEHAVIOR CONSULTANTS	\$5,788.46
246267	06/05/2015	06	14060718	PEARSON EDUCATION, INC.	\$5,385.77
246268	06/05/2015	06	14060719	AUTISM BEHAVIOR CONSULTANTS	\$13,533.76
246272	06/05/2015	06	14060723	AUTISM BEHAVIOR CONSULTANTS	\$16,563.05
246275	06/05/2015	06	14060726	AUTISM BEHAVIOR CONSULTANTS	\$10,570.44
246291	06/05/2015	06	14060742	PERSONALIZE LEARNING, LLC	\$2,850.00
246296	06/05/2015	06	14060747	TANGRAM, TANGRAM INTERIORS, TANGRAM ONSITE,	\$3,332.23
246299	06/08/2015	06	14062117	HOPE4FAMILIES	\$3,000.00
246381	06/08/2015	06	14062198	NO EXCUSES UNIVERSITY	\$4,050.00
246402	06/08/2015	06	14062219	PACIFIC PEDIATRIC SUPPLY, LLC	\$2,096.82
246406	06/08/2015	06	14062223	GOPHER SPORT	\$3,456.10
246429	06/09/2015	06	14062872	WALTERS WHOLESALE ELECTRIC	\$5,955.28
246437	06/09/2015	06	14062880	WALTERS WHOLESALE ELECTRIC	\$5,966.89
246439	06/09/2015	06	14062882	ARDOR HEALTH SOLUTIONS	\$2,625.00
246445	06/09/2015	06	14062888	SYLVAN LEARNING	\$8,787.60
246446	06/09/2015	06	14062889	WATERLINE TECHNOLOGIES, INC.	\$2,566.89
246449	06/09/2015	06	14062892	BRIGHT FUTURES ACADEMY LLC	\$99,919.71
246456	06/09/2015	06	14062899	CENTER FOR AUTISM C.A.R.D.	\$18,059.96
246508	06/09/2015	06	14062951	MIND STREAMS EDUCATION, LLC	\$7,422.73
246523	06/09/2015	06	14062965	UNIVERSITY OF SAN DIEGO	\$2,770.00
246524	06/09/2015	06	14062966	THERAPRO	\$11,138.55
246546	06/10/2015	06	14064966	MEDLEY FIRE PROTECTION, INC.	\$3,620.88
246556	06/10/2015	06	14064975	MILESTONES FAMILY LEARNING CENTER	\$6,828.90
246557	06/10/2015	06	14064976	OAK GROVE INSTITUTE	\$7,537.09
246558	06/10/2015	06	14064977	OAK GROVE INSTITUTE	\$4,708.62
246563	06/10/2015	06	14064982	CAROLYN E. WYLIE CENTER	\$7,000.00

246582	06/10/2015	06	14065001	AIRWOLF 3D	\$4,439.60
246588	06/10/2015	06	14065007	RIVERSIDE ARTS COUNCIL	\$9,035.62
246589	06/10/2015	06	14065008	SOCO GROUP, INC.	\$3,771.82
246592	06/10/2015	06	14065011	HOPE, INC.	\$3,827.56
246609	06/10/2015	06	14065028	GOPHER SPORT	\$15,874.72
246614	06/10/2015	06	14065033	GOPHER SPORT	\$3,456.10
246620	06/10/2015	06	14065038	BOYS & GIRLS CLUBS OF GREATER REDLANDS-RIVERSIDE	\$15,587.47
246621	06/10/2015	06	14065039	BLACKBOARD COLLABORATE INC.	\$2,850.00
246627	06/10/2015	06	14065045	SWEETWATER SOUND, INC.	\$31,732.92
246633	06/10/2015	06	14065051	POSTER STUDIO EXPRESS	\$4,995.00
246670	06/11/2015	06	14065413	APPLIED BEHAVIOR CONSULTANTS, INC.	\$11,482.70
246689	06/11/2015	06	14065432	WASSERMAN, KELLI	\$2,956.25
246706	06/11/2015	06	14065449	PUBLIC WORKS GROUP	\$11,694.00
246707	06/11/2015	06	14065450	UROK LEARNING INSTITUTE	\$2,817.11
246742	06/11/2015	06	14065485	5M CONTRACTING	\$3,672.00
246747	06/11/2015	06	14065490	NATIONAL ACADEMY OF SCIENCES	\$4,132.10
246806	06/15/2015	06	14067560	MIJAC ALARM	\$9,693.75
246807	06/15/2015	06	14067561	DR. JANET KOHTZ	\$2,370.00
246810	06/15/2015	06	14067564	HARRIS, DENNIS L.	\$2,060.00
246830	06/15/2015	06	14067584	RIVERSIDE, CITY OF	\$27,439.00
246833	06/15/2015	06	14067587	UCR REGENTS	\$24,666.00
246850	06/15/2015	06	14067604	UCR REGENTS	\$14,000.00
246854	06/15/2015	06	14067608	UCR REGENTS	\$42,000.00
246872	06/16/2015	06	14069207	HOUGHTON MIFFLIN CO.	\$5,148.36
246875	06/16/2015	06	14069210	GEARY PACIFIC	\$2,473.64
246876	06/16/2015	06	14069211	GEARY PACIFIC	\$3,784.14
246881	06/16/2015	06	14069216	BEST, BEST, & KRIEGER, LLP	\$36,803.33
246882	06/16/2015	06	14069217	HOUGHTON MIFFLIN CO.	\$5,044.35
246883	06/16/2015	06	14069218	HOUGHTON MIFFLIN CO.	\$5,001.26
246884	06/16/2015	06	14069219	HOUGHTON MIFFLIN CO.	\$7,631.17
246894	06/16/2015	06	14069229	CATAPULT LEARNING WEST, LLC	\$13,393.08
246903	06/16/2015	06	14069238	APPLE INC.	\$5,287.16
246905	06/16/2015	06	14069240	AREY JONES EDUCATIONAL SOLUTIONS	\$3,919.50
246907	06/16/2015	06	14069242	WATERLINE TECHNOLOGIES, INC.	\$2,390.26
246924	06/16/2015	06	14069259	SOCO GROUP, INC.	\$11,576.46
246930	06/16/2015	06	14069265	ON TARGET	\$3,913.87
246931	06/16/2015	06	14069266	RUSSO, FLECK AND ASSOCIATES	\$46,390.00
246932	06/16/2015	06	14069267	AMTECH ELEVATORS	\$2,714.40
246941	06/16/2015	06	14069276	SMARDAN SUPPLY CO.	\$3,656.90
246949	06/16/2015	06	14069284	COAST 2 COAST COACHING	\$4,800.00
246954	06/16/2015	06	14069289	PATHWAY COMMUNICATIONS LTD	\$3,805.13
246964	06/16/2015	06	14069298	PROGRESSIVE EDUCATIONAL SYSTEMS	\$5,465.72
246969	06/16/2015	06	14069303	ARDOR HEALTH SOLUTIONS	\$2,100.00
246973	06/17/2015	06	14069918	ONE ON ONE LEARNING CORP.	\$6,192.66
246975	06/17/2015	06	14069920	PEARSON ASSESSMENTS	\$16,800.00
246976	06/17/2015	06	14069921	PEARSON	\$11,327.12
246984	06/17/2015	06	14069929	PLAXTON - HENNINGS, CHARITY DR.	\$9,000.00
246985	06/17/2015	06	14069930	PEARSON ASSESSMENTS	\$7,644.00
246991	06/17/2015	06	14069936	AVID CENTER	\$7,689.00
246995	06/17/2015	06	14069940	B&H PHOTO	\$4,297.00
246997	06/17/2015	06	14069942	FOLLETT SCHOOL SOLUTIONS, INC.	\$4,698.06

246998	06/17/2015	06	14069943	AAA ELECTRIC MOTOR SALES	\$5,665.46
247000	06/17/2015	06	14069945	APPLE INC.	\$9,943.04
247003	06/17/2015	06	14069948	ACADEMIC GOALS, INC.	\$4,890.24
247017	06/17/2015	06	14069962	AREY JONES EDUCATIONAL SOLUTIONS	\$7,823.64
247024	06/17/2015	06	14069969	BOYS & GIRLS CLUBS OF GREATER REDLANDS-RIVERSIDE	\$55,888.45
247031	06/17/2015	06	14069976	MCGRAW HILL	\$4,992.19
247044	06/17/2015	06	14069989	SPORTS FACILITIES GROUP, INC.	\$2,390.00
247100	06/18/2015	06	14072540	PRO ED	\$18,953.00
247123	06/19/2015	06	14073204	ONE ON ONE LEARNING CORP.	\$3,576.24
247167	06/19/2015	06	14073248	APPLE INC.	\$3,607.56
247184	06/19/2015	06	14073264	CIRCLE CITY ELECTRIC	\$5,500.00
247195	06/19/2015	06	14073275	TODD PIPE & SUPPLY	\$4,284.70
247198	06/19/2015	06	14073278	TRI-ED/NORTHERN VIDEO DISTRIBUTION	\$2,496.13
247201	06/19/2015	06	14073281	ARDOR HEALTH SOLUTIONS	\$2,625.00
247211	06/19/2015	06	14073291	UCR REGENTS	\$2,250.00
247227	06/22/2015	06	14073400	HOME DEPOT	\$3,309.34
247232	06/22/2015	06	14073405	AREY JONES EDUCATIONAL SOLUTIONS	\$10,158.08
247252	06/22/2015	06	14073424	RAGUZI, ALEXANDER	\$7,000.00
247259	06/22/2015	06	14073431	SOCO GROUP, INC.	\$3,457.45
247276	06/22/2015	06	14073448	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$11,327.28
247288	06/22/2015	06	14073460	SENSEABILITIES, SPEECH-LANGUAGE PATHOLOGY, INC.	\$6,740.00
247301	06/22/2015	06	14073473	RIVERSIDE COUNTY OFFICE OF ED.	\$4,255.60
247366	06/23/2015	06	14075178	HOME DEPOT	\$2,052.23
247369	06/23/2015	06	14075181	PRO AUDIO VIDEO, INC.	\$15,889.48
247374	06/23/2015	06	14075186	CREATIVE SOLUTIONS FOR HOPE	\$2,025.00
247381	06/23/2015	06	14075193	APPLE INC.	\$7,277.05
247386	06/23/2015	06	14075197	APPLE INC.	\$6,952.24
247388	06/23/2015	06	14075199	AVID CENTER	\$4,893.00
247389	06/23/2015	06	14075200	APPLE INC.	\$7,118.13
247390	06/23/2015	06	14075201	AVID CENTER	\$4,194.00
247392	06/23/2015	06	14075203	AVID CENTER	\$6,291.00
247393	06/23/2015	06	14075204	AVID CENTER	\$15,378.00
247467	06/23/2015	06	14075278	MANTECA UNIFIED SCHOOL DISTRICT	\$2,200.00
247481	06/24/2015	06	14075875	TROXELL COMMUNICATIONS, INC.	\$2,808.00
247486	06/24/2015	06	14075880	OFFICE SEATING OUTLET	\$2,970.00
247504	06/24/2015	06	14075898	GOPHER SPORT	\$24,659.95
247507	06/24/2015	06	14075901	INLAND LIGHTING SUPPLIES INC	\$6,177.60
247512	06/24/2015	06	14075906	APPLE INC.	\$2,725.90
247517	06/24/2015	06	14075911	AREY JONES EDUCATIONAL SOLUTIONS	\$10,470.61
247523	06/24/2015	06	14075917	WORLD CLASS RECOGNITION, LLC	\$5,060.18
247530	06/24/2015	06	14075924	COAST 2 COAST COACHING	\$15,400.00
247532	06/24/2015	06	14075926	HILTI, INC.	\$2,612.62
247562	06/24/2015	06	14075956	PITSCO	\$2,032.31
247575	06/24/2015	06	14075969	MACKIN EDUCATIONAL RESOURCES	\$3,660.30
247582	06/25/2015	06	14077075	MONTGOMERY HARDWARE COMPANY	\$3,727.71
247614	06/25/2015	06	14077106	CAROLYN E. WYLIE CENTER	\$2,210.00
247687	06/25/2015	06	14077168	MIND STREAMS EDUCATION, LLC	\$11,571.00
247737	06/29/2015	06	14080822	MARC ELLIOT GROSSMAN	\$2,000.00
247742	06/29/2015	06	14080827	PROJECT LEAD THE WAY	\$7,214.40
247797	06/29/2015	06	14080881	AMTECH ELEVATORS	\$4,546.00
247811	06/29/2015	06	14080895	AMTECH ELEVATORS	\$4,926.00
247819	06/29/2015	06	14080903	GANAHL LUMBER	\$2,218.46

247834	06/29/2015	06	14080918	RIVERSIDE COUNTY OFFICE OF ED.	\$2,475.00
247837	06/29/2015	06	14080921	SERVPRO OF EAST RIVERSIDE CITY	\$3,072.52
247854	06/29/2015	06	14080938	AREY JONES EDUCATIONAL SOLUTIONS	\$15,098.20
247867	06/29/2015	06	14080951	SOCO GROUP, INC.	\$11,015.99
247880	06/29/2015	06	14080964	LOWE'S	\$6,653.17
247943	07/01/2015	06	14082647	COYNE & ASSOCIATES EDUCATION CORP.	\$10,714.93
247946	07/01/2015	06	14082650	COYNE & ASSOCIATES EDUCATION CORP.	\$19,597.13
247956	07/01/2015	06	14082660	TRI-ED/NORTHERN VIDEO DISTRIBUTION	\$2,844.91
247965	07/01/2015	06	14082669	BOYS & GIRLS CLUBS OF GREATER REDLANDS-RIVERSIDE	\$23,865.47
247977	07/01/2015	06	14082681	CDW-G	\$10,070.36
247978	07/01/2015	06	14082682	TRI-ED/NORTHERN VIDEO DISTRIBUTION	\$2,848.20
247983	07/01/2015	06	14082687	RIVERSIDE ARTS COUNCIL	\$2,882.00
247994	07/02/2015	06	14082899	NEFF CO.	\$2,857.14
247997	07/02/2015	06	14082902	HIGH TECH IRRIGATION, INC.	\$7,820.57
248007	07/02/2015	06	14082912	LEGOLAND CALIFORNIA, LLC	\$6,479.00
248010	07/02/2015	06	14082915	SOMERSET EDUCATIONAL SERVICES INC.	\$11,059.99
248011	07/02/2015	06	14082916	SOMERSET EDUCATIONAL SERVICES INC.	\$20,069.78
248013	07/02/2015	06	14082918	STARTING GATE EDUCATIONAL SERVICES	\$122,555.48
248014	07/02/2015	06	14082919	STARTING GATE EDUCATIONAL SERVICES	\$73,205.11
248018	07/02/2015	06	14082923	TRAFFIC MANAGEMENT, INC.	\$2,137.51
248026	07/02/2015	06	14082931	CDW-G	\$294,080.34
248032	07/02/2015	06	14082937	CCS PRESENTATION SYS	\$4,762.81
248033	07/02/2015	06	14082938	RENAISSANCE HOTEL	\$2,342.78
248038	07/02/2015	06	14082943	CODY EDUCATIONAL ENTERPRISES, INC.	\$6,300.13
248043	07/02/2015	06	14082948	APPLIED BEHAVIOR CONSULTANTS, INC.	\$10,465.56
248051	07/02/2015	06	14082956	BONNETT IRRIGATION	\$4,261.21

TOTAL FOR FUND 06 \$3,103,531.00

ADULT EDUCATION FUND 11

247810	06/29/2015	11	14080894	MCGRAW HILL	\$7,560.00
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TOTAL FOR FUND 11 \$7,560.00

CHILD DEVELOPMENT FUND 12

245204	05/19/2015	12	14045514	LAKESHORE LEARNING MATERIALS	\$11,099.38
245205	05/19/2015	12	14045515	LAKESHORE LEARNING MATERIALS	\$12,868.34
245243	05/20/2015	12	14046853	ARROW RESTAURANT EQUIPMENT	\$4,180.68
245266	05/20/2015	12	14046876	LAKESHORE LEARNING MATERIALS	\$4,453.68
245267	05/20/2015	12	14046877	LAKESHORE LEARNING MATERIALS	\$4,164.44
245277	05/20/2015	12	14046887	LAKESHORE LEARNING MATERIALS	\$12,930.86
245278	05/20/2015	12	14046888	LAKESHORE LEARNING MATERIALS	\$5,255.00
245279	05/20/2015	12	14046889	LAKESHORE LEARNING MATERIALS	\$12,880.13
245282	05/20/2015	12	14046892	LAKESHORE LEARNING MATERIALS	\$12,873.32
245283	05/20/2015	12	14046893	LAKESHORE LEARNING MATERIALS	\$11,475.92
245284	05/20/2015	12	14046894	LAKESHORE LEARNING MATERIALS	\$12,880.10
245286	05/20/2015	12	14046896	LAKESHORE LEARNING MATERIALS	\$10,385.61
245287	05/20/2015	12	14046897	LAKESHORE LEARNING MATERIALS	\$2,692.44
245288	05/20/2015	12	14046898	LAKESHORE LEARNING MATERIALS	\$11,324.56
245291	05/20/2015	12	14046901	LAKESHORE LEARNING MATERIALS	\$4,410.40
245293	05/20/2015	12	14046903	LAKESHORE LEARNING MATERIALS	\$12,808.07
245294	05/20/2015	12	14046904	LAKESHORE LEARNING MATERIALS	\$12,749.83
245474	05/26/2015	12	14049952	LAKESHORE LEARNING MATERIALS	\$12,869.27

TOTAL FOR FUND 12 \$172,302.03

CAFETERIA SPECIAL REVENUE FUND 13

245000	05/18/2015	13	14044095	US FOODS, INC.	\$3,327.17
245001	05/18/2015	13	14044096	US FOODS, INC.	\$2,969.18
245031	05/18/2015	13	14044126	US FOODS, INC.	\$2,124.94
245047	05/18/2015	13	14044142	GOLD STAR FOODS, INC.	\$5,761.43

245076	05/18/2015	13	14044171	GOLD STAR FOODS, INC.	\$12,395.70
245091	05/18/2015	13	14044186	GOLD STAR FOODS, INC.	\$7,105.71
245106	05/19/2015	13	14045417	US FOODS, INC.	\$4,111.39
245115	05/19/2015	13	14045426	GOLD STAR FOODS, INC.	\$2,995.46
245116	05/19/2015	13	14045427	GOLD STAR FOODS, INC.	\$11,173.36
245138	05/19/2015	13	14045449	GOLD STAR FOODS, INC.	\$6,270.86
245151	05/19/2015	13	14045462	GOLD STAR FOODS, INC.	\$9,471.99
245158	05/19/2015	13	14045469	GOLD STAR FOODS, INC.	\$6,906.96
245232	05/20/2015	13	14046842	LEABO FOODS DIST., INC.	\$11,038.54
245233	05/20/2015	13	14046843	LEABO FOODS DIST., INC.	\$9,291.50
245253	05/20/2015	13	14046863	LEABO FOODS DIST., INC.	\$10,409.70
245260	05/20/2015	13	14046870	LEABO FOODS DIST., INC.	\$7,540.26
245302	05/21/2015	13	14048743	GOLD STAR FOODS, INC.	\$5,232.51
245305	05/21/2015	13	14048746	GOLD STAR FOODS, INC.	\$4,767.97
245307	05/21/2015	13	14048748	GOLD STAR FOODS, INC.	\$6,004.97
245308	05/21/2015	13	14048749	GOLD STAR FOODS, INC.	\$5,528.62
245335	05/21/2015	13	14048776	GOLD STAR FOODS, INC.	\$10,258.67
245339	05/21/2015	13	14048780	HOLLANDIA DAIRY	\$49,297.00
245341	05/21/2015	13	14048782	GOLD STAR FOODS, INC.	\$6,187.56
245478	05/26/2015	13	14049956	HOLLANDIA DAIRY	\$48,011.94
245521	05/27/2015	13	14051456	SUNRISE PRODUCE COMPANY	\$36,826.89
245524	05/27/2015	13	14051459	SUNRISE PRODUCE COMPANY	\$16,236.50
245530	05/27/2015	13	14051465	SUNRISE PRODUCE COMPANY	\$4,644.90
245531	05/27/2015	13	14051466	SUNRISE PRODUCE COMPANY	\$8,689.59
245537	05/27/2015	13	14051472	GOOD, ALBA	\$4,770.00
245538	05/27/2015	13	14051473	KNIGHT, ROBERT C.	\$4,350.00
245541	05/27/2015	13	14051476	KNIGHT, ROBERT C.	\$6,650.00
245562	05/27/2015	13	14051494	POWELL, DOUG	\$5,312.00
245565	05/27/2015	13	14051497	GOLD STAR FOODS, INC.	\$3,908.55
245661	05/28/2015	13	14052488	LEABO FOODS DIST., INC.	\$4,227.22
245663	05/28/2015	13	14052490	SYSCO RIVERSIDE, INC.	\$7,257.36
245689	05/28/2015	13	14052516	WALLACE PACKAGING, LLC	\$3,213.00
245790	05/29/2015	13	14055544	GOLD STAR FOODS, INC.	\$25,709.94
245793	05/29/2015	13	14055547	GOLD STAR FOODS, INC.	\$4,664.91
245831	06/01/2015	13	14055767	BOB & GARY'S	\$6,650.00
246022	06/03/2015	13	14058769	HOLLANDIA DAIRY	\$46,052.79
246140	06/04/2015	13	14059501	ARROW RESTAURANT EQUIPMENT	\$8,240.40
246141	06/04/2015	13	14059502	GRAINGER (ACCT# 805345592) NUT. SVC	\$2,744.76
246335	06/08/2015	13	14062152	GOLD STAR FOODS, INC.	\$3,210.78
246419	06/09/2015	13	14062862	HOLLANDIA DAIRY	\$36,799.81
246420	06/09/2015	13	14062863	SUNRISE PRODUCE COMPANY	\$11,956.96
246426	06/09/2015	13	14062869	SUNRISE PRODUCE COMPANY	\$42,112.30
246428	06/09/2015	13	14062871	SUNRISE PRODUCE COMPANY	\$11,188.20
246471	06/09/2015	13	14062914	5M CONTRACTING	\$3,150.00
246477	06/09/2015	13	14062920	COUTS HEATING & COOLING, INC.	\$5,160.00
246481	06/09/2015	13	14062924	MORENO BROS. DIST.	\$3,538.20
246522	06/09/2015	13	14062964	US FOODSERVICE, INC. - JOSEPH WEBB	\$2,526.07
246528	06/09/2015	13	14062970	GOLD STAR FOODS, INC.	\$8,320.47
246530	06/09/2015	13	14062972	SHAMROCK FOODS COMPANY	\$2,150.08
246658	06/11/2015	13	14065401	SYSCO RIVERSIDE, INC.	\$2,557.01
246659	06/11/2015	13	14065402	SYSCO RIVERSIDE, INC.	\$4,530.65
246660	06/11/2015	13	14065403	SYSCO RIVERSIDE, INC.	\$3,419.57
247124	06/19/2015	13	14073205	HOLLANDIA DAIRY	\$43,855.66
247125	06/19/2015	13	14073206	HOLLANDIA DAIRY	\$25,500.06
247137	06/19/2015	13	14073218	GOOD, ALBA	\$2,790.00

247139	06/19/2015	13	14073220	POWELL, DOUG	\$2,451.00
247140	06/19/2015	13	14073221	BOB & GARY'S	\$6,795.00
247143	06/19/2015	13	14073224	US FOODS, INC.	\$2,850.84
247229	06/22/2015	13	14073402	SUNRISE PRODUCE COMPANY	\$36,719.77
247230	06/22/2015	13	14073403	SUNRISE PRODUCE COMPANY	\$11,316.31
247231	06/22/2015	13	14073404	SUNRISE PRODUCE COMPANY	\$4,579.98
247241	06/22/2015	13	14073413	SUNRISE PRODUCE COMPANY	\$8,678.97
247275	06/22/2015	13	14073447	US FOODS, INC.	\$3,739.00
247295	06/22/2015	13	14073467	DEMATTEO'S PIZZA	\$4,694.25
247354	06/23/2015	13	14075166	HOLLANDIA DAIRY	\$7,016.18
247415	06/23/2015	13	14075226	REDLANDS FORD	\$45,313.58
247417	06/23/2015	13	14075228	REDLANDS FORD	\$55,562.24
247671	06/29/2015	13	14080789	SUNRISE PRODUCE COMPANY	\$31,474.85
247673	06/25/2015	13	14077154	DEMATTEO'S PIZZA	\$4,299.75
247694	06/29/2015	13	14080790	SUNRISE PRODUCE COMPANY	\$6,385.65
247704	06/25/2015	13	14077184	DEMATTEO'S PIZZA	\$3,925.50
247707	06/29/2015	13	14080792	DEMATTEO'S PIZZA	\$2,352.50
247708	06/29/2015	13	14080793	GOLD STAR FOODS, INC.	\$11,986.98
247709	06/29/2015	13	14080794	GOLD STAR FOODS, INC.	\$6,257.67
247710	06/29/2015	13	14080795	GOLD STAR FOODS, INC.	\$12,638.13
247711	06/29/2015	13	14080796	GOLD STAR FOODS, INC.	\$7,756.27
247712	06/29/2015	13	14080797	GOLD STAR FOODS, INC.	\$12,917.14
247713	06/29/2015	13	14080798	GOLD STAR FOODS, INC.	\$12,804.97
247714	06/29/2015	13	14080799	GOLD STAR FOODS, INC.	\$7,821.93
247716	06/29/2015	13	14080801	GOLD STAR FOODS, INC.	\$3,979.46
247717	06/29/2015	13	14080802	GOLD STAR FOODS, INC.	\$5,562.32
247718	06/29/2015	13	14080803	GOLD STAR FOODS, INC.	\$3,511.72
247719	06/29/2015	13	14080804	GOLD STAR FOODS, INC.	\$6,082.00
247720	06/29/2015	13	14080805	GOLD STAR FOODS, INC.	\$2,968.08
247721	06/29/2015	13	14080806	GOLD STAR FOODS, INC.	\$5,070.04
247722	06/29/2015	13	14080807	GOLD STAR FOODS, INC.	\$3,115.00
247723	06/29/2015	13	14080808	GOLD STAR FOODS, INC.	\$5,711.96
247724	06/29/2015	13	14080809	GOLD STAR FOODS, INC.	\$2,960.00
247725	06/29/2015	13	14080810	GOLD STAR FOODS, INC.	\$5,005.87
247726	06/29/2015	13	14080811	GOLD STAR FOODS, INC.	\$5,992.00
247727	06/29/2015	13	14080812	GOLD STAR FOODS, INC.	\$3,773.46
247855	06/29/2015	13	14080939	US FOODS, INC.	\$3,203.87
247857	06/29/2015	13	14080941	US FOODS, INC.	\$2,273.75
247862	06/29/2015	13	14080946	US FOODS, INC.	\$6,221.00
247869	06/29/2015	13	14080953	REFRIGERATION CONTROL CO. INC.	\$7,403.42
247873	06/29/2015	13	14080957	SYSCO RIVERSIDE, INC.	\$5,110.07
247929	07/01/2015	13	14082634	RIVERSIDE, COUNTY OF	\$20,068.00

247931	07/01/2015	13	14082636	A & R WHOLESALE DISTRIBUTORS INC	\$5,561.94
247935	07/01/2015	13	14082640	A & R WHOLESALE DISTRIBUTORS INC	\$8,163.43
247938	07/01/2015	13	14082643	A & R WHOLESALE DISTRIBUTORS INC	\$5,430.91
247940	07/01/2015	13	14082645	A & R WHOLESALE DISTRIBUTORS INC	\$2,957.03
247942	07/02/2015	13	14082893	A & R WHOLESALE DISTRIBUTORS INC	\$5,501.10
247950	07/01/2015	13	14082654	GOLD STAR FOODS, INC.	\$14,538.27
247953	07/01/2015	13	14082657	GOLD STAR FOODS, INC.	\$9,944.86
247958	07/01/2015	13	14082662	GOLD STAR FOODS, INC.	\$14,461.17
247960	07/01/2015	13	14082664	GOLD STAR FOODS, INC.	\$14,365.50
248023	07/02/2015	13	14082928	A & R WHOLESALE DISTRIBUTORS INC	\$6,197.87
248024	07/02/2015	13	14082929	A & R WHOLESALE DISTRIBUTORS INC	\$3,204.97
248025	07/02/2015	13	14082930	GOLD STAR FOODS, INC.	\$5,980.95
248029	07/02/2015	13	14082934	BEAR COM	\$2,723.93
248031	07/02/2015	13	14082936	GOLD STAR FOODS, INC.	\$12,544.05
248042	07/02/2015	13	14082947	A & R WHOLESALE DISTRIBUTORS INC	\$10,000.00
248058	07/02/2015	13	14082963	GOLD STAR FOODS, INC.	\$3,818.40
248062	07/02/2015	13	14082967	GOLD STAR FOODS, INC.	\$8,840.71

TOTAL FOR FUND 13 \$1,203,683.59

BUILDING FUND 21

245654	05/28/2015	21	14052481	COLBI TECHNOLOGIES, INC.	\$2,940.00
245761	05/29/2015	21	14055515	LPA ARCHITECTS	\$4,933.00
246313	06/08/2015	21	14062131	KAPLAN EARLY LEARNING CO, INC.	\$21,877.45
246319	06/08/2015	21	14062137	VISIONARY CONSTRUCTION & CONSULTING INC.	\$21,762.31
247266	06/22/2015	21	14073438	J. GLENNA CONSTRUCTION INC.	\$54,197.00
247271	06/22/2015	21	14073443	WILLIAMS SCOTSMAN, INC.	\$204,826.86
247663	06/25/2015	21	14077145	J. GLENNA CONSTRUCTION INC.	\$26,933.00

TOTAL FOR FUND 21 \$337,469.62

CAPITAL FACILITIES FUND 25

245758	05/29/2015	25	14055513	LPA ARCHITECTS	\$6,011.25
246890	06/16/2015	25	14069225	BLX GROUP	\$13,050.00
246959	06/16/2015	25	14069294	DAVIS DEMOGRAPHICS & PLANNING	\$3,060.00

TOTAL FOR FUND 25 \$22,121.25

COUNTY SCHOOL FACILITIES FUND 35

246308	06/08/2015	35	14062126	J. GLENNA CONSTRUCTION INC.	\$4,570.00
246324	06/08/2015	35	14062141	DAVE BANG ASSOCIATES, INC	\$5,763.43
246970	06/16/2015	35	14069304	ATKINSON, ANDELSON, LOYA, RUUD &	\$5,230.00

TOTAL FOR FUND 35 \$15,563.43

SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS 40

245238	05/20/2015	40	14046848	RIVERSIDE, CITY OF	\$2,000.00
245322	05/21/2015	40	14048763	AP CONSTRUCTION GROUP INC.	\$39,425.00
245754	05/29/2015	40	14055509	PLACEWORKS	\$2,840.70
245756	05/29/2015	40	14055511	LPA ARCHITECTS	\$17,223.50
245760	05/29/2015	40	14055514	LPA ARCHITECTS	\$19,860.00
247376	06/23/2015	40	14075188	DIVISION OF THE STATE ARCHITECT	\$31,639.50

TOTAL FOR FUND 40 \$112,988.70

SELF-INSURANCE FUND 67

245037	05/18/2015	67	14044132	UNION BANK OF CALIFORNIA 2740029080	\$441,975.94
245038	05/18/2015	67	14044133	RUSD WORKER'S COMP TRUST	\$41,648.86
245660	05/28/2015	67	14052487	UNION BANK OF CALIFORNIA 2740029080	\$152,456.17
246011	06/03/2015	67	14058758	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$51,049.12
246015	06/03/2015	67	14058762	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$35,639.26
246067	06/03/2015	67	14058814	UNION BANK OF CALIFORNIA 2740029080	\$233,709.21
246156	06/04/2015	67	14059517	ALTURA CREDIT UNION	\$23,450.89
246302	06/08/2015	67	14062120	DELTA HEALTH SYSTEMS	\$182,792.55
246401	06/08/2015	67	14062218	MCCORMICK'S ENTERTAINMENT, INC.	\$12,158.72

246436	06/09/2015	67	14062879	COMMUNITY ACTION EMPLOYEE ASSISTANC	\$5,530.00
246507	06/09/2015	67	14062950	RUSD WORKER'S COMP TRUST	\$38,800.89
246756	06/15/2015	67	14067510	THOMPSON & COLEGATE	\$4,876.09
246805	06/15/2015	67	14067559	MCCUNE & HARBER, LLP	\$3,032.35
246827	06/15/2015	67	14067581	UNION BANK OF CALIFORNIA 2740029080	\$178,997.34
246838	06/15/2015	67	14067592	MCCUNE & HARBER, LLP	\$17,968.70
246926	06/16/2015	67	14069261	WOODWIND & THE BRASSWIND	\$17,940.96
247251	06/22/2015	67	14073423	UNION BANK OF CALIFORNIA 2740029080	\$280,310.48
247311	06/22/2015	67	14073483	RUSD WORKER'S COMP TRUST	\$57,093.64
248045	07/02/2015	67	14082950	AON GLOBAL RISK CONSULTANTS	\$4,350.00
248055	07/02/2015	67	14082960	UNITED STATES TREASURY	\$6,057.00

TOTAL FOR FUND 67 \$1,789,838.17

MULTIPLE FUND CODES

245137	05/19/2015		14045448	AVID CENTER	\$14,679.00
245354	05/22/2015		14049536	OFFICE MAX	\$20,990.65
245355	05/22/2015		14049537	OFFICE MAX	\$9,283.55
245356	05/22/2015		14049538	OFFICE MAX	\$4,434.98
245357	05/22/2015		14049539	OFFICE MAX	\$2,274.07
245369	05/22/2015		14049551	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$41,001.84
245821	06/01/2015		14055757	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$4,060.26
245822	06/01/2015		14055758	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$2,826.32
246008	06/03/2015		14058755	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$954,653.72
246009	06/03/2015		14058756	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$570,981.85
246010	06/03/2015		14058757	SAN DIEGO COUNTY SCHOOLS VOLUNTARY EMPLOYEES	\$92,052.72
246012	06/03/2015		14058759	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$104,527.48
246013	06/03/2015		14058760	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$52,298.07
246014	06/03/2015		14058761	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS AS	\$13,471.92
246018	06/03/2015		14058765	METROPOLITAN LIFE INSURANCE COMPANY	\$6,097.94
246019	06/03/2015		14058766	METROPOLITAN LIFE INSURANCE COMPANY	\$6,248.98
246315	06/08/2015		14062133	OFFICE MAX	\$18,356.14
246316	06/08/2015		14062134	OFFICE MAX	\$8,260.35
246404	06/08/2015		14062221	GLOBAL DIRECT PARTS	\$2,360.20
246410	06/09/2015		14062853	OFFICE MAX	\$18,602.61
246411	06/09/2015		14062854	OFFICE MAX	\$6,797.21
246412	06/09/2015		14062855	OFFICE MAX	\$2,705.78
246421	06/09/2015		14062864	RIVERSIDE, CITY OF	\$429,332.58
246438	06/09/2015		14062881	ADVANCED CLASSROOM TECHNOLOGIES, INCORPORATED	\$16,982.00
246584	06/10/2015		14065003	THE GAS COMPANY	\$10,476.77

246818	06/15/2015	14067572	OFFICE MAX	\$21,262.44
246819	06/15/2015	14067573	OFFICE MAX	\$9,044.56
246820	06/15/2015	14067574	OFFICE MAX	\$2,875.16
247007	06/17/2015	14069952	FOLLETT SCHOOL SOLUTIONS, INC.	\$8,538.92
247115	06/19/2015	14073196	OFFICE MAX	\$21,384.75
247116	06/19/2015	14073197	OFFICE MAX	\$5,368.10
247287	06/22/2015	14073459	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$5,728.46
247459	06/23/2015	14075270	AVID CENTER	\$9,786.00
247553	06/24/2015	14075947	DELTA EDUCATION	\$15,330.55
247627	06/25/2015	14077118	OFFICE MAX	\$30,012.80
247628	06/25/2015	14077119	OFFICE MAX	\$13,444.67
247629	06/25/2015	14077120	OFFICE MAX	\$5,562.56
247630	06/25/2015	14077121	OFFICE MAX	\$2,518.85
TOTAL FOR VARIOUS FUND CODES				\$2,564,614.81
TOTAL OF WARRANTS OVER \$1,999.00				\$15,837,600.52
TOTAL OF WARRANTS UNDER \$1,999.00				\$999,251.62
GRAND TOTAL OF WARRANTS				\$16,836,852.14

**Board Meeting Agenda
July 20, 2015**

Topic: Acceptance of Gifts and Donations to the District

Presented by: Donna Manson, Account Clerk, Business Services

Responsible

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

Type of Item: Consent

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

DESCRIPTION OF AGENDA ITEM

- Arlington High School received \$200.00 from Air Force Academy, Chapter 257 for their AFJOTC program.
- Arlington High School received the following from The Community Foundation:
 - \$500.00 for Class of 2019 Senior Activities and Events on behalf of graduating Youth Grantmaker Lazarus Valenzuela
 - \$950.00 for Stem Club on behalf of Youth Grantmaker graduate Jessica Goehring
- Benjamin Franklin Elementary School received \$5,303.75 from their Parent Teacher Organization for field trips.
- Emerson Elementary School received \$1,000.00 from the Riverside Optimists Club.
- Highgrove Elementary School received a digital camera, paints, brushes, leather crafts and miscellaneous art and craft supplies from Lynn Craven valued at \$485.00.
- Magnolia Elementary School received an iMAC computer for use with kinder iPods from Janine McConnell valued at \$600.00.

- Riverside Polytechnic High School received the following from Anthony Telliard:
 - \$10,000.00 for Sid Llera video equipment
 - \$10,000.00 for the Music Program

- Ramona High School received the following:
 - A twin bed and frame from Anita Goldsmith valued at \$167.00
 - \$550.00 from Mountain Sports International for their MCJROTC

- Riverside Stem Academy received the following:
 - 1,000.00 from Sue Johnson for students travel to Tohoku University
 - iMac computer, Magic Mouse and keyboard from Mr. and Mrs. Matt Merickel valued at \$2,000.00

- Riverside Heritage Program received \$300.00 for “A Story to be Told” scholarship.

- Mark Twain Elementary School received the following from their Parent Teacher Association:
 - \$5,000.00 for all grade level field trips
 - \$1,275.00 for technology (replacement of classroom projectors).

- George Washington Elementary School received \$228.21 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: \$39,558.96

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

ADDITIONAL MATERIAL: None

**Board Meeting Agenda
July 20, 2015**

Topic: Sale of Surplus Equipment

Presented by: Luis F. Moya, Supervisor, Warehouse

Responsible

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

Type of Item: Consent

Short Description: From time to time, the District needs to conduct a sale of discarded equipment to dispose of items that are surplus or obsolete. Approval is requested for the disposal of surplus items.

DESCRIPTION OF AGENDA ITEM:

In accordance with the California Education Code, Section 17545, approval is requested for the disposal of surplus equipment.

The equipment on the attached list has been withdrawn from various sites and declared surplus. Typically the items are considered surplus when they either become uneconomical to repair or obsolete.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education declare the equipment on the attached list surplus and authorize staff to dispose of these items per District policy and California Education Code.

ADDITIONAL MATERIAL: Vehicle Surplus / Discard List

Attached: Yes

Sale of Surplus Equipment
Board of Education Meeting
July 20, 2015

<u>Surplus Vehicles</u>						
Items	Vehicle Number	Site	Year / Model #	Description	VIN Number / Serial #	License Plate
1	131	676	2000 / VN	Dodge Van	2B7LB31Z3YK123629	1052292
2	1	676	2004/RRX35	Forklift	RRX3527337001	
3	4	676	1997/40GPW414	Electric pallet jack	7A105645	
4	9	676	2004/PPT45	Electric pallet jack	375533	

Board Meeting Agenda
July 20, 2015

Topic: Surplus and Sale of Electronic Equipment

Presented by: Luis F. Moya, Supervisor, Warehouse

Responsible

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

Type of Item: Consent

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

DESCRIPTION OF AGENDA ITEM:

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

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

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

FISCAL IMPACT: None

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

ADDITIONAL MATERIAL: Electronic Equipment Surplus List

Attached: Yes

Sale of Electronic Equipment
Board of Education Meeting
July 20, 2015

	RUSD Tag Number	Description	Serial Number	Status	Site
1	N/A	Alphasmart	AS30008010613593AQ	Sell	124
2	XRUSDR18000536	Califone	N/A	Sell	124
3	XRUSDR18000550	Califone	N/A	Sell	124
4	XRUSDR18000831	Califone	N/A	Sell	124
5	XRUSDR18000531	Califone	N/A	Sell	124
6	XRUSDR18000830	Califone	N/A	Sell	124
7	N/A	Califone	N/A	Sell	124
8	XRUSDR18000547	Califone	N/A	Sell	124
9	XRUSDR18000546	Califone	N/A	Sell	124
10	XRUSDR18000521	Califone	N/A	Sell	124
11	XRUSDR18000534	Califone	N/A	Sell	124
12	XRUSDR18000536	Califone	N/A	Sell	124
13	XRUSDR18000550	Califone	N/A	Sell	124
14	XRUSDR18000831	Califone	N/A	Sell	124
15	XRUSDR18000531	Califone	N/A	Sell	124
16	XRUSDR18000830	Califone	N/A	Sell	124
17	N/A	Califone	N/A	Sell	124
18	N/A	Camera	ACAR6VKPB25565Y	Sell	128
19	00245	Cap tester	6060849	Sell	M&O
20	XRUSDR18000538	CD Player	N/A	Sell	124
21	XRUSDR18000540	CD Player	N/A	Sell	124
22	XRUSDR18000539	CD Player	N/A	Sell	124
23	XRUSDR18000551	CD Player	N/A	Sell	124
24	XRUSDR18000523	CD Player	N/A	Sell	124
25	XRUSDR18000552	CD Player	N/A	Sell	124
26	N/A	CD/Cassette Player	GP9JA66567	Sell	128
27	N/A	CD/Cassette Player	GP9JA66577	Sell	128
28	N/A	Cisco Wireless AP	FTX1424T0M8	Sell	TS
29	103433	Cisco Wireless AP	FTX1332N25X	Sell	TS
30	N/A	Cisco Wireless AP	FTX1324T10D	Sell	TS
31	N/A	Cisco Wireless AP	FTX1444N11V	Sell	TS
32	N/A	Cisco Wireless AP	FTX1316T0K7	Sell	TS
33	N/A	Cisco Wireless AP	FTX1432N12G	Sell	TS
34	N/A	Cisco Wireless AP	FTX1442N1AZ	Sell	TS
35	N/A	Cisco Wireless AP	FTX1442N1B1	Sell	TS
36	N/A	Cisco Wireless AP	FTX1324N0X3	Sell	TS
37	N/A	Cisco Wireless AP	FTX1432N0AJ	Sell	TS
38	N/A	Cisco Wireless AP	FTX1148T2CS	Sell	TS
39	N/A	Cisco Wireless AP	FTX1341T055	Sell	TS
40	N/A	Cisco Wireless AP	FTX1445N1GJ	Sell	TS
41	N/A	Cisco Wireless AP	FTX1445N1GQ	Sell	TS
42	N/A	Cisco Wireless AP	FTX1445N1GK	Sell	TS
43	N/A	Cisco Wireless AP	FTX1316T0K6	Sell	TS
44	N/A	Cisco Wireless AP	FTX1445N1GF	Sell	TS
45	N/A	Cisco Wireless AP	FTX1445N1GE	Sell	TS
46	N/A	Cisco Wireless AP	FTX1515T0QA	Sell	TS
47	N/A	Cisco Wireless AP	FTX1445N1GP	Sell	TS
48	N/A	Cisco Wireless AP	FTX1444N11U	Sell	TS

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49	N/A	Cisco Wireless AP	FTX1334N147	Sell	TS
50	N/A	Cisco Wireless AP	FTX1324T10M	Sell	TS
51	N/A	Cisco Wireless AP	FTX1504N31R	Sell	TS
52	N/A	Cisco Wireless AP	FTX1504N31J	Sell	TS
53	N/A	Cisco Wireless AP	FTX1504N2S6	Sell	TS
54	N/A	Cisco Wireless AP	FTX1504N2S7	Sell	TS
55	N/A	Cisco Wireless AP	FTX1324T10E	Sell	TS
56	N/A	Cisco Wireless AP	FTX1432N12X	Sell	TS
57	N/A	Cisco Wireless AP	FTX1324N0XS	Sell	TS
58	N/A	Cisco Wireless AP	FTX1504N31N	Sell	TS
59	N/A	Cisco Wireless AP	FTX1504N31W	Sell	TS
60	N/A	Cisco Wireless AP	FTX1504N31T	Sell	TS
61	N/A	Cisco Wireless AP	FTX1324T10X	Sell	TS
62	N/A	Cisco Wireless AP	FTX1507T011	Sell	TS
63	N/A	Cisco Wireless AP	FTX1349N0HC	Sell	TS
64	N/A	Cisco Wireless AP	FTX1432N128	Sell	TS
65	N/A	Cisco Wireless AP	FTX1445N1GN	Sell	TS
66	N/A	Cisco Wireless AP	FTX1445N1BJ	Sell	TS
67	N/A	Cisco Wireless AP	FTX1444N0YU	Sell	TS
68	N/A	Cisco Wireless AP	FTX1442N1A1	Sell	TS
69	N/A	Cisco Wireless AP	FTX1507T00X	Sell	TS
70	N/A	Cisco Wireless AP	FTX1535N193	Sell	TS
71	N/A	Cisco Wireless AP	FTX1445N1AE	Sell	TS
72	N/A	Cisco Wireless AP	FTX1445T0N1	Sell	TS
73	N/A	Cisco Wireless AP	FTX1421N1DS	Sell	TS
74	N/A	Cisco Wireless AP	FTX1336N1MC	Sell	TS
75	N/A	Cisco Wireless AP	FTX1535N196	Sell	TS
76	N/A	Cisco Wireless AP	FTX1445N1AU	Sell	TS
77	N/A	Cisco Wireless AP	FTX1515T0QX	Sell	TS
78	N/A	Cisco Wireless AP	FTX1445N1B0	Sell	TS
79	N/A	Cisco Wireless AP	FTX1432N0A6	Sell	TS
80	N/A	Cisco Wireless AP	FTX1341N25P	Sell	TS
81	N/A	Cisco Wireless AP	FTX1336N09P	Sell	TS
82	N/A	Cisco Wireless AP	FTX1341T05G	Sell	TS
83	N/A	Cisco Wireless AP	FTX1442N1B0	Sell	TS
84	N/A	Cisco Wireless AP	FTX1239N2X8	Sell	TS
85	N/A	Cisco Wireless AP	FTX1341N245	Sell	TS
86	N/A	Cisco Wireless AP	FTX1445N1AY	Sell	TS
87	N/A	Cisco Wireless AP	FTX1442N1AX	Sell	TS
88	N/A	Cisco Wireless AP	FTX1410T0TC	Sell	TS
89	N/A	Cisco Wireless AP	FTX1336N1MV	Sell	TS
90	N/A	Cisco Wireless AP	FTX1349N0HS	Sell	TS
91	N/A	Cisco Wireless AP	FTX1346N08X	Sell	TS
92	N/A	Cisco Wireless AP	FTX1346N0G6	Sell	TS
93	N/A	Cisco Wireless AP	FTX1349N0HQ	Sell	TS
94	N/A	Cisco Wireless AP	FTX1437N0KZ	Sell	TS
95	N/A	Cisco Wireless AP	FTX1445N1G9	Sell	TS
96	N/A	Cisco Wireless AP	FTX1339N1LH	Sell	TS
97	N/A	Cisco Wireless AP	FTX1432N0AS	Sell	TS

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98	N/A	Cisco Wireless AP	FTX1445N1GH	Sell	TS
99	N/A	Cisco Wireless AP	FTX1423N0LA	Sell	TS
100	N/A	Cisco Wireless AP	FTX1336N1M9	Sell	TS
101	N/A	Cisco Wireless AP	FTX1445T0LY	Sell	TS
102	N/A	Cisco Wireless AP	FTX1324N0XW	Sell	TS
103	N/A	Cisco Wireless AP	FTX1346N0FZ	Sell	TS
104	N/A	Cisco Wireless AP	FTX1343N4PT	Sell	TS
105	N/A	Cisco Wireless AP	FTX1324N0X9	Sell	TS
106	N/A	Cisco Wireless AP	FTX1324N0X5	Sell	TS
107	N/A	Cisco Wireless AP	FTX1346N0G5	Sell	TS
108	N/A	Cisco Wireless AP	FTX1349N0HU	Sell	TS
109	N/A	Cisco Wireless AP	FTX1336N1M0	Sell	TS
110	N/A	Cisco Wireless AP	FTX1343N4PA	Sell	TS
111	N/A	Cisco Wireless AP	FTX1346N0FK	Sell	TS
112	N/A	Cisco Wireless AP	FTX1346N0FR	Sell	TS
113	N/A	Cisco Wireless AP	FTX1346N0ES	Sell	TS
114	N/A	Cisco Wireless AP	FTX1445N1BC	Sell	TS
115	N/A	Cisco Wireless AP	FTX1507T00R	Sell	TS
116	N/A	Cisco Wireless AP	FTX1343N4PP	Sell	TS
117	N/A	Cisco Wireless AP	FTX1346N0GE	Sell	TS
118	N/A	Cisco Wireless AP	FTX1346N0EE	Sell	TS
119	N/A	Cisco Wireless AP	FTX1343N4NU	Sell	TS
120	N/A	Cisco Wireless AP	FTX1442N1B4	Sell	TS
121	N/A	Cisco Wireless AP	FTX1316T0K9	Sell	TS
122	N/A	Cisco Wireless AP	FTX1323N10F	Sell	TS
123	N/A	Cisco Wireless AP	FTX1428N3AA	Sell	TS
124	N/A	Cisco Wireless AP	FTX1410T0TE	Sell	TS
125	N/A	Cisco Wireless AP	FTX1504N32E	Sell	TS
126	N/A	Cisco Wireless AP	FTX1445N1F0	Sell	TS
127	N/A	Cisco Wireless AP	FTX1504N31P	Sell	TS
128	N/A	Cisco Wireless AP	FTX1344N04P	Sell	TS
129	N/A	Cisco Wireless AP	FTX1444N0Z8	Sell	TS
130	N/A	Cisco Wireless AP	FTX1334N14P	Sell	TS
131	N/A	Cisco Wireless AP	FTX1434N03J	Sell	TS
132	N/A	Cisco Wireless AP	FTX1445N1AD	Sell	TS
133	N/A	Cisco Wireless AP	FTX1410T0TG	Sell	TS
134	N/A	Cisco Wireless AP	FTX1336N1ME	Sell	TS
135	N/A	Cisco Wireless AP	FTX1432N0AE	Sell	TS
136	N/A	Cisco Wireless AP	FTX1316T0JZ	Sell	TS
137	N/A	Cisco Wireless AP	FTX1334N14R	Sell	TS
138	N/A	Cisco Wireless AP	FTX1334N13Z	Sell	TS
139	N/A	Cisco Wireless AP	FTX1445N1AN	Sell	TS
140	N/A	Cisco Wireless AP	FTX1442N19X	Sell	TS
141	N/A	Cisco Wireless AP	FTX1421N1HG	Sell	TS
142	N/A	Cisco Wireless AP	FTX1349N0HF	Sell	TS
143	N/A	Cisco Wireless AP	FTX1445N1AW	Sell	TS
144	N/A	Cisco Wireless AP	FTX1421N1HK	Sell	TS
145	N/A	Cisco Wireless AP	FTX1428T0AT	Sell	TS
146	N/A	Cisco Wireless AP	FTX1445N1AL	Sell	TS

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147	N/A	Cisco Wireless AP	FTX1334N14B	Sell	TS
148	N/A	Cisco Wireless AP	FTX1341T057	Sell	TS
149	N/A	Cisco Wireless AP	FTX1438N115	Sell	TS
150	N/A	Cisco Wireless AP	FTX1421N1H5	Sell	TS
151	N/A	Cisco Wireless AP	FTX1445N1BD	Sell	TS
152	N/A	Cisco Wireless AP	FTX1445N1AS	Sell	TS
153	N/A	Cisco Wireless AP	FTX1346N0D2	Sell	TS
154	N/A	Cisco Wireless AP	FTX1421N1HD	Sell	TS
155	N/A	Cisco Wireless AP	FTX1334N14G	Sell	TS
156	N/A	Cisco Wireless AP	FTX1252T16C	Sell	TS
157	N/A	Cisco Wireless AP	FTX1445N1AT	Sell	TS
158	N/A	Cisco Wireless AP	FTX1515T0RE	Sell	TS
159	N/A	Cisco Wireless AP	FTX1432N0AK	Sell	TS
160	N/A	Cisco Wireless AP	FTX1341T05A	Sell	TS
161	N/A	Cisco Wireless AP	FTX1421N1FA	Sell	TS
162	N/A	Cisco Wireless AP	FTX1421N1HM	Sell	TS
163	N/A	Cisco Wireless AP	FTX1445N1AC	Sell	TS
164	N/A	Cisco Wireless AP	FTX1507T00K	Sell	TS
165	N/A	Cisco Wireless AP	FTX1324N0Y1	Sell	TS
166	N/A	Cisco Wireless AP	FTX1349N0J4	Sell	TS
167	N/A	Cisco Wireless AP	FTX1334N14L	Sell	TS
168	N/A	Cisco Wireless AP	FTX1346N0E0	Sell	TS
169	N/A	Cisco Wireless AP	FTX1445T0MA	Sell	TS
170	N/A	Cisco Wireless AP	FTX1445N1GC	Sell	TS
171	102549	Cisco Express	FOC1108U134	Sell	TS
172	N/A	Cisco Express	CHK0636V06Q	Sell	TS
173	N/A	Cisco Express	CHK0626V0M9	Sell	TS
174	N/A	Cisco Express	CHK0626V0NJ	Sell	TS
175	N/A	Cisco Express	CAT0718X03X	Sell	TS
176	N/A	Cisco Express	CAT0718X03V	Sell	TS
177	N/A	Cisco Express	CHK0636V066	Sell	TS
178	N/A	Cisco Express	CAT0719Z06J	Sell	TS
179	N/A	Cisco Express	CAT0719Z07A	Sell	TS
180	N/A	Cisco Express	CAT0718Z08U	Sell	TS
181	N/A	Cisco Express	CAT0719Z04H	Sell	TS
182	N/A	Cisco Express	CAT0719Z0CK	Sell	TS
183	N/A	Cisco Express	CAT0719Z0BJ	Sell	TS
184	77548	Cisco Router	250617215	Sell	TS
185	N/A	Cisco Router	N/A	Sell	TS
186	N/A	Cisco Switches	FAA0333F0K9	Sell	TS
187	N/A	Cisco Switches	FAA0420F0MT	Sell	TS
188	N/A	Cisco Switches	FAA0334E00J	Sell	TS
189	N/A	Cisco Switches	FAA0402K12P	Sell	TS
190	N/A	Cisco Switches	FAA0335L0EZ	Sell	TS
191	N/A	Cisco Switches	FAA0336H0JB	Sell	TS
192	N/A	Cisco Switches	FAB0537P2DZ	Sell	TS
193	N/A	Cisco Switches	FAB0607W0B2	Sell	TS
194	N/A	Cisco Switches	FAA0329H1CM	Sell	TS
195	N/A	Cisco Switches	FHK0622Y197	Sell	TS

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196	N/A	Cisco Switches	FHK0622Z134	Sell	TS
197	N/A	Cisco Switches	FHK0605Y0V0	Sell	TS
198	N/A	Cisco Switches	FHK0627Y0VX	Sell	TS
199	N/A	Cisco Switches	FHK0622Z135	Sell	TS
200	N/A	Cisco Switches	FHK0622Y196	Sell	TS
201	N/A	Cisco Switches	FHK0627Y0VU	Sell	TS
202	N/A	Cisco Switches	FHK0622Z13B	Sell	TS
203	N/A	Cisco Switches	FHK0622Y19C	Sell	TS
204	N/A	Cisco Switches	FHK0627Z0U5	Sell	TS
205	N/A	Cisco Switches	FHK0627W0K0	Sell	TS
206	N/A	Cisco Switches	FHK0627X0NA	Sell	TS
207	N/A	Cisco Switches	FHK0627Y0VS	Sell	TS
208	N/A	Cisco Switches	FHK0627Y073	Sell	TS
209	N/A	Cisco Switches	FHK0627Z0U3	Sell	TS
210	N/A	Cisco Switches	FHK0622Y194	Sell	TS
211	N/A	Cisco Switches	FHK0625Z0ML	Sell	TS
212	N/A	Cisco Switches	N/A	Sell	TS
213	N/A	Cisco Switches	CHK0632V1BU	Sell	TS
214	N/A	Cisco Switches	CAT0719X1U7	Sell	TS
215	N/A	Cisco Switches	CAT0719X1U5	Sell	TS
216	N/A	Cisco Switches	CAT0719Y23Z	Sell	TS
217	108443	Cisco Switches	FOX10460X1N	Sell	TS
218	N/A	Cisco Switches	FOX102102R5	Sell	TS
219	N/A	Cisco Switches	FOX101804RS	Sell	TS
220	106997	Cisco Switches	SMG1027NQBQ	Sell	TS
221	106418	Cisco Switches	SMG1023NLJ4	Sell	TS
222	N/A	Cisco Switches	cnm3w10brb	Sell	TS
223	103170	Cisco Switches	SMG1024NM3Q	Sell	TS
224	N/A	Cisco Switches	76013565	Sell	TS
225	N/A	Cisco XL Switches	FAB0531Q0SX	Sell	TS
226	N/A	Cisco XL Switches	FHK0627W0KR	Sell	TS
227	N/A	Cisco XL Switches	FAB0537W1JC	Sell	TS
228	N/A	Cisco XL Switches	FOC0535Z09F	Sell	TS
229	N/A	Cisco XL Switches	FOC0535Y07X	Sell	TS
230	N/A	Cisco XL Switches	FOC0535Z09C	Sell	TS
231	N/A	Cisco XL Switches	FAB0537W1JS	Sell	TS
232	N/A	Copier	CBB11404	Sell	654
233	N/A	Copier	SHSO1728	Sell	654
234	N/A	Copier	U61034J4J341658	Sell	124
235	N/A	Cordless Drill	2938245	Sell	M&O
236	N/A	Cordless Drill	2675123	Sell	M&O
237	N/A	Cordless Drill	637819	Sell	M&O
238	N/A	Cordless Drill	NG0501-53619	Sell	M&O
239	87082	CPU	D135JSR1K358	Sell	TS
240	00762	CPU	EK1640081	Sell	M&O
241	94504	CPU	31478071	Sell	133
242	94489	CPU	0031478776	Sell	133
243	95676	CPU	0034991901	Sell	104
244	9003698	CPU	0036850756	Sell	104

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245	N/A	CPU	36850763	Sell	104
246	95654	CPU	0034991946	Sell	104
247	95630	CPU	0034991950	Sell	104
248	105222	CPU	0039218140	Sell	104
249	95632	CPU	0034991925	Sell	104
250	95168	CPU	0032340684	Sell	104
251	93889	CPU	0031479065	Sell	104
252	95654	CPU	0034991942	Sell	104
253	93886	CPU	003147907	Sell	104
254	93892	CPU	0031479075	Sell	104
255	93868	CPU	0031479064	Sell	104
256	95637	CPU	0034991907	Sell	104
257	N/A	CPU	0033036964	Sell	104
258	89779	CPU	0033054428	Sell	104
259	95640	CPU	0034991918	Sell	104
260	93856	CPU	0031479063	Sell	104
261	93583	CPU	0031479141	Sell	104
262	95658	CPU	0034991922	Sell	104
263	93850	CPU	0031479092	Sell	104
264	N/A	CPU	23WNT24	Sell	142
265	100384	CPU	CN95340135	Sell	124
266	ARUSD0001031	CPU	MXL9321DD8	Sell	124
267	94483	CPU	31478771	Sell	133
268	N/A	CPU	33195380	Sell	133
269	108431	CPU	N/A	Sell	320
270	95747	CPU	N/A	Sell	320
271	104370	CPU	N/A	Sell	320
272	88185	CPU	N/A	Sell	320
273	104343	CPU	N/A	Sell	320
274	104075	CPU	N/A	Sell	320
275	101419	CPU	N/A	Sell	320
276	104385	CPU	N/A	Sell	320
277	104363	CPU	N/A	Sell	320
278	104384	CPU	N/A	Sell	320
279	95739	CPU	N/A	Sell	320
280	95744	CPU	N/A	Sell	320
281	95738	CPU	N/A	Sell	320
282	95816	CPU	N/A	Sell	320
283	85064	CPU	N/A	Sell	320
284	95207	CPU	N/A	Sell	320
285	95205	CPU	N/A	Sell	320
286	95980	CPU	N/A	Sell	320
287	107851	CPU	N/A	Sell	320
288	104402	CPU	N/A	Sell	320
289	105323	CPU	N/A	Sell	320
290	105971	CPU	N/A	Sell	320
291	105312	CPU	N/A	Sell	320
292	104350	CPU	N/A	Sell	320
293	95663	CPU	N/A	Sell	320

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294	85003	CPU	N/A	Sell	320
295	104416	CPU	N/A	Sell	320
296	104391	CPU	N/A	Sell	320
297	82454	CPU	N/A	Sell	320
298	93170	CPU	N/A	Sell	320
299	95753	CPU	N/A	Sell	320
300	105327	CPU	N/A	Sell	320
301	108394	CPU	N/A	Sell	320
302	104343	CPU	N/A	Sell	320
303	105330	CPU	N/A	Sell	320
304	73989	CPU	N/A	Sell	320
305	105334	CPU	N/A	Sell	320
306	104404	CPU	N/A	Sell	320
307	95815	CPU	N/A	Sell	320
308	104392	CPU	N/A	Sell	320
309	104374	CPU	N/A	Sell	320
310	104380	CPU	N/A	Sell	320
311	104346	CPU	N/A	Sell	320
312	104376	CPU	N/A	Sell	320
313	104348	CPU	N/A	Sell	320
314	95808	CPU	N/A	Sell	320
315	108612	CPU	N/A	Sell	320
316	108614	CPU	N/A	Sell	320
317	101423	CPU	N/A	Sell	320
318	87440	CPU	N/A	Sell	320
319	104344	CPU	N/A	Sell	320
320	104353	CPU	N/A	Sell	320
321	105321	CPU	N/A	Sell	320
322	108610	CPU	N/A	Sell	320
323	104407	CPU	N/A	Sell	320
324	104367	CPU	N/A	Sell	320
325	101149	CPU	N/A	Sell	320
326	108615	CPU	N/A	Sell	320
327	106996	CPU	N/A	Sell	320
328	106126	CPU	N/A	Sell	320
329	101148	CPU	N/A	Sell	320
330	108603	CPU	N/A	Sell	320
331	102355	CPU	N/A	Sell	320
332	107501	CPU	N/A	Sell	320
333	102884	CPU	N/A	Sell	320
334	108613	CPU	N/A	Sell	320
335	107959	CPU	N/A	Sell	128
336	81858	CPU	N/A	Sell	128
337	81690	CPU	N/A	Sell	128
338	81673	CPU	N/A	Sell	128
339	71959	CPU	N/A	Sell	128
340	76672	CPU	N/A	Sell	128
341	84766	CPU	N/A	Sell	128
342	84180	CPU	N/A	Sell	128

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343	84081	CPU	N/A	Sell	128
344	84761	CPU	N/A	Sell	128
345	84082	CPU	N/A	Sell	128
346	82068	CPU	N/A	Sell	128
347	84764	CPU	N/A	Sell	128
348	87223	CPU	N/A	Sell	128
349	76660	CPU	N/A	Sell	128
350	87230	CPU	N/A	Sell	128
351	87215	CPU	N/A	Sell	128
352	87903	CPU	N/A	Sell	128
353	87225	CPU	N/A	Sell	128
354	87279	CPU	N/A	Sell	128
355	87220	CPU	N/A	Sell	128
356	85884	CPU	N/A	Sell	128
357	82705	CPU	N/A	Sell	128
358	84165	CPU	N/A	Sell	128
359	76684	CPU	N/A	Sell	128
360	79978	CPU	N/A	Sell	128
361	82070	CPU	N/A	Sell	128
362	87222	CPU	N/A	Sell	128
363	84674	CPU	N/A	Sell	128
364	86241	CPU	N/A	Sell	128
365	86248	CPU	N/A	Sell	128
366	87855	CPU	N/A	Sell	128
367	84671	CPU	N/A	Sell	128
368	81676	CPU	N/A	Sell	128
369	83998	CPU	N/A	Sell	128
370	76685	CPU	N/A	Sell	128
371	N/A	CPU	15476517	Sell	128
372	N/A	CPU	18229696	Sell	128
373	N/A	CPU	16476532	Sell	128
374	N/A	CPU	US91257520	Sell	128
375	107959	CPU	N/A	Sell	128
376	76673	CPU	N/A	Sell	128
377	75773	CPU	N/A	Sell	128
378	79977	CPU	N/A	Sell	128
379	100494	CPU	N/A	Sell	128
380	107957	CPU	N/A	Sell	128
381	N/A	CPU	31478171	Sell	128
382	N/A	CPU	37164878	Sell	128
383	84791	CPU	N/A	Sell	250
384	95068	CPU	N/A	Sell	250
385	N/A	CPU	0023671896	Sell	250
386	XRUSD000453209	CPU	N/A	Sell	250
387	84356	CPU	N/A	Sell	250
388	86811	CPU	26027771	Sell	250
389	94798	CPU	33001078	Sell	250
390	95339	CPU	34384257	Sell	250
391	94938	CPU	32646869	Sell	250

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392	98834	CPU	33001101	Sell	250
393	86806	CPU	25964066	Sell	250
394	84686	CPU	23211001	Sell	250
395	84365	CPU	23067431	Sell	250
396	86785	CPU	26027698	Sell	250
397	87140	CPU	20842923	Sell	250
398	N/A	CPU	45137184258	Sell	250
399	N/A	CPU	6129FR4Z4543	Sell	250
400	86862	CPU	26027665	Sell	250
401	86797	CPU	26027723	Sell	250
402	86872	CPU	26027688	Sell	250
403	85699	CPU	US8BRG22209	Sell	250
404	0228	CPU	SG3063PRF06	Sell	250
405	N/A	CPU	6128FR4ZD123	Sell	250
406	N/A	CPU	6B6TG11	Sell	250
407	82936	CPU	6011DWJ2A867	Sell	250
408	N/A	CPU	6128Fr4ZD114	Sell	250
409	N/A	CPU	6129FR4ZC329	Sell	250
410	N/A	CPU	6129FR4ZA521	Sell	250
411	N/A	CPU	6129FR4ZA592	Sell	250
412	N/A	CPU	26027668	Sell	250
413	84353	CPU	23067421	Sell	250
414	84352	CPU	23067420	Sell	250
415	84265	CPU	22866717	Sell	250
416	84799	CPU	23177858	Sell	250
417	87135	CPU	20842929	Sell	250
418	N/A	CPU	6129FR4ZA537	Sell	250
419	84360	CPU	23067422	Sell	250
420	87143	CPU	20842911	Sell	250
421	85224	CPU	23671900	Sell	250
422	N/A	CPU	6129FR4ZA537	Sell	250
423	N/A	CPU	6129FR4ZA545	Sell	250
424	87137	CPU	20842925	Sell	250
425	84723	CPU	2321107	Sell	250
426	84795	CPU	23177853	Sell	250
427	N/A	CPU	6129FR4ZA621	Sell	250
428	84358	CPU	23067423	Sell	250
429	N/A	CPU	6129FR4ZC342	Sell	250
430	N/A	CPU	6128FR4ZD130	Sell	250
431	N/A	CPU	6129FR42C324	Sell	250
432	N/A	CPU	8870K11	Sell	250
433	N/A	CPU	CB6TG11	Sell	250
434	N/A	CPU	6128FR4D119	Sell	250
435	N/A	CPU	6129FR4ZA506	Sell	250
436	N/A	CPU	6129FR4ZA530	Sell	250
437	86801	CPU	26027027691	Sell	250
438	N/A	CPU	6129FR4ZA512	Sell	250
439	86781	CPU	26027754	Sell	250
440	86793	CPU	26027663	Sell	250

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441	N/A	CPU	26930229	Sell	250
442	85138	CPU	23377565	Sell	250
443	N/A	CPU	6129FR4ZA639	Sell	250
444	86885	CPU	26027780	Sell	250
445	86831	CPU	26027774	Sell	250
446	85135	CPU	2337751	Sell	250
447	84789	CPU	23177850	Sell	250
448	84263	CPU	22866712	Sell	250
449	84364	CPU	23067424	Sell	250
450	84267	CPU	22866726	Sell	250
451	86824	CPU	25964081	Sell	250
452	86825	CPU	25275850	Sell	250
453	95144	CPU	34402984	Sell	250
454	94674	CPU	330066687	Sell	250
455	90478	CPU	34359137	Sell	250
456	94128	CPU	31478120	Sell	250
457	N/A	CPU	TH0150YR125611B320FN	Sell	124
458	N/A	CPU	WMA6Z2154659	Sell	124
459	101668	CPU	0036722044	Sell	124
460	95800	CPU	0035411259	Sell	124
461	107733	CPU	0036733866	Sell	124
462	934458	CPU	0036440234	Sell	124
463	107705	CPU	0036733839	Sell	124
464	N/A	CPU	6X2AKN8ZX1AB	Sell	124
465	N/A	CPU	2UB40905D1	Sell	124
466	N/A	CPU	2UB336033P	Sell	124
467	N/A	CPU	W241KN8ZA186	Sell	124
468	N/A	CPU	W250KN8ZB421	Sell	124
469	N/A	CPU	USW3220CSC	Sell	124
470	N/A	CPU	USW42003PC	Sell	124
471	N/A	CPU	W239KN8ZA170	Sell	124
472	N/A	CPU	2UB3460474	Sell	124
473	N/A	CPU	W312KN8ZD615	Sell	124
474	N/A	CPU	2UB34407RY	Sell	124
475	N/A	CPU	W302KN8ZB709	Sell	124
476	N/A	CPU	W301KN8ZA715	Sell	124
477	N/A	CPU	W313KN8ZB365	Sell	124
478	N/A	CPU	2UB346048Y	Sell	124
479	N/A	CPU	2UB40901JL	Sell	124
480	N/A	CPU	2UB34604FP	Sell	124
481	N/A	CPU	W145JYFZA745	Sell	124
482	N/A	CPU	2UB405002D	Sell	124
483	N/A	CPU	W301KN8ZA708	Sell	124
484	N/A	CPU	USW325020Q	Sell	124
485	N/A	CPU	W208JYFZB174	Sell	124
486	N/A	CPU	USW42302GQ	Sell	124
487	XRUSD-453196	CPU	MXL90916GW	Sell	124
488	88066	CPU	0028773140	Sell	124
489	N/A	CPU	MXL9321DDC	Sell	124

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490	XRUSD-453200	CPU	MXL90916GD	Sell	124
491	XRUSD-453205	CPU	MXL90916G7	Sell	124
492	84881	CPU	0033195451	Sell	124
493	94074	CPU	0031478166	Sell	124
494	100384	CPU	CN95340135	Sell	124
495	ARUSD0001031	CPU	MXL9321DD8	Sell	124
496	94092	CPU	0031478169	Sell	124
497	ARUSD00001044	CPU	9HMXC-M86C4VRYTM	Sell	124
498	95372	CPU	N/A	Sell	124
499	95398	CPU	N/A	Sell	124
500	82699	CPU	N/A	Sell	124
501	94071	CPU	N/A	Sell	124
502	N/A	CPU	US91312858	Sell	124
503	N/A	CPU	US91313161	Sell	124
504	N/A	CPU	W246KN8ZA532	Sell	124
505	N/A	CPU	US81809609	Sell	124
506	75692	CPU	N/A	Sell	124
507	N/A	CPU	0036636842	Sell	124
508	95224	CPU	31479041	Sell	104
509	93991	CPU	31478983	Sell	104
510	91477	CPU	35388128	Sell	104
511	107599	CPU	36639788	Sell	104
512	107577	CPU	3663976	Sell	104
513	107592	CPU	15006646	Sell	104
514	83767	CPU	0021214221	Sell	TS
515	N/A	CPU	tc7010a00411043	Sell	TS
516	91950	CPU	0035616508	Sell	TS
517	94820	CPU	0033001098	Sell	TS
518	91126	CPU	0035378879	Sell	TS
519	91951	CPU	0025616509	Sell	TS
520	N/A	CPU	0040581054	Sell	TS
521	95302	CPU	0033195401	Sell	TS
522	93444	CPU	0036440215	Sell	TS
523	94838	CPU	0033001105	Sell	133
524	94426	CPU	0031478794	Sell	133
525	94420	CPU	0031478870	Sell	133
526	94459	CPU	0031478760	Sell	133
527	94817	CPU	0033066664	Sell	133
528	95386	CPU	0034403011	Sell	112
529	94000	CPU	0031478819	Sell	112
530	94099	CPU	0031479104	Sell	112
531	88920	CPU	0G31479020	Sell	112
532	88924	CPU	0031478911	Sell	112
533	84317	CPU	0022874077	Sell	124
534	59378	Display Tester	6128338	Sell	M&O
535	N/A	Display Tester	3893023	Sell	M&O
536	N/A	Display Tester	6892742	Sell	M&O
537	N/A	Display Tester	6681453	Sell	M&O
538	N/A	Dissolve Controler	11820	Sell	M&O

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539	109303	Document Camera	po0qc01154	Sell	M&O
540	104191	Document Camera	c7600024	Sell	M&O
541	101287	Document Camera	c6500472	Sell	M&O
542	103343	Document Camera	c7300362	Sell	M&O
543	N/A	Document camera	106242	Sell	104
544	XRUSD000237678	Document Camera	PHOS6036100	Sell	124
545	XRUSD000239172	Document Camera	C1MA67HZ701484F	Sell	124
546	XRUSD000452207	Document Camera	C1MA67HC201155D	Sell	124
547	XRUSD000237680	Document Camera	PHOS6033031	Sell	124
548	XRUSD000237571	Document Camera	PHO 84025264	Sell	124
549	101231	Document Camera	C6500429	Sell	124
550	102933	Document Camera	C700386	Sell	124
551	239168	Document Camera	C1MA67H2701129A	Sell	124
552	104928	Document Camera	C7600172	Sell	124
553	104876	Document Camera	N/A	Sell	128
554	104876	Document Camera	N/A	Sell	128
555	XRUSD000237678	Document Camera	PHOS6036100	Sell	124
556	XRUSD000239172	Document Camera	C1MA67HZ701484F	Sell	124
557	XRUSD000452207	Document Camera	C1MA67HC201155D	Sell	124
558	XRUSD000237680	Document Camera	PHOS6033031	Sell	124
559	XRUSD000237571	Document Camera	PHO 84025264	Sell	124
560	101231	Document Camera	C6500429	Sell	124
561	102933	Document Camera	C700386	Sell	124
562	239168	Document Camera	C1MA67H2701129A	Sell	124
563	104928	Document Camera	C7600172	Sell	124
564	N/A	DVD/VCR Player	BCA909029338	Sell	128
565	N/A	DVD/VCR Player	BCA909030274	Sell	112
566	N/A	DVD/VCR Player	1004394	Sell	112
567	N/A	DVD/VHS Player	610042	Sell	128
568	N/A	Fax Machine	MY4A2GU2Z	Sell	124
569	N/A	Fax Machine	025001186642	Sell	124
570	N/A	Fax Machine	VSW3330CF3	Sell	124
571	N/A	Fax Machine	V60302g9k709493	Sell	142
572	107966	Fax Machine	U61509G6J222816	Sell	498
573	027302	Flyback Tester	114267	Sell	M&O
574	N/A	Gateway	0028772889	Sell	124
575	N/A	Gateway	0028772890	Sell	124
576	N/A	Ipad 2	N/A	Sell	147
577	N/A	Ipad 2	N/A	Sell	147
578	N/A	Ipad 2	N/A	Sell	147
579	90517	Laptop	34510477	Sell	133
580	90517	Laptop	0034510477	Sell	133
581	107560	Laptop	0036644048	Sell	104
582	105804	Laptop	0039274344	Sell	104
583	107576	Laptop	0036639748	Sell	104
584	105811	Laptop	0039274357	Sell	104
585	105810	Laptop	0039274359	Sell	104
586	105803	Laptop	0039274350	Sell	104
587	100539	Laptop	0036643963	Sell	104

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588	100585	Laptop	0036644038	Sell	124
589	105568	Laptop	0039233514	Sell	124
590	105816	Laptop	0039353176	Sell	133
591	5582	Laptop	N/A	Sell	128
592	1575	Laptop	N/A	Sell	128
593	2240	Laptop	N/A	Sell	128
594	N/A	Laptop	N/A	Sell	128
595	N/A	Laptop	N/A	Sell	128
596	1577	Laptop	N/A	Sell	128
597	N/A	Laptop	N/A	Sell	128
598	90835	Laptop	N/A	Sell	128
599	91612	Laptop	N/A	Sell	128
600	90514	Laptop	N/A	Sell	128
601	90833	Laptop	N/A	Sell	128
602	89564	Laptop	N/A	Sell	128
603	91641	Laptop	N/A	Sell	128
604	91611	Laptop	N/A	Sell	128
605	89246	Laptop	N/A	Sell	128
606	91615	Laptop	N/A	Sell	128
607	91633	Laptop	N/A	Sell	128
608	90838	Laptop	N/A	Sell	128
609	91617	Laptop	N/A	Sell	128
610	91638	Laptop	N/A	Sell	128
611	91616	Laptop	N/A	Sell	128
612	88569	Laptop	N/A	Sell	128
613	89247	Laptop	N/A	Sell	128
614	91614	Laptop	N/A	Sell	128
615	91618	Laptop	N/A	Sell	128
616	103620	Laptop	N/A	Sell	128
617	104701	Laptop	N/A	Sell	128
618	N/A	Laptop	DNGCC7220248	Sell	128
619	104792	Laptop	N/A	Sell	128
620	104705	Laptop	N/A	Sell	128
621	104843	Laptop	N/A	Sell	128
622	104704	Laptop	N/A	Sell	128
623	103616	Laptop	N/A	Sell	128
624	103622	Laptop	N/A	Sell	128
625	103615	Laptop	N/A	Sell	128
626	103624	Laptop	N/A	Sell	128
627	N/A	Laptop	DNGCC7230321	Sell	128
628	100588	Laptop	N/A	Sell	128
629	100590	Laptop	N/A	Sell	128
630	103623	Laptop	N/A	Sell	128
631	89563	Laptop	N/A	Sell	128
632	1578	Laptop	N/A	Sell	128
633	103621	Laptop	N/A	Sell	128
634	N/A	Laptop	39078505	Sell	128
635	ARUSD0002241	Laptop	N/A	Sell	128
636	ARUSD0002237	Laptop	N/A	Sell	128

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637	ARUSD0002244	Laptop	N/A	Sell	128
638	ARUSD0002236	Laptop	N/A	Sell	128
639	103617	Laptop	N/A	Sell	128
640	ARUSD0001576	Laptop	N/A	Sell	128
641	ARUSD0002243	Laptop	N/A	Sell	128
642	91613	Laptop	N/A	Sell	128
643	108513	Laptop	N/A	Sell	250
644	100096	Laptop	N/A	Sell	250
645	102092	Laptop	N/A	Sell	250
646	100861	Laptop	N/A	Sell	250
647	N/A	Laptop	19376897A	Sell	250
648	N/A	Laptop	X8113986A	Sell	250
649	N/A	Laptop	X8088886A	Sell	250
650	N/A	Laptop	19377064A	Sell	250
651	N/A	Laptop	19369961A	Sell	250
652	000238103	Laptop	33923393641	Sell	250
653	000238109	Laptop	3508907113	Sell	250
654	00238105	Laptop	41594104009	Sell	250
655	000238094	Laptop	2412021961	Sell	250
656	80229	Laptop	16184436	Sell	250
657	80218	Laptop	16184445	Sell	250
658	105584	Laptop	DNGCC7270422	Sell	124
659	89749	Laptop	BBBW4130083	Sell	124
660	105573	Laptop	DNGCC7270437	Sell	124
661	101833	Laptop	BOAW6220037	Sell	124
662	90143	Laptop	BBBW42000260	Sell	124
663	105580	Laptop	DNGCC7270421	Sell	124
664	106571	Laptop	NGCC7440451	Sell	124
665	105583	Laptop	DNGCC7270426	Sell	124
666	105579	Laptop	DNGCC7270427	Sell	124
667	105664	Laptop	DNGCC7300135	Sell	124
668	90144	Laptop	BBBW4200257	Sell	124
669	105588	Laptop	DNGCC7270419	Sell	124
670	105582	Laptop	DNGCC7270435	Sell	124
671	105571	Laptop	DNGCC7270425	Sell	124
672	N/A	Laptop	DNGCC7270423	Sell	124
673	102850	Laptop	NGCC707?148	Sell	124
674	107266	Laptop	NGCC8111886	Sell	124
675	105568	Laptop	0039233514	Sell	124
676	105586	Laptop	N/A	Sell	124
677	105587	Laptop	N/A	Sell	124
678	ARUSD0000956	Laptop	2CE927RBO	Sell	104
679	108237	Laptop	N/A	Sell	148
680	105817	Laptop	39353177	Sell	133
681	105639	Laptop	0039262776	Sell	TS
682	ARUSD0001120	Laptop	2CE93704MR	Sell	TS
683	N/A	Laptop	PBJGE2D2FZ60WQ	Sell	TS
684	N/A	Laptop	PALSH1D2FXO2N1	Sell	TS
685	ARUSD0001120	Laptop	2CE93704MR	Sell	TS

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686	92441	Laptop	0035692400	Sell	TS
687	32834	Laptop	0007837494	Sell	TS
688	89880	Laptop	0033137352	Sell	TS
689	101927	Laptop	0036708478	Sell	TS
690	N/A	Laptop	0036639729	Sell	TS
691	100606	Laptop	0036644040	Sell	TS
692	XRUSD000151893	Laptop	2CE927RPBK	Sell	TS
693	N/A	Laptop	0039104000	Sell	TS
694	ARUSD0002519	Laptop	CNU0233C8R	Sell	TS
695	N/A	Laptop	2CE905F4XW	Sell	TS
696	32836	Laptop	0007837493	Sell	TS
697	ARUSD0002191	Laptop	CNU0214C5M	Sell	TS
698	ARUSD0000148	Laptop	2CE902HLQ4	Sell	TS
699	XRUSDR18000003	Laptop	2CE10404ZS	Sell	TS
700	ARUSD0002289	Laptop	CNU0213P79	Sell	TS
701	N/A	Laptop	4752726-0001	Sell	TS
702	88440	Laptop	B63W3190082	Sell	TS
703	89708	Laptop	0033021319	Sell	TS
704	89384	Laptop	0032865506	Sell	TS
705	N/A	Laptop	QF7101PG963	Sell	TS
706	73767	Laptop	0010566488	Sell	TS
707	80740	Laptop	0016736480	Sell	TS
708	89870	Laptop	0035045124	Sell	TS
709	81937	Laptop	0018215330	Sell	TS
710	ARUSD0002698	Laptop	2CE02910BM	Sell	TS
711	100585	Laptop	0036644038	Sell	124
712	N/A	Lenovo Tablet	N/A	Sell	147
713	N/A	Lenovo Tablet	N/A	Sell	147
714	N/A	Lenovo Tablet	N/A	Sell	147
715	N/A	Lenovo Tablet	N/A	Sell	147
716	xrusd000500120	Lenovo Tablet	N/A	Sell	250
717	xrusd000503008	Lenovo Tablet	N/A	Sell	250
718	xrusd000500089	Lenovo Tablet	N/A	Sell	250
719	xrusd00050080	Lenovo Tablet	N/A	Sell	250
720	xrusd00398780	Lenovo Tablet	N/A	Sell	250
721	xrusd0003968883	Lenovo Tablet	N/A	Sell	250
722	xrusd000399037	Lenovo Tablet	N/A	Sell	250
723	xrusd00399264	Lenovo Tablet	N/A	Sell	250
724	xrusd000494112	Lenovo Tablet	N/A	Sell	250
725	xrusd00041070	Lenovo Tablet	N/A	Sell	250
726	xrusd000399112	Lenovo Tablet	N/A	Sell	250
727	xrusd000399125	Lenovo Tablet	N/A	Sell	250
728	xrusd000399292	Lenovo Tablet	N/A	Sell	250
729	xrusd000399115	Lenovo Tablet	N/A	Sell	250
730	xrusd000410178	Lenovo Tablet	N/A	Sell	250
731	xrusd000398933	Lenovo Tablet	N/A	Sell	250
732	xrusd000412736	Lenovo Tablet	N/A	Sell	250
733	xrusd000412748	Lenovo Tablet	N/A	Sell	250
734	xrusd000412738	Lenovo Tablet	N/A	Sell	250

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735	xrusd000413678	Lenovo Tablet	N/A	Sell	250
736	xrusd000414731	Lenovo Tablet	N/A	Sell	250
737	xrusd00044659	Lenovo Tablet	N/A	Sell	250
738	xrusd000414664	Lenovo Tablet	N/A	Sell	250
739	xrusd000414656	Lenovo Tablet	N/A	Sell	250
740	xrusd000414686	Lenovo Tablet	N/A	Sell	250
741	xrusd000413725	Lenovo Tablet	N/A	Sell	250
742	xrusd000413728	Lenovo Tablet	N/A	Sell	250
743	xrusd000481902	Lenovo Tablet	N/A	Sell	250
744	xrusd413631	Lenovo Tablet	N/A	Sell	250
745	xrusd414620	Lenovo Tablet	N/A	Sell	250
746	xrusd000414660	Lenovo Tablet	N/A	Sell	250
747	xrusd000414770	Lenovo Tablet	N/A	Sell	250
748	xrusd000414669	Lenovo Tablet	N/A	Sell	250
749	xrusd000414595	Lenovo Tablet	N/A	Sell	250
750	xrusd000414894	Lenovo Tablet	N/A	Sell	250
751	xrusd000414643	Lenovo Tablet	N/A	Sell	250
752	xrusd000414701	Lenovo Tablet	N/A	Sell	250
753	xrusd000413723	Lenovo Tablet	N/A	Sell	250
754	xrusd000414655	Lenovo Tablet	N/A	Sell	250
755	xrusd414689	Lenovo Tablet	N/A	Sell	250
756	xrusd000414746	Lenovo Tablet	N/A	Sell	250
757	xrusd000414816	Lenovo Tablet	N/A	Sell	250
758	xrusd000414605	Lenovo Tablet	N/A	Sell	250
759	xrusd000414692	Lenovo Tablet	N/A	Sell	250
760	xrusd000414779	Lenovo Tablet	N/A	Sell	250
761	xrusd000414786	Lenovo Tablet	N/A	Sell	250
762	xrusd000413717	Lenovo Tablet	N/A	Sell	250
763	xrusd000414724	Lenovo Tablet	N/A	Sell	250
764	xrusd000414902	Lenovo Tablet	N/A	Sell	250
765	xrusd000414602	Lenovo Tablet	N/A	Sell	250
766	xrusd000413639	Lenovo Tablet	N/A	Sell	250
767	xrusd000414886	Lenovo Tablet	N/A	Sell	250
768	xrusd000414668	Lenovo Tablet	N/A	Sell	250
769	xrusd000414679	Lenovo Tablet	N/A	Sell	250
770	xrusd000481920	Lenovo Tablet	N/A	Sell	250
771	xrusd000414745	Lenovo Tablet	N/A	Sell	250
772	xrusd000414584	Lenovo Tablet	N/A	Sell	250
773	xrusd000481881	Lenovo Tablet	N/A	Sell	250
774	xrusd000414710	Lenovo Tablet	N/A	Sell	250
775	xrusd000414589	Lenovo Tablet	N/A	Sell	250
776	xrusd000414707	Lenovo Tablet	N/A	Sell	250
777	xrusd000414712	Lenovo Tablet	N/A	Sell	250
778	xrusd000481878	Lenovo Tablet	N/A	Sell	250
779	xrusd414915	Lenovo Tablet	N/A	Sell	250
780	xrusd000414920	Lenovo Tablet	N/A	Sell	250
781	xrusd000414775	Lenovo Tablet	N/A	Sell	250
782	xrusd000414885	Lenovo Tablet	N/A	Sell	250
783	xrusd000414844	Lenovo Tablet	N/A	Sell	250

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784	xrusd000414913	Lenovo Tablet	N/A	Sell	250
785	xrusd000481864	Lenovo Tablet	N/A	Sell	250
786	xrusd000481588	Lenovo Tablet	N/A	Sell	250
787	xrusd000414917	Lenovo Tablet	N/A	Sell	250
788	xrusd000414836	Lenovo Tablet	N/A	Sell	250
789	N/A	Microwave	Gal0903013092	Sell	133
790	76004	Monitor	15009AA73026	Sell	124
791	35983	Monitor	7000964	Sell	TS
792	N/A	Monitor	TL819A336020366	Sell	133
793	N/A	Monitor	MUL5022J0033401	Sell	104
794	N/A	Monitor	MUL5022J0033379	Sell	104
795	N/A	Monitor	MZK7650V01048	Sell	104
796	N/A	Monitor	MUL5022C0020504	Sell	104
797	N/A	Monitor	MUL5022J0033378	Sell	104
798	N/A	Monitor	MUL5016E0064159	Sell	104
799	N/A	Monitor	Mul5016E0064152	Sell	104
800	N/A	Monitor	MUL5016E0064147	Sell	104
801	N/A	Monitor	MUL5016E0064167	Sell	104
802	N/A	Monitor	MUL5016E0064135	Sell	104
803	N/A	Monitor	MZK7350V01155	Sell	104
804	N/A	Monitor	MUL5022E0003528	Sell	104
805	N/A	Monitor	KUL902040004333	Sell	104
806	N/A	Monitor	MR95850H01507	Sell	104
807	N/A	Monitor	MUL5016E0064136	Sell	104
808	N/A	Monitor	MUL5016E0064139	Sell	104
809	N/A	Monitor	MUL5022J0033362	Sell	104
810	N/A	Monitor	MUL5016E0064162	Sell	104
811	N/A	Monitor	N/A	Sell	124
812	N/A	Monitor	N/A	Sell	124
813	N/A	Monitor	N/A	Sell	124
814	81855	Monitor	N/A	Sell	128
815	81745	Monitor	N/A	Sell	128
816	82052	Monitor	N/A	Sell	128
817	81809	Monitor	N/A	Sell	128
818	79209	Monitor	N/A	Sell	128
819	75648	Monitor	N/A	Sell	128
820	82050	Monitor	N/A	Sell	128
821	82045	Monitor	N/A	Sell	128
822	81726	Monitor	N/A	Sell	128
823	79211	Monitor	N/A	Sell	128
824	80114	Monitor	N/A	Sell	128
825	81729	Monitor	N/A	Sell	128
826	70543	Monitor	N/A	Sell	128
827	81671	Monitor	N/A	Sell	128
828	81789	Monitor	N/A	Sell	128
829	79215	Monitor	N/A	Sell	128
830	82051	Monitor	N/A	Sell	128
831	81762	Monitor	N/A	Sell	128
832	82049	Monitor	N/A	Sell	128

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833	81739	Monitor	N/A	Sell	128
834	75653	Monitor	N/A	Sell	128
835	81738	Monitor	N/A	Sell	128
836	82053	Monitor	N/A	Sell	128
837	N/A	Monitor	5240634049	Sell	128
838	N/A	Monitor	MU17026C0426447	Sell	128
839	N/A	Monitor	MU17046C0148415	Sell	128
840	N/A	Monitor	LIC11023893	Sell	128
841	N/A	Monitor	BEB011A02012	Sell	128
842	N/A	Monitor	N/A	Sell	128
843	N/A	Monitor	15476561	Sell	128
844	N/A	Monitor	CN0Y13524760953FFL7K	Sell	128
845	N/A	Monitor	MX90530856	Sell	128
846	N/A	Monitor	MU17026CG3078	Sell	128
847	N/A	Monitor	5322DE0W2H39	Sell	128
848	N/A	Monitor	MU17046C014822	Sell	128
849	N/A	Monitor	MU17046C0148418	Sell	128
850	N/A	Monitor	MU17046E0072170	Sell	128
851	N/A	Monitor	MU17026CG3080	Sell	128
852	N/A	Monitor	LIC11013903	Sell	128
853	N/A	Monitor	MU17026C63082	Sell	128
854	N/A	Monitor	MU17046C0148421	Sell	128
855	N/A	Monitor	MU17026CH1950	Sell	128
856	N/A	Monitor	MU17046C0148389	Sell	128
857	N/A	Monitor	LIC11013899	Sell	128
858	N/A	Monitor	MU17046C0148387	Sell	128
859	N/A	Monitor	MU17046C0149089	Sell	128
860	35895	Monitor	N/A	Sell	128
861	76691	Monitor	N/A	Sell	128
862	N/A	Monitor	MX91975248	Sell	128
863	N/A	Monitor	MW676B0N08764	Sell	128
864	N/A	Monitor	CN0J6642716184BOAE85	Sell	128
865	N/A	Monitor	MW668B0V13404	Sell	128
866	N/A	Monitor	MW676B0N08795	Sell	128
867	070166	Monitor	N/A	Sell	250
868	N/A	Monitor	MUL7007K0049575	Sell	250
869	N/A	Monitor	NU17026D79248	Sell	250
870	81647	Monitor	N/A	Sell	250
871	81645	Monitor	170140206615	Sell	250
872	N/A	Monitor	DU17026E37046	Sell	250
873	N/A	Monitor	DU15038A66190	Sell	250
874	N/A	Monitor	LIC1103906	Sell	250
875	N/A	Monitor	NU17026D79251	Sell	250
876	N/A	Monitor	MU17046CO16939	Sell	250
877	N/A	Monitor	MU17026079246	Sell	250
878	N/A	Monitor	DU15038A84691	Sell	250
879	N/A	Monitor	DU17026e37022	Sell	250
880	N/A	Monitor	DU17026E37041	Sell	250
881	N/A	Monitor	LIC10503369	Sell	250

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882	N/A	Monitor	DU17026E37045	Sell	250
883	N/A	Monitor	NU17026D79246	Sell	250
884	N/A	Monitor	NU17026D79256	Sell	250
885	N/A	Monitor	LIC04823021	Sell	250
886	N/A	Monitor	C901193388	Sell	250
887	N/A	Monitor	17408AB42602992	Sell	250
888	N/A	Monitor	N71312431801487	Sell	250
889	79935	Monitor	HDA7j9002484	Sell	250
890	N/A	Monitor	DU17036E37036	Sell	250
891	N/A	Monitor	MU17026C0326984	Sell	250
892	81644	Monitor	MU17046C0148445	Sell	250
893	N/A	Monitor	DU17026E37048	Sell	250
894	N/A	Monitor	DU17026E37042	Sell	250
895	75786	Monitor	C901193386	Sell	250
896	268	Monitor	BCGm1212	Sell	250
897	N/A	Monitor	NU17026D79254	Sell	250
898	N/A	Monitor	NU17026D79240	Sell	250
899	N/A	Monitor	MUL7007K0049561	Sell	250
900	N/A	Monitor	NU17026079253	Sell	250
901	N/A	Monitor	MY92079531	Sell	250
902	N/A	Monitor	LIC11003905	Sell	250
903	N/A	Monitor	174SAB37000066	Sell	250
904	N/A	Monitor	B13551401918RH08	Sell	124
905	N/A	Monitor	B13551401904RH08	Sell	124
906	N/A	Monitor	B13551401890RH08	Sell	124
907	N/A	Monitor	B13551401911RH08	Sell	124
908	N/A	Monitor	B13551401907RH08	Sell	124
909	N/A	Monitor	B13551401909RH08	Sell	124
910	N/A	Monitor	B13551401899RH08	Sell	124
911	N/A	Monitor	M1145NW6213927	Sell	124
912	N/A	Monitor	3CQ9211Y5J	Sell	124
913	N/A	Monitor	GQ13913490	Sell	124
914	N/A	Monitor	11P023600711	Sell	124
915	N/A	Monitor	36107500EA	Sell	124
916	N/A	Monitor	1496701	Sell	124
917	N/A	Monitor	979742618130W7S	Sell	124
918	N/A	Monitor	979742618130WLS	Sell	124
919	N/A	Monitor	979742618130YLS	Sell	124
920	N/A	Monitor	HX948641808124FEL	Sell	124
921	N/A	Monitor	979742618130Y9S	Sell	124
922	N/A	Monitor	5R10847605293CFJM	Sell	124
923	N/A	Monitor	HX948641808124FYL	Sell	124
924	N/A	Monitor	RY979742618130VRS	Sell	124
925	N/A	Monitor	RY979742618130Y2S	Sell	124
926	N/A	Monitor	RY979742618130WDS	Sell	124
927	N/A	Monitor	RY979742618130VUS	Sell	124
928	N/A	Monitor	RY979742618130VPS	Sell	124
929	N/A	Monitor	0U300147605418A0DA	Sell	124
930	N/A	Monitor	RY979742618130Y5S	Sell	124

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931	N/A	Monitor	RY97974261813100S	Sell	124
932	N/A	Monitor	RY979742618130W6S	Sell	124
933	N/A	Monitor	RY979742618130WNS	Sell	124
934	N/A	Monitor	5R10847605293CFJM	Sell	124
935	N/A	Monitor	PJK0518A0593	Sell	124
936	N/A	Monitor	MUL5018A0039929	Sell	124
937	N/A	Monitor	MUL5016E0064117	Sell	124
938	N/A	Monitor	MUL5016E0064123	Sell	124
939	N/A	Monitor	MG46A 70P 02256	Sell	124
940	N/A	Monitor	MUL5016E0064127	Sell	124
941	N/A	Monitor	RY979742618130Y4S	Sell	124
942	N/A	Monitor	N/A	Sell	124
943	N/A	Monitor	N/A	Sell	124
944	N/A	Monitor	N/A	Sell	124
945	N/A	Monitor	US91257563	Sell	124
946	N/A	Monitor	MUL5016EDD64120	Sell	124
947	N/A	Monitor	UNABLE TO READ	Sell	124
948	N/A	Monitor	MUL7003100030912	Sell	124
949	N/A	Monitor	MUL7007A0103419	Sell	124
950	N/A	Monitor	MUL5Q16E0064100	Sell	124
951	N/A	Monitor	240813551401919RH08	Sell	124
952	N/A	Monitor	MW663BCH01548	Sell	124
953	N/A	Monitor	RY979742618130YY5	Sell	124
954	N/A	Monitor	240813551401914RH08	Sell	124
955	N/A	Monitor	MUL5016E0064118	Sell	124
956	N/A	Monitor	240813551401908RH08	Sell	124
957	N/A	Monitor	M1145NW6213896	Sell	124
958	N/A	Monitor	240813551401910RH08	Sell	124
959	N/A	Monitor	B6157476033IUBN3P	Sell	124
960	704312	Monitor	Mul5016E0072894	Sell	104
961	100558	Monitor	36643974	Sell	104
962	107592	Monitor	15006646	Sell	104
963	107598	Monitor	36689739	Sell	104
964	107597	Monitor	3663957	Sell	104
965	N/A	Monitor	mul7007a0096042	Sell	133
966	N/A	Monitor	N/A	Sell	TS
967	N/A	Monitor	N/A	Sell	TS
968	N/A	Monitor	N/A	Sell	TS
969	N/A	Monitor	N/A	Sell	TS
970	N/A	Monitor	N/A	Sell	TS
971	N/A	Monitor	N/A	Sell	TS
972	N/A	Monitor	N/A	Sell	TS
973	N/A	Monitor	N/A	Sell	TS
974	N/A	Monitor	N/A	Sell	TS
975	N/A	Monitor	N/A	Sell	TS
976	N/A	Monitor	N/A	Sell	TS
977	N/A	Monitor	N/A	Sell	TS
978	N/A	Monitor	b51024000787	Sell	133
979	N/A	Monitor	mul5016e0072925	Sell	133

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980	N/A	Monitor	mul5016e0072884	Sell	133
981	N/A	Monitor	mul5016e0072914	Sell	133
982	N/A	Monitor	tl819a336020350	Sell	133
983	N/A	Monitor	402000894	Sell	133
984	N/A	Monitor	mul5016e0072928	Sell	133
985	N/A	Monitor	mul5016e0072028	Sell	133
986	N/A	Monitor	mx91976126	Sell	133
987	N/A	Monitor	mul5016e0064086	Sell	112
988	7004312	Monitor	mul5016e0072882	Sell	112
989	7004312	Monitor	mul5016e0071887	Sell	112
990	7004317	Monitor	mul5016e0064075	Sell	112
991	7004312	Monitor	mul5016e0072900	Sell	112
992	N/A	Multimeter	45402	Sell	M&O
993	N/A	Netbook	N/A	Sell	147
994	N/A	Netbook	N/A	Sell	147
995	N/A	Netbook	N/A	Sell	147
996	XJACKT0000012	Netbook	N/A	Sell	128
997	XJACKT0000086	Netbook	N/A	Sell	128
998	XJACKT0000137	Netbook	N/A	Sell	128
999	XJACKT0000134	Netbook	N/A	Sell	128
1000	XJACKT0000032	Netbook	N/A	Sell	128
1001	XJACKT0000042	Netbook	N/A	Sell	128
1002	XJACKT0000141	Netbook	N/A	Sell	128
1003	XJACKT0000070	Netbook	N/A	Sell	128
1004	XJACKT00000022	Netbook	N/A	Sell	128
1005	XJACKT0000073	Netbook	N/A	Sell	128
1006	XJACKT0000010	Netbook	N/A	Sell	128
1007	XJACKT0000178	Netbook	N/A	Sell	128
1008	XJACKT0000105	Netbook	N/A	Sell	128
1009	XJACKT0000016	Netbook	N/A	Sell	128
1010	XJACKT0000040	Netbook	N/A	Sell	128
1011	XJACKT0000147	Netbook	N/A	Sell	128
1012	XJACKT0000102	Netbook	N/A	Sell	128
1013	XJACKT000158	Netbook	N/A	Sell	128
1014	XJACKT0000015	Netbook	N/A	Sell	128
1015	XJACKT0000033	Netbook	N/A	Sell	128
1016	XJACKT0000052	Netbook	N/A	Sell	128
1017	XJACKT0000129	Netbook	N/A	Sell	128
1018	XJACKT0000140	Netbook	N/A	Sell	128
1019	XJACKT0000173	Netbook	N/A	Sell	128
1020	XRUSD000384635	Netbook	N/A	Sell	128
1021	XRUSD000384657	Netbook	N/A	Sell	128
1022	XRUSD000384675	Netbook	N/A	Sell	128
1023	XRUSD000386630	Netbook	N/A	Sell	128
1024	XRUSD000384669	Netbook	N/A	Sell	128
1025	XRUSD000384664	Netbook	N/A	Sell	128
1026	XRUSD000418070	Netbook	N/A	Sell	128
1027	XRUSD000384648	Netbook	N/A	Sell	128
1028	XRUSD000386652	Netbook	N/A	Sell	128

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1029	XRUSD000384658	Netbook	N/A	Sell	128
1030	XRUSD000384638	Netbook	N/A	Sell	128
1031	XRUSD000384636	Netbook	N/A	Sell	128
1032	XRUSD000418056	Netbook	N/A	Sell	128
1033	XRUSD000418048	Netbook	N/A	Sell	128
1034	XRUSD000418065	Netbook	N/A	Sell	128
1035	XRUSD000418053	Netbook	N/A	Sell	128
1036	XRUSD000384646	Netbook	N/A	Sell	128
1037	XRUSD000384655	Netbook	N/A	Sell	128
1038	XRUSD000386623	Netbook	N/A	Sell	128
1039	XRUSD000418044	Netbook	N/A	Sell	128
1040	XRUSD000386650	Netbook	N/A	Sell	128
1041	XRUSD000386633	Netbook	N/A	Sell	128
1042	XRUSD000418049	Netbook	N/A	Sell	128
1043	XRUSD000386639	Netbook	N/A	Sell	128
1044	XRUSD000386641	Netbook	N/A	Sell	128
1045	XRUSD000384678	Netbook	N/A	Sell	128
1046	XRUSD000386626	Netbook	N/A	Sell	128
1047	XRUSD000384666	Netbook	N/A	Sell	128
1048	XRUSD000418071	Netbook	N/A	Sell	128
1049	XRUSD000384647	Netbook	N/A	Sell	128
1050	XRUSD000418061	Netbook	N/A	Sell	128
1051	XRUSD000384661	Netbook	N/A	Sell	128
1052	XRUSD000418050	Netbook	N/A	Sell	128
1053	XRUSD000386635	Netbook	N/A	Sell	128
1054	XRUSD000386654	Netbook	N/A	Sell	128
1055	XRUSD000384036	Netbook	N/A	Sell	128
1056	XHLANDEIA00051	Netbook	5CB1201KYT	Sell	124
1057	XHLANDEIA00071	Netbook	5CB1201KWV	Sell	124
1058	XHLANDEIA00028	Netbook	5CB12101GZ	Sell	124
1059	XHLANDT1000371	Netbook	5CD2165SF5	Sell	124
1060	XHLANDEIA00019	Netbook	5CB12101HN	Sell	124
1061	XHLANDEIA00056	Netbook	5CB1201KVX	Sell	124
1062	XHLANDEIA00053	Netbook	5CB1201KQ8	Sell	124
1063	XMTVEIA0000004	Netbook	5CB1200W0Y	Sell	TS
1064	XSIET100000076	Netbook	5CH1161HPK	Sell	TS
1065	XSIET100000076	Netbook	5CH1161H1L	Sell	TS
1066	XSIET100000195	Netbook	N/A	Sell	TS
1067	XSIET100000120	Netbook	5CH1161HAP	Sell	TS
1068	XSIET100000078	Netbook	5CH1161H76	Sell	TS
1069	XSIET100000112	Netbook	5CH1161H5J	Sell	TS
1070	XSIET100000276	Netbook	5CH1100K93	Sell	TS
1071	XSIET100000124	Netbook	5CH1161GV1	Sell	TS
1072	XSIET100000117	Netbook	5CH1161HXX	Sell	TS
1073	XSIET100000123	Netbook	5CH1161HWU	Sell	TS
1074	XSIET100000414	Netbook	5CH1090TFB	Sell	TS
1075	XSIET100000392	Netbook	5CH1090TVH	Sell	TS
1076	XSIET100000340	Netbook	5CH1100K78	Sell	TS
1077	XSIET100000075	Netbook	5CH1180CU7	Sell	TS

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1078	XSIET100000244	Netbook	5CH1161J4C	Sell	TS
1079	XSIET100000408	Netbook	5CH1090TP7	Sell	TS
1080	XSIET100000398	Netbook	5CH1090TYT	Sell	TS
1081	XSIET100000396	Netbook	5CH1090S6V	Sell	TS
1082	XSIET100000367	Netbook	5CH1090TJK	Sell	TS
1083	XSIET100000399	Netbook	5CH1090SQL	Sell	TS
1084	XSIET100000433	Netbook	N/A	Sell	TS
1085	XSIET100000447	Netbook	N/A	Sell	TS
1086	XSIET100000042	Netbook	N/A	Sell	TS
1087	XSIET100000529	Netbook	N/A	Sell	TS
1088	XSIET100000274	Netbook	N/A	Sell	TS
1089	XSIET100000394	Netbook	N/A	Sell	TS
1090	XSIET100000353	Netbook	N/A	Sell	TS
1091	XSIET100000462	Netbook	N/A	Sell	TS
1092	XSIET100000486	Netbook	N/A	Sell	TS
1093	XSIET100000485	Netbook	N/A	Sell	TS
1094	XSIET100000217	Netbook	N/A	Sell	TS
1095	XSIET100000137	Netbook	N/A	Sell	TS
1096	XRUSD000426135	Netbook	N/A	Sell	TS
1097	XSIET100000402	Netbook	N/A	Sell	TS
1098	XSIET100000256	Netbook	N/A	Sell	TS
1099	XSIET100000512	Netbook	N/A	Sell	TS
1100	XRUSD000426130	Netbook	N/A	Sell	TS
1101	XSIET100000310	Netbook	N/A	Sell	TS
1102	XSIET100000180	Netbook	N/A	Sell	TS
1103	XSIET100000512	Netbook	N/A	Sell	TS
1104	XSIET100000256	Netbook	N/A	Sell	TS
1105	XRUSD000426186	Netbook	N/A	Sell	TS
1106	XSIET100000330	Netbook	N/A	Sell	TS
1107	XSIET100000315	Netbook	N/A	Sell	TS
1108	XSIET100000275	Netbook	N/A	Sell	TS
1109	XSIET100000301	Netbook	N/A	Sell	TS
1110	XSIET100000489	Netbook	N/A	Sell	TS
1111	XRUSD000426125	Netbook	N/A	Sell	TS
1112	XRUSDSE0000670	Netbook	N/A	Sell	TS
1113	XSIET100000341	Netbook	N/A	Sell	TS
1114	N/A	Netbook	5CH1161HG2	Sell	TS
1115	N/A	Netbook	CNU0422Q9F	Sell	TS
1116	N/A	Netbook	5CH1100JWF	Sell	TS
1117	XSIET100000190	Netbook	5CH1161HHX	Sell	TS
1118	XSIET100000110	Netbook	N/A	Sell	TS
1119	XSIET100000528	Netbook	N/A	Sell	TS
1120	XSIET100000443	Netbook	N/A	Sell	TS
1121	XSIET100000409	Netbook	N/A	Sell	TS
1122	XSIET100000570	Netbook	N/A	Sell	TS
1123	XSIET100000526	Netbook	N/A	Sell	TS
1124	XSIET100000543	Netbook	N/A	Sell	TS
1125	XSIET100000282	Netbook	N/A	Sell	TS
1126	XSIET100000119	Netbook	N/A	Sell	TS

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1127	XSIET100000253	Netbook	N/A	Sell	TS
1128	XSIET100000215	Netbook	N/A	Sell	TS
1129	XSIET100000085	Netbook	N/A	Sell	TS
1130	XSIET100000439	Netbook	N/A	Sell	TS
1131	XSIET100000088	Netbook	N/A	Sell	TS
1132	XSIET100000079	Netbook	N/A	Sell	TS
1133	XSIET100000420	Netbook	N/A	Sell	TS
1134	XSIET100000379	Netbook	N/A	Sell	TS
1135	XSIET100000308	Netbook	N/A	Sell	TS
1136	XRUSD000403333	Netbook	N/A	Sell	TS
1137	XSIET100000344	Netbook	N/A	Sell	TS
1138	XSIET100000476	Netbook	N/A	Sell	TS
1139	XSIET100000370	Netbook	N/A	Sell	TS
1140	XSIET100000452	Netbook	N/A	Sell	TS
1141	XSIET100000558	Netbook	N/A	Sell	TS
1142	XSIET100000192	Netbook	N/A	Sell	TS
1143	XSIET100000397	Netbook	N/A	Sell	TS
1144	XSIET100000468	Netbook	N/A	Sell	TS
1145	XSIET100000239	Netbook	N/A	Sell	TS
1146	XSIET100000504	Netbook	N/A	Sell	TS
1147	XSIET100000472	Netbook	N/A	Sell	TS
1148	XSIET100000187	Netbook	N/A	Sell	TS
1149	XSIET100000136	Netbook	N/A	Sell	TS
1150	XSIET100000309	Netbook	N/A	Sell	TS
1151	XSIET100000539	Netbook	N/A	Sell	TS
1152	XSIET100000197	Netbook	N/A	Sell	TS
1153	XSIET100000546	Netbook	N/A	Sell	TS
1154	XSIET100000362	Netbook	N/A	Sell	TS
1155	XSIET100000250	Netbook	N/A	Sell	TS
1156	XRUSD000426180	Netbook	N/A	Sell	TS
1157	XSIET100000352	Netbook	N/A	Sell	TS
1158	XSIET100000518	Netbook	N/A	Sell	TS
1159	XSIET100000270	Netbook	N/A	Sell	TS
1160	XSIET100000159	Netbook	N/A	Sell	TS
1161	N/A	Netbook	CNU947CSPR	Sell	TS
1162	XRUSD000403328	Netbook	5CD2194G44	Sell	TS
1163	XRUSD000403326	Netbook	N/A	Sell	TS
1164	XRUSD000403325	Netbook	5CD2194FR3	Sell	TS
1165	XRUSD000403330	Netbook	5CD2194FQW	Sell	TS
1166	XRUSD000385850	Netbook	N/A	Sell	TS
1167	ARUSD0001379	Netbook	CNU948008V	Sell	TS
1168	42381	O-Scope	03123	Sell	M&O
1169	40626	O-Scope	07758	Sell	M&O
1170	N/A	Overhead Projector	SIP0947	Sell	128
1171	N/A	Phone Tester	120-00055	Sell	M&O
1172	N/A	Power suply	6996	Sell	M&O
1173	42421	Power suply	058501	Sell	M&O
1174	N/A	Printer	CNWB49974	Sell	250
1175	N/A	Printer	USDK002387	Sell	TS

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1176	88726	Printer	cnbjf29957	Sell	133
1177	88725	Printer	cnbjg01698	Sell	133
1178	N/A	Printer	MX25M1F129	Sell	124
1179	N/A	Printer	CNBK151589	Sell	133
1180	105561	Printer	CNBR31234	Sell	147
1181	89866	Printer	N/A	Sell	128
1182	81876	Printer	N/A	Sell	128
1183	74703	Printer	N/A	Sell	128
1184	81463	Printer	N/A	Sell	128
1185	78258	Printer	N/A	Sell	128
1186	N/A	Printer	W408N1625V	Sell	128
1187	N/A	Printer	U61034J4J332688	Sell	128
1188	N/A	Printer	CNHC79617P	Sell	128
1189	81878	Printer	N/A	Sell	128
1190	89863	Printer	N/A	Sell	128
1191	N/A	Printer	CNBJ425644	Sell	128
1192	81432	Printer	MY0241C1KK	Sell	250
1193	78569	Printer	My92A1513G	Sell	250
1194	85699	Printer	USBRG02209	Sell	250
1195	81430	Printer	MY0241C1M1	Sell	250
1196	88363	Printer	MY0941F02VJJ	Sell	124
1197	none	Printer	CN15N6Q12HBH	Sell	124
1198	CPU	Printer	CN08Q1S182JJ	Sell	124
1199	N/A	Printer	MY0941F02VJJ	Sell	124
1200	N/A	Printer	MX25M1F129	Sell	124
1201	N/A	Printer	C915N0Q12X	Sell	124
1202	81886	Printer	N/A	Sell	124
1203	N/A	Printer	MX25M1FQZV	Sell	124
1204	N/A	Printer	MY071152FTT	Sell	124
1205	N/A	Printer	CN743CG2M0	Sell	104
1206	N/A	Printer	MY46R4K22M	Sell	104
1207	N/A	Printer	MY0BG180DD	Sell	104
1208	77150	Printer	MY924151Y1	Sell	104
1209	84461	Printer	N/A	Sell	TS
1210	81358	Printer	N/A	Sell	TS
1211	101064	Projector	6401358	Sell	M&O
1212	92670	Projector	N/A	Sell	M&O
1213	88523	Projector	N/A	Sell	M&O
1214	104491	Projector	6800248	Sell	M&O
1215	90819	Projector	68560022	Sell	M&O
1216	89307	Projector	N/A	Sell	M&O
1217	105069	Projector	N/A	Sell	M&O
1218	91028	Projector	89633686	Sell	M&O
1219	103870	Projector	67604680	Sell	M&O
1220	106417	Projector	67711881	Sell	M&O
1221	89547	Projector	4101317	Sell	M&O
1222	89469	Projector	4200482	Sell	M&O
1223	89506	Projector	4200344	Sell	M&O
1224	89505	Projector	N/A	Sell	M&O

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1225	91281	Projector	89633809	Sell	M&O
1226	101094	Projector	6401626	Sell	M&O
1227	101181	Projector	N/A	Sell	M&O
1228	93263	Projector	5z00106	Sell	M&O
1229	101021	Projector	6200372	Sell	M&O
1230	89465	Projector	N/A	Sell	M&O
1231	91107	Projector	89633827	Sell	M&O
1232	108049	Projector	6900189	Sell	M&O
1233	108918	Projector	N/A	Sell	M&O
1234	93266	Projector	N/A	Sell	M&O
1235	91024	Projector	89633698	Sell	M&O
1236	109111	Projector	N/A	Sell	M&O
1237	101020	Projector	N/A	Sell	M&O
1238	104727	Projector	N/A	Sell	M&O
1239	91030	Projector	89633708	Sell	M&O
1240	88578	Projector	3700539	Sell	M&O
1241	89505	Projector	N/A	Sell	M&O
1242	000237396	Projector	N/A	Sell	M&O
1243	108050	Projector	6900195	Sell	M&O
1244	90057	Projector	N/A	Sell	M&O
1245	88517	Projector	N/A	Sell	M&O
1246	109161	Projector	8y00139	Sell	M&O
1247	108917	Projector	8701063	Sell	M&O
1248	92053	Projector	N/A	Sell	M&O
1249	88947	Projector	N/A	Sell	M&O
1250	109136	Projector	N/A	Sell	M&O
1251	91109	Projector	89633680	Sell	M&O
1252	103813	Projector	N/A	Sell	M&O
1253	104764	Projector	7116716	Sell	M&O
1254	103788	Projector	N/A	Sell	M&O
1255	90589	Projector	N/A	Sell	M&O
1256	N/A	Projector	69503783	Sell	M&O
1257	N/A	Projector	69317326	Sell	M&O
1258	N/A	Projector	69317320	Sell	M&O
1259	N/A	Projector	26590502	Sell	M&O
1260	92773	Projector	41635379	Sell	104
1261	103824	Projector	G6Y12864	Sell	104
1262	93009	Projector	98636912	Sell	104
1263	90494	Projector	10551633	Sell	104
1264	100151	Projector	98554335	Sell	104
1265	93007	Projector	98636966	Sell	104
1266	92784	Projector	98630586	Sell	104
1267	91704	Projector	51594687	Sell	104
1268	91997	Projector	34637295	Sell	104
1269	92783	Projector	98630506	Sell	104
1270	103851	Projector	N/A	Sell	104
1271	103822	Projector	N/A	Sell	104
1272	103893	Projector	N/A	Sell	104
1273	91994	Projector	34637290	Sell	104

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1274	92780	Projector	98630503	Sell	104
1275	89569	Projector	4101125FC	Sell	124
1276	91672	Projector	51594585	Sell	124
1277	105095	Projector	N/A	Sell	128
1278	106474	Projector	N/A	Sell	128
1279	105095	Projector	N/A	Sell	128
1280	101180	Projector	6200280FE	Sell	250
1281	100185	Projector	26590506	Sell	250
1282	84696	Projector	N/A	Sell	250
1283	89569	Projector	4101125FC	Sell	124
1284	91672	Projector	51594585	Sell	124
1285	RUSD000237582	Projector	N/A	Sell	124
1286	N/A	Projector	18196146	Sell	124
1287	N/A	Projector	682976	Sell	124
1288	103894	Promethean Projector	N/A	Sell	128
1289	103787	Promethean Projector	N/A	Sell	128
1290	104276	Promethean Projector	N/A	Sell	128
1291	109453	Promethean Projector	N/A	Sell	128
1292	103892	Promethean Projector	N/A	Sell	128
1293	95723	Promethean Projector	N/A	Sell	128
1294	100292	Promethean Projector	N/A	Sell	112
1295	102045	Promethean Projector	N/A	Sell	112
1296	N/A	Refrigerator	02B090504146	Sell	250
1297	RUSD103179	Scanner	N/A	Sell	147
1298	N/A	Tablet	128904714590	Sell	124
1299	N/A	Tablet	WMA6Y3526144	Sell	124
1300	N/A	Tablet	134923625734	Sell	124
1301	N/A	Tablet	128904313328	Sell	124
1302	N/A	Tablet	128904714621	Sell	124
1303	N/A	Tablet	828912355342	Sell	124
1304	N/A	Tablet	WL7WL0K4726	Sell	124
1305	N/A	Tablet	25B6201H2OH02D	Sell	124
1306	N/A	Tablet	25B6201H1NZ7SY	Sell	124
1307	N/A	Television	3cah700328	Sell	124
1308	N/A	Television	3cah700323	Sell	124
1309	N/A	Television	3cah700722	Sell	124
1310	N/A	Television	3caga00162	Sell	124
1311	N/A	Television	3caga00297	Sell	124
1312	N/A	Television	380873	Sell	112
1313	N/A	Television	145A43145	Sell	112
1314	N/A	Television	BCC920014125	Sell	112
1315	31751	Television	6RAG600060	Sell	112
1316	N/A	Television	174Q1506	Sell	112
1317	N/A	Television	49001612	Sell	112
1318	90067	TV	3CAH300876	Sell	152
1319	N/A	VCR	21742872	Sell	250
1320	90062	VCR	C7MA18481	Sell	152
1321	70194	VHS Camera	N/A	Sell	128
1322	70195	VHS Camera	N/A	Sell	128

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1323	42392	Volt Meter	45236	Sell	M&O
1324	N/A	Wireless Access Point	FTX1021V0EA	Sell	147
1325	N/A	Wireless Access Point	FTX1021V0DW	Sell	147
1326	N/A	Wireless Access Point	FTX1021V0DR	Sell	147
1327	N/A	Wireless Device	4125884R5	Sell	124
1328	N/A	Wireless Device	41258831C	Sell	124

**Board Meeting Agenda
July 20, 2015**

Topic: Rejection of Claim – Valerio

Presented by: Kathy Everhart, Director, Risk Management

Responsible

Cabinet Member: Mays Kakish, Chief Business Officer/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:

Claim for damage has been filed by personal injury.

The claims adjuster recommends rejection of claims at this time.

FISCAL IMPACT: None

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

ADDITIONAL MATERIAL: None

**Board Meeting Agenda
July 20, 2015**

Topic: Resolution No. 2015/16-03 – Resolution of the Board of Education of the Riverside Unified School District Authorizing Signatures for Purchase Orders and Other Contractual Commitments

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

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

Type of Item: Consent

Short Description: Approval of this agenda item will update the designated staff authorized to sign purchase orders and contractual commitments.

DESCRIPTION OF AGENDA ITEM:

It is necessary to issue purchase orders and other contractual commitments for the 2015-16 fiscal year. California Education Code Section 35161 provides in part that the governing board of a district may discharge any duty imposed by law upon it or upon the district and may delegate to an officer or employee any of those powers or duties.

The attached resolution updates the officers and employees so delegated, removing the Deputy Superintendent Business Services and Governmental Relations and granting the Chief Business Officer the authority to issue purchase orders and other contractual commitments.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. 2015/16-03 – Resolution of the Board of Education of the Riverside Unified School District Authorizing Signatures for Purchase Orders and Other Contractual Commitments.

ADDITIONAL MATERIAL: Resolution No. 2015/16-03

Attached: Yes

RESOLUTION NO. 2015/16-03

**RESOLUTION OF THE BOARD OF EDUCATION OF RIVERSIDE
UNIFIED SCHOOL DISTRICT AUTHORIZING SIGNATURES FOR
PURCHASE ORDERS AND OTHER CONTRACTUAL COMMITMENTS**

WHEREAS, the Riverside Unified School District has determined that it has a need to update the officers and employees delegated to issue purchase orders and other contractual commitments;

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

Chief Business Officer/Governmental Relations

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on July 20, 2015 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

Brent Lee, Clerk
Board of Education

Dated: _____

**Board Meeting Agenda
July 20, 2015**

Topic: Resolution No. 2015/16-04 – Resolution of the Board of Education of the Riverside Unified School District Authorizing the Maintenance of Bank and Business Credit Card Accounts, and Approving the Authorized Signatures for Such Accounts

Presented by: Brenda Hofer, Accountant

Responsible

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

Type of Item: Consent

Short Description: It is necessary to update the authorized signatures for the Cafeterias, District Clearing, Property and Liability, District Revolving, Self-Insured Workers' Compensation, and Self-Insured Health and Welfare bank accounts and the Business Credit Card account.

DESCRIPTION OF AGENDA ITEM:

Although the majority of the District's financial transactions are processed through the County Treasury, the District, in accordance with the California Education Code, has maintained bank accounts at various financial institutions in the community to support its special operations and Associated Student Bodies. The District has a business credit card program for use by designated representatives of the District for business purposes and for the benefit of the District. This resolution will update the authorized signatures for the Cafeterias, District Clearing, Property and Liability, District Revolving, Self-Insured Workers' Compensation, and Self-Insured Health and Welfare, and Business Credit Card accounts.

FISCAL IMPACT: \$0

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. 2015/2016-04 – Updating the Authorized Signatures for the Cafeterias, District Clearing, Property and Liability, District Revolving, Self-Insured Workers' Compensation, Self-Insured Health and Welfare and Corporate Credit Card Accounts.

ADDITIONAL MATERIAL: Resolution No. 2015/16-04

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

Resolution No. 2015/16-04

**RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE
UNIFIED SCHOOL DISTRICT AUTHORIZING THE MAINTENANCE
OF BANK AND CORPORATE CREDIT CARD ACCOUNTS, AND
APPROVING THE AUTHORIZED SIGNATURES FOR SUCH
ACCOUNTS**

WHEREAS, the Riverside Unified School District (District) has established and maintains bank accounts for the purposes of District operations and associated student body activities; and

WHEREAS, the District has established and maintains a business credit card account for use by designated representatives of the District for business purposes for the benefit of the District, and

WHEREAS, the persons listed below by name and organizational title are designated as being authorized signatures for the purposes set forth below;

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. The financial institutions listed below are selected and designated as a depository of funds of the Riverside Unified School District (District), and that such deposit account or accounts be established and maintained by and in the name of the District, and that said financial institutions are authorized to act without further inquiry in accordance with writings bearing the signatures of the persons listed below until such financial institutions receive written notice that signature(s) are no longer authorized.
2. The officer named below has been duly authorized, is now acting and is authorized to access information on each account, on behalf of the District:

Mays Kakish, Chief Business Officer/Governmental Relations

3. The employees and/or agents named below have been duly authorized, are now acting and are authorized to draw checks in the manner set forth on each respective account as indicated below:

Cafeterias of Riverside Unified School District Prestige Money Market Account
Altura Credit Union, Account Number ending in “6036”
By any two of the following persons designated by name and organizational title;

Mays Kakish, Chief Business Officer/Governmental Relations
Sandra L. Meekins, Director V – Business Services
Rodney K. Taylor, Director of Nutrition Services

Jill Collier, Fiscal Services Manager – Payroll/ASB

District Clearing Fund Prestige Money Market Account

Altura Credit Union, Account Number ending in “8670”

By any two of the following persons designated by name and organizational title;

Mays Kakish, Chief Business Officer/Governmental Relations

Sandra L. Meekins, Director V – Business Services

Jill Collier, Fiscal Services Manager – Payroll/ASB

Annette Alvarez, Fiscal Services Manager – Attendance/Accounting

Dalia Gadelmawla, Manager Fiscal Services – Budget

Property and Liability Trust Prestige Money Market Account

Altura Credit Union, Account Number ending in “0667”

By any two of the following persons designated by name and organizational title, EXCEPT when the amount is greater than \$25,000, then by any two of the following with a required third signature from a Riverside Unified School District authorized signer.

Fritz Heirich – Chief Executive Officer, Alliance of Schools for Cooperative Insurance Program (ASCIP)

Russell O’Donnell – Chief Operations Officer, ASCIP

Lynn Truong – Chief Financial Officer, ASCIP

Joan Weeks – Claims Manager, CorVel Corporation

Mays Kakish, Chief Business Officer/Governmental Relations

Sandra L. Meekins, Director V – Business Services

Kathleen Everhart, Director II, Risk Management

District Revolving Fund Prestige Money Market Account

Altura Credit Union, Account Number ending in “8669”

By any two of the following persons designated by name and organizational title;

Mays Kakish, Chief Business Officer/Governmental Relations

Sandra L. Meekins, Director V – Business Services

Jill Collier, Fiscal Services Manager – Payroll/ASB

Annette Alvarez, Fiscal Services Manager – Attendance/Accounting

Dalia Gadelmawla, Manager Fiscal Services – Budget

Riverside Unified Workers’ Compensation

Altura Credit Union, Account Number ending in “9153”

By any two of the following persons designated by name and organizational title; EXCEPT when the amount is greater than \$3,000, then by any three of the following persons designated by name and organizational title;

Richard Taketa, CEO, York Insurance Services Group Inc.

Jody Gray, Sr. Vice President, York Insurance Services Group Inc.

Carolyn Kho, Vice President Financial Planning, York Insurance Services Group Inc.

Debi L. Harrington, Assistant Vice President Client Banking, York Insurance Services Group Inc.

Mays Kakish, Chief Business Officer/Governmental Relations

Sandra L. Meekins, Director V – Business Services

Kathleen Everhart, Director II – Risk Management

Jill Collier, Manager Fiscal Services – Payroll/ASB

Riverside Unified Medical Insurance Program

Union Bank, Account Number ending in “9080”

By Mr. Stamler designated by name and organizational title; EXCEPT when the amount is greater than \$25,000, then by any two of the following persons designated by name and organizational title;

William Michael Stamler, CEO, Delta Health Systems

Mays Kakish, Chief Business Officer/Governmental Relations

Sandra L. Meekins, Director V – Business Services

Kathleen Everhart, Director II – Risk Management

Or by any two of the following persons designated by name and organizational title; without regard to amount;

Mays Kakish, Chief Business Officer/Governmental Relations

Sandra L. Meekins, Director V – Business Services

Kathleen Everhart, Director II – Risk Management

4. The officers named below have been duly authorized, are now acting and are authorized and directed to 1) do any and all things which may be deemed necessary or advisable in order to establish and maintain a business credit card program at Altura Credit Union for use by the District for business purposes and for the benefit of the District, 2) authorize named institution to issue credit cards to designated representatives of the District for business purposes and the benefit of the District; said cards to be issued under the normal terms and conditions set forth by the named institution and; 3) access information on each account on behalf of the District:

Mays Kakish, Chief Business Officer/Governmental Relations

Sandra L. Meekins, Director V – Business Services

5. This resolution and each such certification shall remain in force and effect, and the financial institution listed above is authorized and requested to rely and act thereon and shall be indemnified and saved harmless from all liability and loss incurred by them in continuing to act in pursuance of this resolution (even though they may have been changed) until they shall receive at their office to which a certified copy of this resolution is delivered, either a certified copy of a further resolution of the Board of Education amending or rescinding this resolution or a further certification as above provided for, as the case may be.

6. The Clerk of the Board of Education is authorized and directed to certify to the financial institution listed above that this resolution has been duly adopted and is in conformity with the articles of incorporation, charter, and by-laws or other governing instrument of the District, and further to certify to the financial institution listed above a copy of this resolution, the names and specimen signatures of the present officers and other persons of this organization authorized to sign as aforesaid, and the fact of any change of the persons herein designated by title together with the names and specimen signature of the successor.

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on July 20, 2015 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Brent Lee
Clerk of the Board of Education

Dated: _____

**Board Meeting Agenda
July 20, 2015**

Topic: Ratification of Approval to Utilize the California Multiple Award Schedules (CMAS) Contract No. 3-11-70-0697F with Data Impression for Purchase of Information Technology Goods and Services

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

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

Type of Item: Consent

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

DESCRIPTION OF AGENDA ITEM:

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

Riverside Unified School District desires to utilize an existing California Multiple Award Schedule (CMAS) Contract No. 3-11-70-0697F for the purchase of Information Technology Goods and Services. Data Impression was awarded CMAS Contract No. 3-11-70-0697F, which allows for cooperative purchasing agreements between public agencies. The contract is valid through August 31, 2015.

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to purchase Information Technology Goods and Services 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 with limit amount of \$500,000.00.

RECOMMENDATION: It is recommended that the Board of Education find and determine that it is in the best interest of the District to approve the utilization of CMAS Contract No. 3-11-70-0697F with Data Impression 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: Agreement CMAS Contract No. 3-11-70-0697F

Attached: Yes

State of California
MULTIPLE AWARD SCHEDULE
DI Technology Group, Inc. *dba*
Data Impressions

CONTRACT NUMBER:	3-11-70-0697F
SUPPLEMENT NO.:	1
CMAS CONTRACT TERM:	8/18/2011 through 8/31/2015
CONTRACT CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	September 8, 2014
MAXIMUM ORDER LIMIT:	\$500,000
FOR USE BY:	State & Local Government Agencies
BASE GSA SCHEDULE NO.:	GS-35F-0143R
BASE SCHEDULE HOLDER:	Synnex Corporation

This contract provides for the purchase and warranty of hardware and software, installation and software maintenance as a product.

The purpose of this supplement is to incorporate the following changes:

- 1) Extend the term of this CMAS contract through May 15, 2015 in accordance with the approved extension of the Federal GSA Schedule. In addition, a CMAS contract extension of 3 months beyond the expiration of the GSA terms has been incorporated into this contract.
- 2) Replace the California Multiple Award Schedule (CMAS) General Provisions – Information Technology (IT) dated August 2010 with the attached California Multiple Award Schedule (CMAS) General Provisions – Information Technology (IT) revised and effective September 8, 2014.

All other terms and conditions and provisions of the contract remain unchanged.

Yolanda Tutt
YOLANDA TUTT

Effective Date: **11/12/2014**

YOLANDA TUTT, Program Analyst, California Multiple Award Schedules Unit

**Board Meeting Agenda
July 20, 2015**

Topic: Approval to Utilize the California Multiple Award Schedules (CMAS) Contract No. 4-11-71-0056B with American Seating Company for Purchase of Non Information Technology Goods

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

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

Type of Item: Consent

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

DESCRIPTION OF AGENDA ITEM:

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

Riverside Unified School District desires to utilize an existing California Multiple Award Schedule (CMAS) Contract No. 4-11-71-0056B for the purchase of Non Information Technology Goods. American Seating Company was awarded CMAS Contract No. 4-11-71-0056B, which allows for cooperative purchasing agreements between public agencies. The contract is valid through April 30, 2018.

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to purchase Non Information Technology Goods 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 with limit amount of \$100,000.00.

RECOMMENDATION: It is recommended that the Board of Education find and determine that it is in the best interest of the District to approve the utilization of CMAS Contract No. 4-11-71-0056B with American Seating Company 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: Agreement CMAS Contract No. 4-11-71-0056B

Attached: Yes



July 24, 2013

Mr. Nelson Wilfore
American Seating Company
401 American Seating Center
Grand Rapids, MI 49504

Subject: RENEWAL of American Seating Company's California Multiple Award Schedule (CMAS)

CMAS Contract No.: 4-11-71-0056B, Supplement No. 1
CMAS Contract Term: July 24, 2013 through April 30, 2018
Base GSA Schedule No.: GS-28F-8030H

Dear Mr. Wilfore:

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

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

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

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

**THE NEXT QUARTERLY REPORT DUE FOR THIS CONTRACT IS Q3-2013 (JULY-SEPT)
DUE BY OCT 15, 2013.**

The "Approved CMAS Contractor" logo is only available to CMAS contract holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to www.dgs.ca.gov/pd/resources.aspx, then select "California Multiple Award Schedules (CMAS) Resources". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this contract, please contact me at 916/375-4377. Thank you for your continued cooperation and support of the CMAS Program.

RHONDA SMITH, Program Analyst
California Multiple Award Schedules (CMAS) Unit

**Board Meeting Agenda
July 20, 2015**

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

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

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

Type of Item: Consent

Short Description: Cooperative Purchasing Agreement for the purchase of School Furnishings, Office Furnishings and Accessories.

DESCRIPTION OF AGENDA ITEM:

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

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

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to purchase of school furnishings, office furnishings and accessories and found that the subject contract best meets the needs of the District.

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

RECOMMENDATION: It is recommended that the Board of Education find and determine that it is in the best interest of the District to approve the purchase of school furnishings, office furnishings and accessories to purchase quantities at unit prices quoted, sufficient to meet the needs of the Riverside Unified School District. Furthermore, the District will make all purchases in its own name, be responsible for payment directly to the vendor, and is responsible for any tax liability.

ADDITIONAL MATERIAL: Cooperative Purchasing Agreement, Glendale Unified School District – Bid No. P-16 14/15

Attached: Yes

Excerpt from the Minutes of the Glendale Board of Education meeting held on March 24, 2015. It was moved by Mrs. Walters and seconded by Ms. Nahabedian that Consent Calendar No. 9 be accepted. The motion was approved unanimously.

GLENDALÉ UNIFIED SCHOOL DISTRICT

March 24, 2015

CONSENT CALENDAR NO. 9

TO: Board of Education

FROM: Dr. Richard M. Sheehan, Superintendent

SUBMITTED BY: Robert McEntire, Chief Business and Financial Officer

PREPARED BY: Jerry W. Gee, Director, Procurement & Contract Services

SUBJECT: **Amendment to the Award of Bid Number P-16 14/15 for School Furnishings, Office Furnishings, and Accessories**

The Superintendent recommends that the Board of Education approve amendment to the award of Bid Number P-16 14/15 for school furnishings, office furnishings, and accessories.


The Board of Education, at its meeting on February 17, 2015, approved the award of a bid for school furnishings, office furnishings, and accessories to various vendors listed on the attachment. Staff has found some errors in the list of product lines for a few vendors. Attached is the vendor list with the revised equipment items. The changes are shown with bold letters.

This bid will be used by other school districts throughout California by virtue of its "piggyback" clause (Public Contract Code 20118, 20652). Additionally, this bid may be extended for four (4) additional one year increments (total potential bid life of five (5) years from board of Education award, through February 17, 2020) by mutual consent of the District and vendors, subject to a maximum price fluctuation of three percent (3%) per year.

Funding for school classroom and office furniture may be provided from several sources including the General Fund, Capital Project Fund, various Categorical Programs, and Measure S.

STRATEGIC GUIDANCE: "Students will learn in safe, well-maintained facilities."

I hereby certify that this is a true and exact copy of an excerpt from the Minutes of the Board of Education Meeting held on March 24, 2015.


Robert H. McEntire
Chief Business and Financial Officer

VENDOR	PRODUCT LINE
Academia Furniture	All Academia Furniture manufactured products, on behalf of its authorized dealer network
A.J. Paull Office LLC	All A.J. Paull Office LLC manufactured products, on behalf of its authorized dealer network
Alumni Classroom Furniture	All Alumni Classroom Furniture manufactured products, on behalf of its authorized dealer network
AmTab Manufacturing Corp.	All AmTab Manufacturing Corp. manufactured products, on behalf of its authorized dealer network
Artcobell	All Artcobell manufactured products, on behalf of its authorized dealer network
Claridge	Bid Direct
Concepts School And Office Furnishings	C&H Equipment, ECR4Kids, Faustinos (partial), Leisure Craft Inc., Office Master, United Desk
Culver-Newlin	Amneon, Artopex, Cherryman, Diversified Wood Products / Shain, Faustinos (partial), FCI, LA Steelcraft (partial), Tenjam
Dave Bang Associates, Inc.	Wabash Valley
Defoe Furniture 4 Kids, Inc.	Bid Direct
D3 Inc, DBA 9 to 5 Seating	Bid Direct
ECA – Electri-Cable Assemblies	Bid Direct
Education Products & Services	Education Products & Services, USACapitol
ERG International	Bid Direct
ESI Ergonomic Solutions	Bid Direct
Fleetwood Group	All Fleetwood manufactured products, on behalf of its authorized dealer network
Great Openings	All Great Openings manufactured products, on behalf of its authorized dealer network
Groupe Lacasse	All Groupe Lacasse manufactured products, on behalf of its authorized dealer network
Hann Manufacturing	All Hann manufactured products, on behalf of its authorized dealer network
Haskell Office LLC	Bid Direct
Hertz Furniture	Aurora, Correll, Diversified Wood Products / Shain, Eurotech,, Hertz Furniture, Jonticraft, KFI Seating (partial), Nova, Wood Designs (partial)
Highmark Smart, Reliable Seating, Inc.	Bid Direct
HON	All HON manufactured products, on behalf of its authorized dealer network
Interior Concepts	All Interior Concepts manufactured products, on behalf of its authorized dealer network
Interior Systems, Inc.	All Interior Systems manufactured products, on behalf of its authorized dealer network
Ironwood Manufacturing	All Ironwood manufactured products, on behalf of its authorized dealer network
Jasper Group	All Jasper Group and J.S.I. manufactured products, on behalf of its authorized dealer network
Jones Campbell Co. Inc. DBA Campbell Keller	Action Laminates, AllSeating, AllSteel, Arcadia, Clarus, Creative Wood, Enwork, Gunlocke, Humanscale, Lencore, Liat, Light Corp, Lyon, Mitchell Furniture Systems, Inc., National Office, Nxtwall, Palmieri Furniture, Paoli, Phoenix Fire Files, Sauder, Seating Concepts, Special T, Wilsonstak, Workrite
KI Inc.	Bid Direct
Kimball Office	All Kimball Office manufactured products, on behalf of its authorized dealer network
Marvel Group	All Marvel Group manufactured products, on behalf of its authorized dealer network
Mayline	All Mayline manufactured products, on behalf of its authorized dealer network
McDowell-Craig Office Furniture	All McDowell-Craig Office Furniture manufactured products, on behalf of its authorized dealer network

VENDOR	PRODUCT LINE
National Public Seating	All National Public Seating manufactured products, on behalf of its authorized dealer network
Oklahoma Sound	All Oklahoma Sound manufactured products, on behalf of its authorized dealer network
Palmer Hamilton	All Palmer-Hamilton manufactured products, on behalf of its authorized dealer network
Paragon Furniture LLC	All Paragon Furniture manufactured products, on behalf of its authorized dealer network
PS Furniture	All PS Furniture manufactured products, on behalf of its authorized dealer network
Russell Carroll Manufacturing	Russwood Library Furniture (partial)
Scholar Craft Products Inc.	Bid Direct
School Outfitters	Wood Designs, Norwood Commercial Furniture, Sprogs Early Childhood Products
School Specialty	Balt / Best-Rite, Bretford, Childcraft, Clarin by Hussey Seating, Classroom Select, Community , Fireking, Frey Scientific, Global Total Office, Jasper Chair, KFI Seating (partial), LA Steelcraft (partial), Royal Seating, Republic Storage, Ultra Play Systems (partial), Webcoat, Inc., RFM-Seating
Screenflex	Bid Direct
Sico America	All Sico America manufactured products, on behalf of its authorized dealer network
Sierra School Equipment	Alumni, Biofit, Irwin Seating Co., Leonard Peterson, VIA Seating, Assigned Seating and Manufacturing Group (ASMG)
SitOnIt	All SitOnIt manufactured products, on behalf of its authorized dealer network
Smith System	All Smith System manufactured products, on behalf of its authorized dealer network
Vanerum Stelter	All Vanerum Stelter manufactured products, on behalf of its authorized dealer network
Virco	Republic Storage, Virco, Russwood Library Furniture (partial), Ultra Play Systems (partial)
VS America	Bid Direct
Whitney Bros.	Bid Direct
Woodstock Marketing LLC	Bid Direct

**Board Meeting Agenda
July 20, 2015**

Topic: Ratification of Approval to Utilize the Pomona Valley Co-op Purchasing Group “Canned Goods & Condiments” Bid FS07-01-1516A”

Presented by: Rodney K. Taylor, Director Nutrition Services

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

Type of Item: Consent

Short Description: Cooperative purchasing agreement for the purchase of canned goods and condiments.

DESCRIPTION OF AGENDA ITEM:

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

Riverside Unified School District – Nutrition Services is a member of the Pomona Valley Co-operative Group. Chaffey Joint Union High School District served as the lead District awarding the lowest, responsive, responsible bidders line items on Canned Goods and Condiments Bid No. FS07-01-1516A on behalf of the Co-op to A & R Wholesale, Bernard Food Industries, Gold Star Foods, Shamrock Foods, Sysco Foods Los Angeles/Riverside and US Food Service. The contract is valid from July 1, 2015 through June 30, 2016, with an option to extend for two (2) one year periods.

FISCAL IMPACT: The approval of this agenda item to allow the use of the cooperative purchasing agreement referenced without limit as to dollar amount of the contract. The total dollar amount anticipated to be expended by the Nutrition Services Department is \$500,000.00 per year.

RECOMMENDATION: It is recommended that the Board of Education find and determine that it is in the best interest of the District to approve the purchase of canned goods and condiments in quantities at unit process quoted, sufficient to meet the needs of Riverside Unified School District. Furthermore, the District will make all purchases in its own name, be responsible for payment directly to the vendor, and is responsible for any tax liability.

ADDITIONAL MATERIAL: Chaffey Joint Union High School District – Bid Advertisement and Board Approval Certification

Attached: Yes

Inland Valley Daily Bulletin

(formerly the Progress Bulletin)
2041 E. 4th Street
Ontario, CA 91764
909-987-6397
legals@inlandnewspapers.com

(Space below for use of County Clerk Only)

**PROOF OF PUBLICATION
(2015.5 C.C.P.)**

**STATE OF CALIFORNIA
County of Los Angeles**

I am a citizen of the United States, I am over the age of eighteen years, and not a party to or interested in the above-entitled matter. I am the principal clerk of the printer of INLAND VALLEY DAILY BULLETIN, a newspaper of general circulation printed and published daily for the City of Pomona, County of Los Angeles, and which newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of Los Angeles, State of California, on the date of June 15, 1945, Decree No. Pomo C-606. The notice, of which the annexed is a true printed copy, has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to wit:

3/9, 3/16-2015

I declare under the penalty of perjury that the foregoing is true and correct.

Executed at Ontario, San Bernardino Co. California

This 16 day of March, 2015

Sherry Berg
Signature

LP2-121211

**NOTICE INVITING BIDS
ADVERTISEMENT**

Notice is hereby given that Bonita Unified School District will receive sealed bids for the award of contract FS07-01-1516A for the purchases of "Canned Goods & Condiments" up to but not later than 9:30 a.m. on Friday, Apr. 3, 2015. Bids will be applicable to the school districts named below, hereinafter referred to as the "Pomona Valley Co-Op Purchasing Group"

School Districts Participating:

- Alta Loma School District
- Bonita Unified School District
- Chaffey Joint Union High School District
- Chino Valley Unified School District
- Claremont Unified School District
- Colton Joint Unified School District
- Jurupa Unified School District
- Moreno Valley Unified School District
- Ontario-Montclair School District
- Pomona Unified School District
- Rialto Unified School District
- Riverside Unified School District
- Val Verde Unified School District

Bids shall be delivered in sealed envelopes marked "Canned Goods & Condiments - Bid FS07-01-1516A" to the office of:

Marije Baltierra
Food Service Buyer
CHAFFEY JT UNIFIED HIGH SCHOOL DISTRICT
Food Services Dept.
211 W. Fifth Street
Ontario, CA 91762

prior to the above deadline. Bids will be publicly opened at 9:30 a.m. on Friday, Apr. 3, 2015 at the above location.

Each bid must conform and be responsive to the bid documents, copies of which may be obtained by calling or writing:

Marije Baltierra
Food Service Buyer
CHAFFEY JT UNIFIED HIGH SCHOOL DISTRICT
Food Services Dept.
211 W. Fifth Street
Ontario, CA 91762
(909) 460-5643

CHAFFEY JT. UNIFIED HIGH SCHOOL DISTRICT, on behalf of The Pomona Valley Co-Op Purchasing Group reserves the right to reject any or all bids or parts thereof, to be the sole judge of the merits and qualifications of all bids to waive any informality in a bid, not necessarily accept the lowest of any offered and extend the bidding period. Design, specifications, service, delivery, and quality may be considered in making selections.

Published: March 9th, and 16th, 2015 Inland Valley Daily Bulletin #636505

**EXTRACT
OFFICIAL PROCEEDINGS
OF THE BOARD OF TRUSTEES
CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT**

A regular meeting of the Board of Trustees of the Chaffey Joint Union High School District was held in the District Office Board Room on Tuesday, May 12, 2015 at 6:30 p.m.

ROLL CALL:

Members Present: Mr. Uhalley, Mr. Bustamonte, Mrs. Megaw, Mrs. Ovitt, Mr. Rhinehart
Members Absent: None


ACTION:

On motion of Mrs. Ovitt, seconded by Mr. Bustamonte, the Board of Trustees unanimously authorized District Food Services to enter into Agreements with: a) A & R Wholesale, b) Bernard Food Industries, c) Gold Star Foods, d) Shamrock Foods, e) Sysco Foods Los Angeles/Riverside, and f) US Food Service, for the purchase of canned goods and condiments for District school site cafeterias (Pomona Valley Purchasing Group, Bid No. FS07-01-1516A). Term of the Agreements will be July 1, 2015 through June 30, 2016. Further, authorized the Assistant Superintendent of Business or the Director of Food Services to sign all related documents. Aye votes were recorded from Mr. Uhalley, Mr. Bustamonte, Mrs. Megaw, Mrs. Ovitt, and Mr. Rhinehart.

5.6**

CERTIFICATION

I hereby certify that the above excerpt is a true and correct copy from the minutes of the meeting of the Board of Trustees of the Chaffey Joint Union High School District held at 6:30 p.m. on Tuesday, May 12, 2015.



Mathew G. Holton
Secretary to the Board of Trustees
Chaffey Joint Union High School District

**Board Meeting Agenda
July 20, 2015**

Topic: Ratification of Approval to Purchase of Microsoft Products – District Wide – Cooperative Purchasing Agreement, Simi Valley School District – Project No. 034-14M.1

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

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

Type of Item: Consent

Short Description: Cooperative Purchasing Agreement for the purchase of Microsoft Products – District Wide.

DESCRIPTION OF AGENDA ITEM:

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

Riverside Unified School District desires to utilize an existing competitively awarded contract to purchase of Microsoft Products – District Wide. Simi Valley School District awarded a contract to SHI International Corporation allows for cooperative purchasing agreements between public agencies. The contract is valid through December 9, 2017 and may be extended for an additional two (2) terms of one (1) year each term.

District staff has reviewed available cooperative purchasing agreements and other formal purchasing options to purchase of Microsoft Products – District Wide 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 purchase Microsoft Products – District Wide 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: Cooperative Purchasing Agreement, Simi Valley School District – Project No. 034-14M.1

Attached: Yes

TITLE: APPROVAL OF AGREEMENT NO. A15.151 BETWEEN SIMI VALLEY UNIFIED SCHOOL DISTRICT AND SHI INTERNATIONAL CORPORATION TO ENTER A VOLUME LICENSING AGREEMENT WITH MICROSOFT FOR ENROLLMENT FOR EDUCATION SOLUTIONS LICENSES

Business & Facilities
Action #5

December 9, 2014
Page 1 of 1

Prepared by: Ron Todo, Assistant Superintendent
Business & Facilities

Background Information

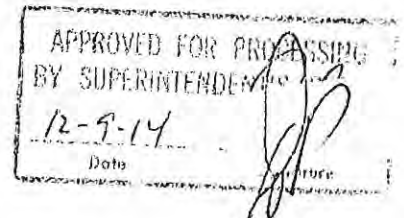
Simi Valley Unified School District wishes to enter into a Volume Licensing Agreement with Microsoft for Enrollment for Education Solutions software licenses. We are in need of the assistance of a reseller in the implementation and administration of license procurement and licensing support. The District published a Request for Proposal for a Reseller and proposes to select SHI International Corporation to fulfill this need. Under the terms of this Agreement, other public agencies in the State of California may "piggyback" this agreement.

Fiscal Analysis

The term of the Agreement shall be for three (3) years.

Recommendation

It is recommended that the Board of Education approve Agreement No. A15.151 between SVUSD and SHI International Corporation to enter into a volume licensing agreement with Microsoft for Enrollment for Education Solutions Licenses.



On motion # 467 by Trustee Brouge, seconded by Trustee Daniels and carried by a vote of 3/0, the Board of Education approved, by roll-call-vote, Agreement No. A15.151 between SVUSD and SHI International Corporation.

Ayes: _____ Noes: _____ Absent: _____ Abstain: _____

Daniels
Brouge
Sandoval
Brouge
White

RESELLER AGREEMENT
Between Simi Valley School District and SHI
International Corp

This Large Area Reseller Agreement (“Agreement”) is made and entered into as of December 9, 2014, between the Simi Valley School District, (“District”) a public school district, organized under the laws of California, and SHI International Corp, a corporation organized under the laws of the State of New Jersey (“Contractor”) for the purpose of implementing a software purchase and license program for the District. Contractor and District may singularly be identified as “Party” and collectively referred to as “Parties”.

RECITALS

WHEREAS, District wishes to obtain software licenses from Microsoft for the use and benefit of its faculty, staff, and students; and

WHEREAS, District wishes to enter into a Volume Licensing Agreement with Microsoft for Enrollment for Education Solutions software licenses; and

WHEREAS, Pursuant to the Volume Licensing Agreement with Microsoft, District is required by Microsoft to retain an Authorized Large Area Reseller (“Reseller”) for the procurement of the software licenses and licensing support; and

WHEREAS, District further desires the assistance of a Reseller in the implementation and administration of license procurement and licensing support; and

WHEREAS, District published a Request for Proposal for a Reseller and selected Contractor as the successful candidate; and

WHEREAS, Contractor has agreed to serve as the Reseller for District in accordance with the terms and conditions identified in District’s Volume Licensing Agreement with Microsoft; and

WHEREAS, Pursuant to Public Contract Code section 20118 and the terms of this Agreement, other public agencies in the State of California may “piggyback” this agreement under the same terms and conditions found herein; and

**NOW THEREFORE, FOR GOOD AND SUFFICIENT CONSIDERATION,
THE PARTIES AGREE AS FOLLOWS:**

1. **Purpose of the Agreement**: Contractor shall procure licenses for Microsoft Enrollment for Education Solutions products and provide assistance to District in support of these purchases.
2. **Definitions**: The following terms, as used herein, shall have the following meanings:
 - a. “Effective Date of the Agreement” shall mean the date when the Agreement has been fully executed by the Parties.

- b. "Microsoft Agreements" shall mean the Microsoft Volume Licensing Agreement - Campus and School Agreement and amendments thereto.
 - c. "Manufacturer" will mean Microsoft Corporation.
 - d. "Piggybacking of Contract" shall mean the ability of a school district or eligible public agency to participate in the contract pursuant to the provisions of Public Contract Code section 20118.
3. **Documents Incorporated Into this Agreement:** The following documents shall be deemed incorporated and shall be referenced as being part of this Agreement:
 - a. District's Request for Proposals
 - b. District's Microsoft Volume Licensing - Campus and School Agreement and any amendments thereto
 - c. Pricing Schedule
4. **Term of Agreement:** The term of this Agreement shall be for three (3) years, commencing from the Effective Date of the Agreement. The parties may extend this Agreement by an additional two (2) terms of one (1) year each term.
5. **Pricing Information:** Contractor agrees that pricing provided in the Pricing Schedule shall not change for the term of this Agreement. Changes in Manufacturer's product selection are to take effect immediately upon the effective date of the Manufacturer's changes. Other changes to price lists and postings will take effect on the dates set by District and the Contractor.
6. **Account Manager/Staffing:** Contractor will provide a regularly assigned Account Manager and adequate staffing to service and manage all aspects of the account in a timely and efficient manner.
7. **Account Staff Quality:** Members of the Contractor support team shall be thoroughly trained and experienced in the requirements and processes related to Microsoft agreements, academic licensing programs, related software assurance benefits, and Microsoft products and solutions. At District's request, Contractor shall provide additional training as needed to ensure adequate support is provided to District.
8. **Full Scope Software Support:** Contractor shall provide and support the electronic software distribution program for students, faculty, and staff, in Support of Student Option, Work at Home Rights and Home Use programs.
9. **Microsoft Authorized LAR:** It shall be a condition of this Agreement that the Contractor is and shall remain a Microsoft-authorized Large Account Reseller ("LAR"). The failure of the Contractor to remain a Microsoft-authorized LAR shall be a material breach of the Agreement and the District may terminate the Agreement in such circumstance.
10. **Initial Microsoft Implementation:** Contractor shall execute the numerous enrollment options available from Microsoft. Contractor shall thoroughly review the provisions of the Microsoft Agreement, submit an executed Enrollment Agreement and obtain an Enrollment Number, prior to placing an order under this Agreement.

11. **Initial Customer Enrollment**: Contractor shall work closely with District and ensure the required documentation for initial customer enrollment is in place as needed. Contractor shall be responsible for servicing and administering enrollment under the agreement, ensuring prompt processing of enrollment forms, and insuring enrollment is properly placed against the Microsoft Software License Agreement.
12. **Piggybacking, E-Rate and K12 Voucher**: Contractor shall be conversant in assisting District to make contracts or payments under the alternative processes listed below:
 - a. *Piggybacking*: Public agencies who elect to participate contractually in the Program through a contract process called "Piggybacking".
 - b. *E-Rate*: Customers may also attempt to receive further discounting through the E-Rate process. Contractor will assist District in modifying the Program to reflect the Piggybacking and E-Rate processes. Contractor shall have, at the time this contract is signed, a current USAC Service Provide Identification Number ("SPIN") and agree to keep their SPIN current for each year of the term of this Agreement.
 - c. *Microsoft K12 Voucher Program*: Some Customers may attempt to fund their contracts through the Microsoft K12 Voucher Program. In such event, Contractor will provide assistance to Customers seeking reimbursement from the Claims Administrator.
13. **Incidental and Accessory Duties**: Contractor shall perform all other necessary incidental and accessory duties as needed to fulfill its duties under this Agreement.
14. **Indemnity**: Each party, as indemnitor, agrees to indemnify, defend, and hold harmless the other party and its affiliates and their respective officers, directors, trustees, agents, servants and employees with respect to all losses, suits, claims, damages, costs, charges, demands and expenses (including attorneys' fees), arising out of or resulting from (i) such Party's breach of any representation or warranty set forth in this Agreement; or (ii) Any such Party's breach of any obligation under this Agreement. An indemnifying party shall not be required to indemnify any Party who is determined by final judgment to be solely at fault.
15. **Modification of Agreement**: This Agreement may be modified only by an agreement in writing between the Parties.
16. **Non-Endorsement**: Contractor shall not use District's name or the Program in marketing products or services to parties not covered by this Agreement in a way which states or implies that District endorses a particular product or service of the Contractor.
17. **Breach of Agreement**: Any material breach of the terms and conditions of this Agreement by the Contractor shall allow District to terminate the agreement for cause and without the Notice provisions set forth in Article 18, below, and in such an event District may seek all damages resulting from said breach, save those for consequential, exemplary or punitive damages.
18. **Cure of Breach**: Notwithstanding the preceding Article, District shall provide Contractor with written Notice of Breach and thirty (30) days to cure the breach before the

termination shall be effective.

19. **Termination of Agreement:** District reserves the right to cancel the Agreement for its convenience, upon ninety (90) days notice to Contractor. In such event, the Contractor's recourse shall be limited to its actual costs and in no instance shall damages include lost profits or consequential damages.

20. **Proof of Insurance:**

- a. Contractor shall obtain Commercial and General Liability Insurance with a per occurrence minimum limit of \$1,000,000 and \$2,000,000, aggregate.
- b. Within ten (10) days of the execution of this Agreement, and prior to commencing work under this Agreement, Contractor shall have obtained all insurance and endorsements for such insurance and delivered them to District in duplicate for approval by District. The policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to District, and the date of cancellation or reduction shall not be less than thirty (30) days after receipt of notice, or less than ten (10) days notice if cancellation is due to nonpayment of premium. Endorsements shall state in particular, those insured, location and operation to which insurance applies, expiration date and cancellation and reduction notice.

21. **Limitation of Liability:**

- a. Neither party will be liable to the other for special, punitive, indirect, incidental or consequential damages including, but not limited to, loss of or damage to data, loss of anticipated revenue or profits, work stoppage or impairment of assets, provided however that for the avoidance of doubt, damages arising in connection with obligations of indemnification or confidentiality hereunder shall be deemed to be direct damages for which recovery shall not be barred by this paragraph.
- b. Except in the case of breach of each party's liability for personal injury/property damages, either party's total cumulative liability to the other in connection with this agreement, whether in tort or other theory, will not exceed the total amount of fees actually paid or payable by District to Contractor under this Agreement for the prior twelve months to the incident which gave cause for such liability.

22. **Provisions Required by Law:** Each and every provision of law and clause required to be inserted in this Agreement shall be deemed to be inserted herein, and this Agreement shall be read and enforced as though it were included herein, if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either Party to the Agreement shall forthwith be physically amended to make such insertion or correction.

23. **Waiver:** Unless otherwise agreed to in writing, neither Party's waiver of the other's breach of any term or condition contained in this Agreement shall be deemed to be a waiver of any subsequent breach of the same or any other term or condition of this Agreement.

24. **Notice:** Notice shall be provided in writing and shall be dated and signed by the party giving such notice or by a duly authorized representative of such Party. All notices shall be delivered or sent to the parties at their respective addresses or numbers shown below as a party may designate by prior notice, in accordance with this provision to the other party. Notice shall be by both email and hard copy in the United States mail.

If to Contractor:

SHI International Corp
290 Davidson Avenue
Somerset, NJ
08873

If to District:

Simi Valley Unified School District
875 E. Cochran Street
Simi Valley, CA
93065

25. **Assignment:** This Agreement is not assignable by the Contractor without District's prior written consent, which consent will not be unreasonably withheld. The Assignee shall first provide District a written notice that it will agree to be bound by the terms and conditions of this Agreement. Any purported assignment of this Agreement in violation of this Section shall be null and void and shall constitute a material breach of this Agreement.
26. **Arbitration of Disputes:** If any dispute should arise under this agreement, it is agreed that District and Contractor shall meet first to review and negotiate in good faith their differences. If the parties cannot resolve their dispute informally, the dispute shall be determined by binding arbitration, administered by Judicial Arbitration and Mediation Service ("JAMS") in Los Angeles, California, pursuant to its Comprehensive Arbitration Rules and Procedures or Streamlined Arbitration Rules (as determined pursuant to these rules according to the amount in controversy.) An action to enforce the arbitration ruling may be brought in any court in California having jurisdiction.
27. **Governing Law:** This Agreement shall be governed by the laws of the State of California.
28. **Integration Clause:** This Agreement, (including all of the documents attached hereto or specified herein), represents the entire agreement of the Parties and supersedes all previous understandings and agreements between the parties, whether oral or written.
29. **Severability:** Every provision of this Agreement is intended to be severable. If any term or provision hereof is declared or held illegal or void, in whole or in part for any reason whatsoever, such illegality or invalidity shall not affect the validity or enforceability of the remainder of the Agreement, and such provision shall be deemed amended or modified to the extent, but only to the extent, necessary to cure such illegality or invalidity.

30. Execution in Counterpart: This Agreement may be executed in counterpart.

31. Attorney Fees: The prevailing Party in any dispute and/or legal action brought hereunder shall be entitled to recover all reasonable out of pocket costs and expenses (including, but not limited to, reasonable court costs and attorneys' fees) incurred as a result thereof.

32. Force Majeure: Neither Party to this Agreement shall be liable to the other for any failure or delay in performing its obligations hereunder, or for any loss or damage resulting therefrom, due to: (1) acts of God or public enemy, acts of government, riots, terrorism, fires, floods, strikes, lock outs, epidemics, act or failure to act by the other Party, or unusually severe weather affecting the District, Contractor or its subcontractors, or (2) causes beyond their reasonable control and which are not foreseeable (each a "Force Majeure Event"). In the event of any such Force Majeure Event, the date of delivery or performance shall be extended for a period equal to the time lost by reason of the delay.

SIMI VALLEY UNIFIED SCHOOL District

By: 

Title: ASSISTANT Supt., BUSINESS & FACILITIES

Date: 12/10, 2014

SHI INTERNATIONAL CORP



By: Natalie Slowik

Title: Contracts Manager

Date: 12/8/14

00618-00001/641135.2
00618-00001/695404.1

RESOLUTION NO. 35-14/15
RESOLUTION OF THE BOARD OF TRUSTEES OF THE
SIMI VALLEY UNIFIED SCHOOL DISTRICT

AWARD OF SOFTWARE RESELLER CONTRACT AND PIGGYBACKING DESIGNATION

WHEREAS, the District wishes to purchase Microsoft software licenses for use by the District and Staff and to receive support in the use and service of these software licenses; and

WHEREAS, the District wishes to receive pricing for all software licenses available under Microsoft's Enrollment for Education Solutions; and

WHEREAS, due to the highly specialized and unique nature of software and software services, it is in the District's best interest to evaluate the software using evaluation criteria other than price, and to include a vendor's; experience, qualifications, and service, among other factors; and

WHEREAS, the District is entitled to consider these factors for software licenses and services, pursuant to Public Contract Code section 20118.2; and

WHEREAS, the District elected to use the vendor selection process allowed under Public Contract Code section 20118.2 and prepared a Request for Proposal, notice of which was published pursuant to the Public Contract Code; and

WHEREAS, the District had Thirteen vendors download the RFP and received One responsive proposals to its RFP and evaluated said proposal pursuant to the evaluation criteria found in the Request for Proposal; and

WHEREAS, although the District found One vendor submitting said proposals to be well qualified, the District recommend the award of the RFP to SHI, both because of lower prices and because it better satisfied the evaluation criteria found in the RFP; and

WHEREAS, the District wished to provide other school districts the advantage of purchasing software licenses without undergoing the burdens of a software Request for Proposal process; and

WHEREAS, software licenses are goods that can be purchased through a piggyback process, pursuant to Public Contract Code section 20118, and the District designated this RFP as one that can be piggybacked.

NOW THEREFORE, BE IT RESOLVED that the Board selects SHI as its vendor for the acquisition of Microsoft Enrollment for Education Solutions, a listing of said licenses which is attached hereto as Exhibit "A", and authorizes a contract between it and the District.

BE IT FURTHER ERSOLVED, that other school districts in the State of California may use this contract as the basis of their own acquisition of software licenses, pursuant to Public

Contract Code section 20118, popularly known as the piggybacking statute, and that District staff may assist other school districts in this process by providing them with copies of this resolution and such other documents as they may require.

GOVERNING BOARD OF THE SIMI VALLEY UNIFIED SCHOOL DISTRICT

Date: December 9, 2014

By: *Daniel M. [Signature]*

President of the Governing Board

Ayes: *Samuel, Blough, White* Noes: *0* Absent: *0* Abstain: *0*

**Board Meeting Agenda
July 20, 2015**

Topic: Award of Bid for Bid No. 2014/15-30- Painting at Various Sites

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

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

Type of Item: Consent

Short Description: This project consists of painting at various sites.

DESCRIPTION OF AGENDA ITEM:

Thirty-six (36) contractors picked up a bid package for Bid No. 2014/15-30 – Painting at various sites. On May 5, 2015, three bids (7) were received. On May 8, 2015, a Notice of Rejection All Bids was issued due to budget constraint. On July 7, 2015, a Notice of Rescission of Rejection All Bids and Notice of Intent to Award were issued to award two of the six sites. It is recommended that the contract be awarded to Painting & Décor, Inc. the lowest responsive and responsible bidder, with the bid amount totaling \$111,930.00 for Abraham Lincoln High School and Educational Options Center.

The work to be performed consists of painting at various sites. Funding for this project is from Deferred Maintenance.

FISCAL IMPACT: Bid value of \$111,930.00 is included in the construction budget for this project.

RECOMMENDATION: It is recommended that the Board of Education award Bid No. 2014/15-30 – Painting and Décor Inc. for a total amount of \$111,930.00.

ADDITIONAL MATERIAL: Bid Form 2014/15-30

Attached: Yes

BID FORM

FOR

PAINTING AT VARIOUS SITES

Bid No. 2014/15-30

FOR

RIVERSIDE UNIFIED SCHOOL DISTRICT

CONTRACTOR
NAME:

Painting & Decor, Inc.

ADDRESS:

PO Box 5926

Orange, CA 92863

TELEPHONE:

(949) 888-2565

FAX:

(949) 888-2566

EMAIL:

painting.decor@cox.net

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

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

BID NO. 2014/15-30

Painting at Various Sites

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

2. BIDDER ACKNOWLEDGES THE FOLLOWING ADDENDUM:

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

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

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

Two Hundred Seventy Three Thousand DOLLARS
(\$ 273,000)

B. Breakdown by site:

Adam ES \$ <u>43,680</u>	EOC \$ <u>54,600</u>
Lincoln \$ <u>57,330</u>	Fremont ES \$ <u>73,710</u>
Monroe ES \$ <u>32,760</u>	Central MS \$ <u>10,920</u>

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

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

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

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

5. TIME FOR COMPLETION: The District may give a notice to proceed within ninety (90) days of the award of the bid by the District. Once the Contractor has received the notice to proceed, the Contractor shall complete the work in the time specified in the Agreement. By submitting this bid, Contractor has thoroughly studied this Project and agrees that the Contract Time for this Project is adequate for the timely and proper completion of the Project. Further, Contractor has included in the analysis of the time required for this Project, Rain Days, Governmental Delays, and the requisite time to complete Punch List.

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

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

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

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

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

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

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

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

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

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

Corp: Painting & Decor, Inc. President: Nyle Buchner
Treasurer: John Buchner Secretary: Donna Buchner

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

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

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

License Number: 276640
License Expiration Date: 06/30/15
Name on License: Painting & Decor, Inc.
Class of License: B & C-33
DIR Registration Number: 1000002862

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

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

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

16. DEBARMENT. In addition to seeking remedies for False Claims under Government Code section 12650 et seq. and Penal Code section 72, the District may debar a Contractor pursuant to Article 15 of the General Conditions if the Board, or the Board may designate a hearing officer who, in his or her discretion, finds the Contractor has done any of the following:

- a. Intentionally or with reckless disregard, violated any term of a contract with the District;
- b. Committed an act or omission which reflects on the Contractor's quality, fitness or capacity to perform work for the District;

c. Committed an act or offense which indicates a lack of business integrity or business honesty; or

d. Made or submitted a false claim against the District or any other public entity. (See Government Code section 12650, et seq., and Penal Code section 72)

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

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

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

Painting & Decor, Inc.
Proper Name of Company

Nyle Buchner Donna Buchner
Name of Bidder Representative Secretary

P.O. 5826
Street Address

Orange, CA 92863 Donna Buchner
City, State, and Zip

(949) 888-2565
Phone Number

(949) 888-2566
Fax Number

painting_decor@cox.net
E-Mail

By: [Signature] Date: 4/30/15
Signature of Bidder Representative

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

All signatures must be made in permanent blue ink.

**Board Meeting Agenda
July 20, 2015**

Topic: Resolution No. 2015/16-01 – Resolution of the Board of Education of the Riverside Unified School District Adopting the 2012 Riverside Unified School District Local Hazard Mitigation Plan Annex and the 2012 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan

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: Staff recommends the adoption of Resolution No. 2015/16-01 which will allow the Riverside Unified School District to be eligible to receive federal mitigation funding after disasters and to apply for mitigation grants before a disaster strikes.

DESCRIPTION OF AGENDA ITEM:

In January, 2012, staff completed and submitted the 2012 Riverside Unified School District Local Hazard Mitigation Plan (LHMP) Annex to Riverside County Fire, Office of Emergency Services. This annex was included in the 2012 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan that was submitted to the Federal Emergency Management Agency (FEMA) for approval. Only recently, did FEMA notify the County that the participating agencies in the County plan must pass resolutions adopting both the District and County plans. For that reason, the appropriate resolution has been produced and presented for approval to meet this requirement.

Background Information

The purpose of the 2012 RUSD LHMP Annex is to identify the hazards that may potentially impact Riverside Unified School District operations, to review and assess past disaster occurrences, to estimate the probability of future occurrences, and to set goals to mitigate potential risks to reduce or eliminate long-term risk to people and property from natural and man-made hazards. This plan was submitted and included as part of the 2012 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan, and submitted to the State for approval prior to its final submission to FEMA. All statistical data collected during the development of this plan was obtained using 2010 and 2011 data.

The plan was prepared pursuant to the requirements of the Disaster Mitigation Act (DMA) of 2000. This act is to achieve eligibility and potentially secure mitigation funding through FEMA Flood Mitigation Assistance; the Pre-Disaster Mitigation; and the Hazard Mitigation Grant Programs.

Riverside County's continual efforts to maintain a disaster-mitigation strategy is ongoing. The goal is to develop and maintain an all-inclusive plan to include all jurisdictions, special districts, businesses and community organizations to promote consistency, continuity and unification.

The Riverside County's planning process followed a methodology presented by FEMA and the California Office of Emergency Services (Cal OES) which included conducting meetings with the Operational Area Planning Committee (OAPC) coordinated by Riverside County Fire, Office of Emergency Services, comprised of participating Federal, State and local jurisdictions agencies, special districts, school districts, non-profit communities, universities, businesses, tribes and general public.

The plan identifies vulnerabilities, provides recommendations for prioritized mitigation actions, evaluates resources and identifies mitigation shortcomings, provides future mitigation planning and maintenance of existing plan.

The Riverside County and community members have been working together for years to address certain aspects of risk, such as strengthening infrastructures and establishing emergency preparedness plans. This plan will formalize this process and make sure that these activities continue to be explored and improved over time.

This plan meets the requirements of the Federal DMA 2000, which calls for all communities to prepare mitigation plans.

The 2012 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan will be implemented upon FEMA's final approval after the submissions of all jurisdictional Local Hazard Mitigation Plans have been formally adopted with a resolution and forwarded to the County of Riverside.

FISCAL IMPACT: Potential Federal/State hazard mitigation reimbursements.

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. No. 2015/16-01.

ADDITIONAL MATERIAL: Resolution No. 2015/16-01 and 2012 Riverside Unified School District Local Hazard Mitigation Plan Annex. The 2012 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan can be reviewed at the following URL: [http://www.rvcfire.org/ourDepartment/OES/Documents/MJHMP - 7.18.12_shrank2.pdf](http://www.rvcfire.org/ourDepartment/OES/Documents/MJHMP_-_7.18.12_shrank2.pdf)

Attached: Yes

RESOLUTION NO. 2015/16-01

RESOLUTION OF THE BOARD OF EDUCATION OF THE RIVERSIDE UNIFIED SCHOOL DISTRICT ADOPTING THE 2012 RIVERSIDE UNIFIED SCHOOL DISTRICT LOCAL HAZARD MITIGATION PLAN ANNEX AND THE 2012 RIVERSIDE COUNTY OPERATIONAL AREA MULTI-JURISDICTIONAL LOCAL HAZARD MITIGATION PLAN

WHEREAS, the Riverside Unified School District recognizes the County of Riverside is subject to various earthquake-related hazards such as ground shaking, liquefaction, land sliding, and fault surface ruptures; and

WHEREAS, the Riverside Unified School District recognizes the County of Riverside is subject to various weather-related hazards including wildfires, floods, and landslides; and

WHEREAS, undertaking hazard mitigation actions will reduce the potential for harm to people and property from future hazard occurrences; and

WHEREAS, the Federal Disaster Mitigation Act of 2000 requires all cities, counties, and special districts to adopt a Local Hazard Mitigation Plan to receive disaster mitigation funding from the Federal Emergency Management Agency (FEMA); and

WHEREAS, the Riverside Unified School District fully participated in the FEMA-prescribed mitigation planning process to prepare this local hazard mitigation plan; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Riverside Unified School District hereby adopts the 2012 Riverside Unified School District Local Hazard Mitigation Plan Annex and the 2012 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan as official plans;

BE IT FURTHER RESOLVED, that the Riverside Unified School District will submit this adopted resolution to the Riverside County Fire Department Office of Emergency Services, the State of California Emergency Management Agency, and FEMA Region IX official to enable the County's plan for final approval in accordance with the requirements of the Disaster Mitigation Act of 2000.

PASSED AND ADOPTED by the Board of Education of the Riverside Unified School District at its regular meeting held on the 20th of July, 2015, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

Clerk of the Board of Education of
Riverside Unified School District

STATE OF CALIFORNIA)
) ss.
COUNTY OF RIVERSIDE)

I, BRENT LEE, Clerk of Education of Riverside Unified School District, DO HEREBY CERTIFY that the above and foregoing is a full, true and correct copy of Resolution No. 2015/16-01 of the Board of Education and that the same has not been amended or repealed.

DATED: July 20, 2015

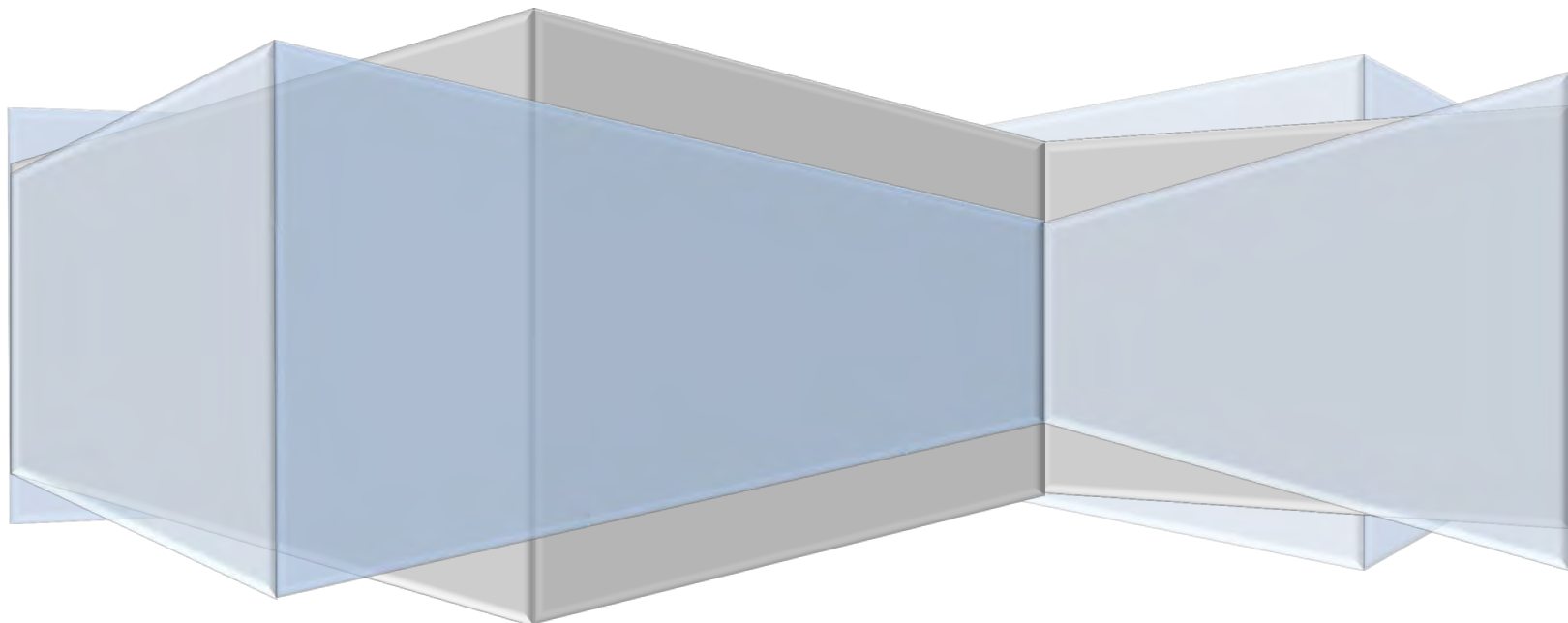
Clerk of the Board of Education of
Riverside Unified School District

RIVERSIDE UNIFIED SCHOOL DISTRICT

LOCAL HAZARD MITIGATION PLAN

JANUARY 2012

**Prepared by: Kirk R. Lewis, Assistant Superintendent,
Operations**



CONTACT INFORMATION

RIVERSIDE UNIFIED SCHOOL DISTRICT

Kirk R. Lewis, Assistant Superintendent, Operations

3380 14th St., Riverside, 92508

Bus. Ph.: (951) 788-7135 X80413 FAX: (951) 778-5668

Email: Klewis@RUSD.k12.ca.us

PLAN ADOPTION/RESOLUTION

The Riverside Unified School District (RUSD) will submit plans to Riverside County Fire – Office of Emergency Services who will forward to CAL EMA for review prior to being submitted to FEMA.

In addition, we will wait to receive an “Approval Pending Adoption” before taking the plan to our local governing bodies for adoption. Upon approval, the Riverside Unified School will insert the signed resolution.

EXECUTIVE SUMMARY

The purpose of this local hazard mitigation plan is to identify the County's hazards, review and assess past disaster occurrences, estimate the probability of future occurrences and set goals to mitigate potential risks to reduce or eliminate long-term risk to people and property from natural and man-made hazards.

The plan was prepared pursuant to the requirements of the Disaster Mitigation Act of 2000 to achieve eligibility and potentially secure mitigation funding through Federal Emergency Management Agency (FEMA) Flood Mitigation Assistance, Pre-Disaster Mitigation, and Hazard Mitigation Grant Programs.

Riverside County's continual efforts to maintain a disaster-mitigation strategy is on-going. Our goal is to develop and maintain an all-inclusive plan to include all jurisdictions, special districts, businesses and community organizations to promote consistency, continuity and unification.

The County's planning process followed a methodology presented by FEMA and CAL-EMA which included conducting meetings with the Operational Area Planning Committee (OAPC) coordinated by Riverside County Fire – Office of Emergency Services comprised of participating Federal, State and local jurisdictions agencies, special districts, school districts, non-profit communities, universities, businesses, tribes and general public.

The plan identifies vulnerabilities, provides recommendations for prioritized mitigation actions, evaluates resources and identifies mitigation shortcomings, provides future mitigation planning and maintenance of existing plan.

The plan will be implemented upon FEMA approval.

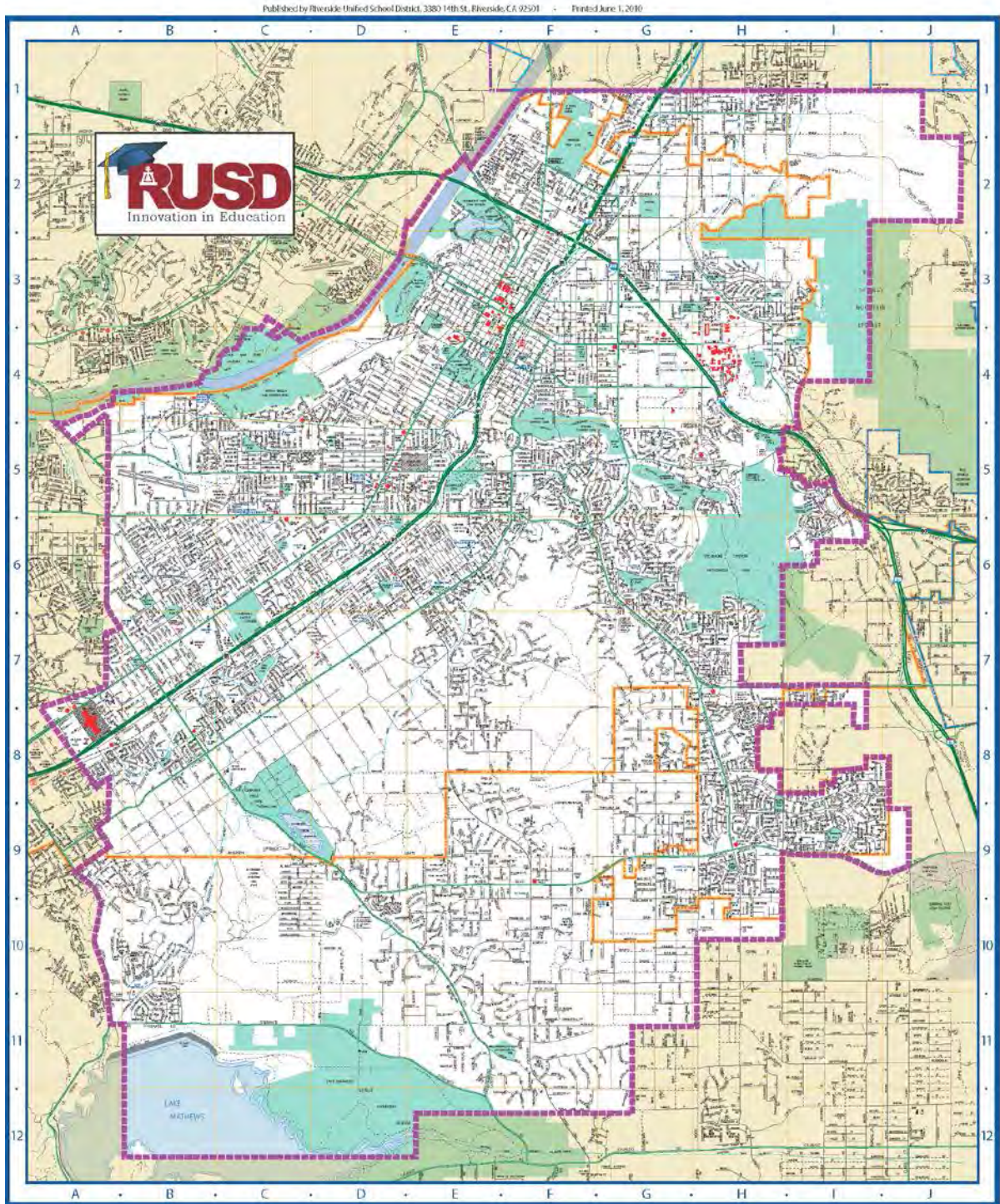
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SECTION 1.0 - COMMUNITY PROFILE

1.1 RIVERSIDE UNIFIED SCHOOL DISTRICT MAP

Riverside Unified School District



1.2 GEOGRAPHY AND CLIMATE DESCRIPTION

Riverside Unified School District (RUSD) covers just over 92 sq. miles and encompasses most of the City of Riverside from Van Buren Blvd. and La Sierra Ave. to the west, the Santa River and County line to the north, the city limits to the east, and the unincorporated areas of Lake Mathews and Woodcrest to the south.

The average temperature range is from the low 40s to the middle 90s. Average annual rainfall is 10.6”.

Period	AVERAGE TEMPERATURE			RAIN	HUMIDITY		
	Min.	Mean	Max.	Inches	4 A.M.	Noon	4 P.M.
January	37.0	51.0	65.2	1.70	55	40	55
April	45.7	60.5	75.2	.91	60	30	50
July	57.0	75.5	93.9	.01	45	40	35
October	48.4	65.8	83.1	.60	50	30	40
Year	46.8	62.9	79.0	11.96	52	37	45

1.3 BRIEF HISTORY

The first public school opened in 1871. The Riverside Unified School District was created in 1963 from the Riverside City Schools (K-6), a portion of the Riverside High School District, and the elementary school district in Highgrove. As the population has grown in the area, student enrollment has grown similarly. Riverside Unified is currently the 15th largest school district in the state serving approximately 42,300 K-12 students. The district has 30 elementary schools, 7 middle schools, 5 comprehensive high schools, two continuation schools, one virtual school, and one special education school. The school district also provides pre-school and adult educational services.

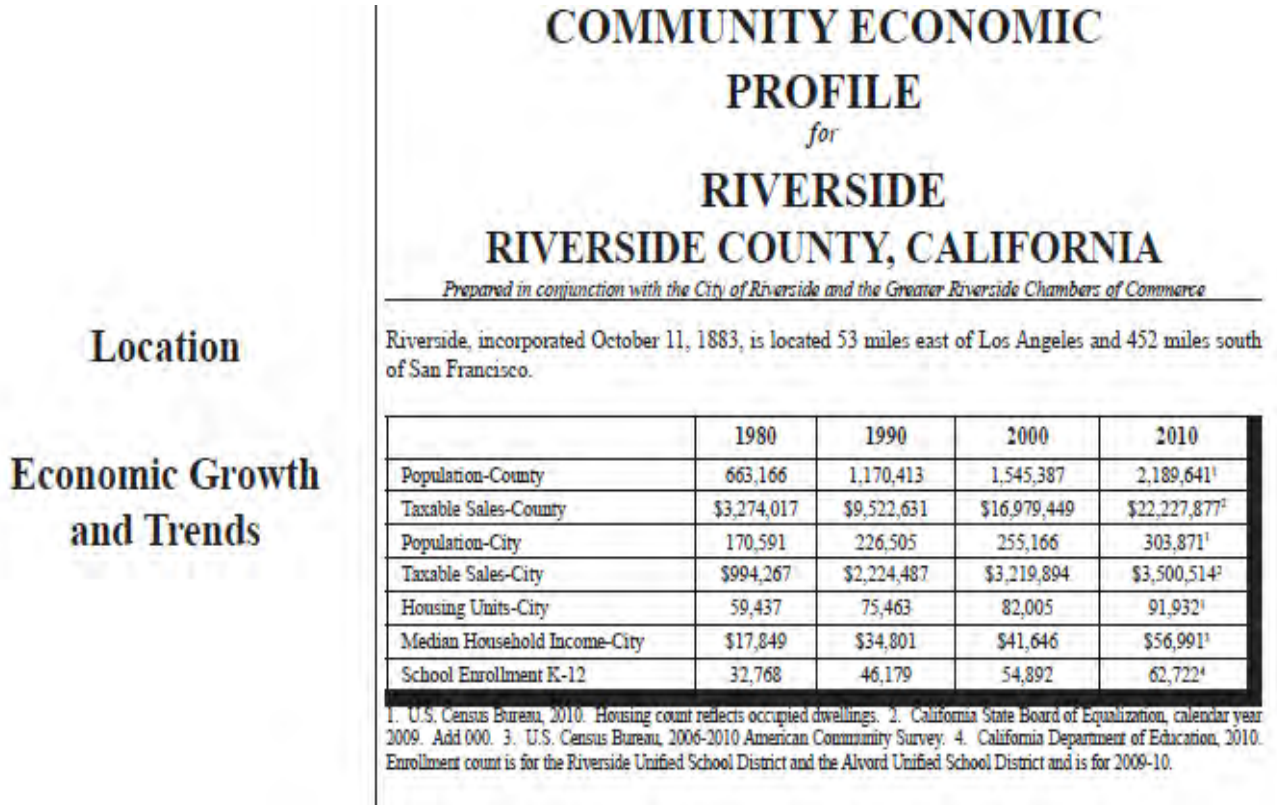
1.4 ECONOMY DESCRIPTION

RUSD is funded primarily from state funding. Federal and local funding are also sources of revenue. Due to the fiscal crisis in the state of California, RUSD funding has been reduced over 25%. Funding for deferred maintenance has been cut completely and routine restricted maintenance funds have been reduced significantly. In essence, there are no general funds available to address pre-disaster mitigation.

1.5 POPULATION AND HOUSING

Riverside Unified serves a community of approximately 275,000 and specifically educates 42,300 students.

Figure 1.5.1 City of Riverside Community Profile



1.6 LAND USE AND DEVELOPMENT SUMMARY

RUSD enrollment has declined by about 300 students from 2005 to 2011. Projections indicate that enrollment will continue to decline slightly through 2017 and will eventually level off. Within the boundary of the school district, new residential housing development has slumped and is not expected to recover until the economy improves. RUSD has identified two potential elementary school sites that may be developed by 2017 depending on whether the residential housing market rebounds.

Figure 1.5 2012 Housing Characteristics for City of Riverside

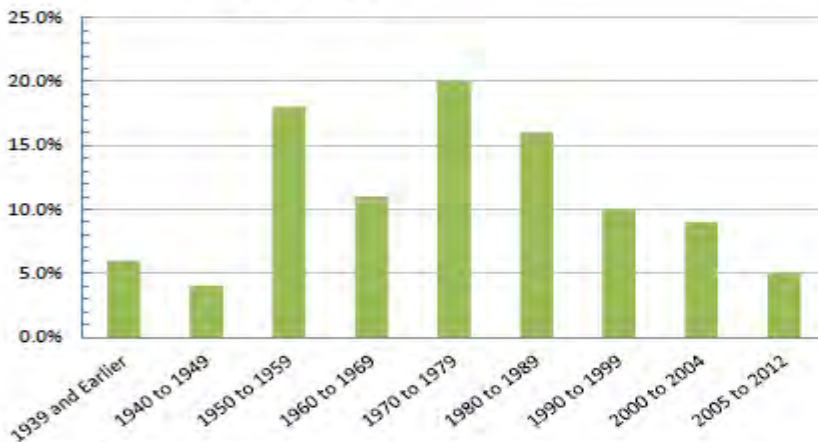
Housing Units by Housing Type: 2012

Housing Type	Number of Units	Percent of Total Units
Single Family Detached	63,522	64.3 %
Single Family Attached	3,915	4 %
Multi-family 2 to 4 units	6,396	6.5 %
Multi-family 5 units plus	22,701	23 %
Mobile Home	2,227	2.3 %
Total	98,761	100 %

- The most common housing type is Single Family Detached.
- Approximately 68.3 percent were single family homes and 29.5 percent were multi-family homes.

Source: California Department of Finance, E-5, 2012

Age of Housing Stock



- 39 percent of the housing stock was built before 1970.
- 60 percent of the housing stock was built between 1970 to 2012.
- The age of housing stock data partly reflects the local development history.

Source: Neilsen, Co., 2012

1.7 BRIEF STATEMENT OF UNIQUE HAZARDS

	Earthquake Faults	San Andreas, San Jacinto, Elsinore
Caltrans	Freeway/Major Highway	91 & 215 FRWYs
SCE	San Onofre Evacuation Zone	SONGS
BSNF & UPRR	Railroad Tracks	BSNF & UPRR
PUC & Dept. of Trans.	Gas/Oil Pipeline	Kinder Morgan, So. Cal. Gas

SECTION 2.0 - PLANNING PROCESS

2.1 PARTICIPATION IN REGIONAL (OA) PLANNING PROCESS

The Assistant Superintendent of Operations and the Director of Maintenance and Operations attended County OES meetings and workshops to become acquainted with the LHMP update process.

- LHMP Meetings/Workshops attended by District staff:
 - July 7, 2011 - Multi-Jurisdiction Local Hazard Mitigation Northwest Region Meeting @ Crestmore Manor
 - August 31, 2011 – Riverside County Local Hazard Mitigation Planning Workshop @ RCOE Landis Conference Room
 - September 12, 2011 – City of Riverside LHMP Planning Meeting @ City EOC

In addition, RUSD has provided written and oral comments on the multi-jurisdictional plan and provided information.

2.2 LOCAL PLANNING PROCESS

Members of the Operations Division have met regularly to review and complete the inventory worksheets using the previous 2005 LHMP as a baseline. The Hazard Identification Questionnaire, Jurisdiction Vulnerability Worksheet, and Local Jurisdiction Mitigation Strategies and Goals documents were distributed and reviewed. Each staff member completed their set of documents and the group met to discuss and agree on aggregate responses to all elements. The Local Jurisdiction Proposed Mitigation Action and Strategy Proposal from the 2005 LHMP was reviewed and a revised proposal was developed for the 2012 LHMP.

- District Planning Meetings:
 - September 28, 2011 - Operations Department Meeting @ District Office
 - October 6, 2011 - Operations Department Meeting @ District Office
 - October 19, 2011 - Operations Department Meeting @ District Office
 - October 27, 2011 - Operations Department Meeting @ District Office
- District Planning Team Members:
 - Kirk Lewis, Asst. Superintendent, Operations
 - Janet Dixon, Director, Planning/Development
 - Kevin Hauser, Asst. Director, Facilities Projects
 - Ken Mueller, Director, Maintenance and Operations

2.3 DATES AVAILABLE FOR PUBLIC COMMENT

Presentation of the LHMP planning process was presented to the Operations/Board Subcommittee. A Public Hearing was also conducted to provide an opportunity for public comments on the DRAFT mitigation strategies. The November 9, 2011 meeting agenda was posted on the building bulletin board and the District website in accordance with the Brown Act.

2.4 PLANS ADOPTED BY RESOLUTION

The Board of Education will adopt the plan in a public meeting via an official Resolution upon approval by FEMA.

SECTION 3.0 - RISK ASSESSMENT

3.1 HAZARD REVIEW AND SUMMARY

The District planning group reviewed the data in the Hazard Identification and Summary document. In general, these hazards and incidents are adjacent to our jurisdiction sites and on some occasions impacted the operations of those facilities as noted in section below.

3.2 JURISDICTION HAZARDS

The smoke and ash from wildfires have occasionally impacted our schools in that students and staff remain indoors to the extent possible. This has had minimal impact to the academic instructional program, but has curtailed recess or athletic practices/competitions. While flooding from adjacent sources has not impacted our schools, on-site storm water has, on occasion, entered facilities due to clogged or overwhelmed storm drain systems. Earthquakes have not caused any damage to school district facilities. Extreme weather, namely high heat days, impact the activities of students similar to the smoke and ash from wildfires. Insect infestations from bees occasionally impact our school operations to a minimal degree. Termite infestations have caused damage to structures, but are generally addressed via our integrated pest management program. On several occasions, blackouts have impacted schools, but only momentarily with minimal effect on the instructional program. In terms of "civil unrest", on an infrequent basis, student walkouts and protests have impacted schools to a minor degree.

SECTION 4.0 - HAZARD IDENTIFICATION AND SUMMARY

4.1 NEW HAZARDS OR CHANGES FROM 2005

There are insignificant changes or additional hazards compared with the 2005 plan. Some clarifying adjustments were made to indicate hazards adjacent to rather than in the jurisdiction. There are no new hazards compared with 2005.

4.2 CRITICAL FACILITIES AND INFRASTRUCTURE

The following table lists the particular critical facilities identified by our planning team as important to protect in the event of a disaster. Schools are critical facilities in that they house our students and must be protected in the event of disasters. In addition, schools serve as disaster relief centers as needed by the Red Cross. Other administrative and ancillary sites are critical in supporting responding to schools during disasters.

Critical Facilities Type	Number
Nutrition Center	1
Emergency Operations Centers/Operations Center/Communications Center	1
Maintenance Yard Annex	1
Schools and Day Care Facilities	43
Totals	46

4.3 ESTIMATING POTENTIAL LOSS

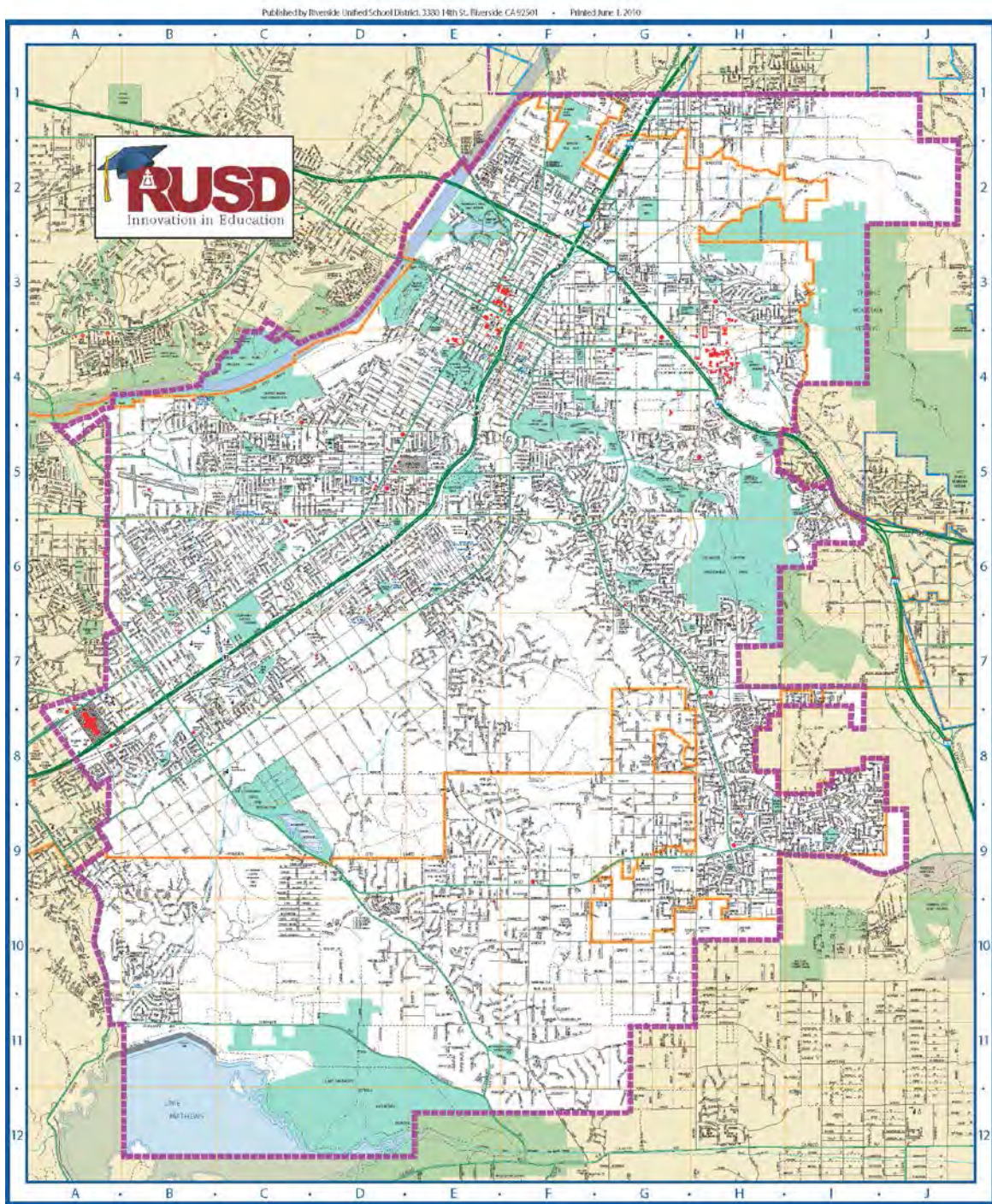
Due to the stringent school building codes meeting the requirements of the Field Act, and regulatory agencies such as the State Department of Education, Office of Public School Construction, Department of the State Architect, Department of Toxic Substances Control, and others, school site locations and building structures are among the safest in the community. The most vulnerable sites are non-schools such as the District Office, Operations Center, Central Registration Center, etc.

Over the last 50 years, seismic events have not structurally damaged any District facilities. Minor damage has been sustained to buildings from storm water run-off (not flooding). Better storm drain systems, re-grading of site areas to establish better sheet flow away from buildings, and improved cleaning practices of storm/roof drainage systems has reduced the susceptibility to damage from excessive rain.

(See Part II –Page 19 Local Jurisdiction Development Trends Questionnaire)

Figure 4.2.1 - RUSD Critical Facilities Map

Riverside Unified School District



4.4 TABLE OF REPLACEMENT VALUES

(Please identify the replacement value and occupancy/capacity for specific critical facilities and other community assets. Identify the hazard specific information.)

LIST OF ALL SCHOOL DISTRICT CRITICAL SITE LOCATIONS

Name of Asset	Replacement Value (\$)	Occupancy/ Capacity #	Hazard Specific Info.
Administration Building	\$ 7,285,000.00	85	Non DSA Bldg
Maint./Warehouse	\$ 8,265,000.00	212	Non DSA Bldg
Adult Ed	\$ 8,538,176.00	445	Some non-DSA
EOC	\$ 5,814,784.00	302	
CRC	\$ 1,076,000.00	45	Non DSA Bldg
Nutrition Services	\$ 9,893,000.00	81	Non DSA Bldg
M&O Annex	\$ 830,000.00	0	
Cleveland and Myers	0	0	
Arlington	\$ 90,210,290.56	2279	Near RR tracks
King	\$126,358,737.20	3196	
North	\$ 73,931,697.30	2567	
Poly	\$ 84,285,110.25	2974	
Ramona	\$100,331,598.55	2285	
Lincoln	\$ 14,742,537.71	318	
Central	\$ 34,784,844.00	935	
Chemawa	\$ 33,472,764.00	1030	
Earhart	\$ 36,682,420.00	1092	
Frank Augustus Miller	\$ 43,626,896.00	977	
Gage	\$ 36,601,660.00	1063	
Sierra	\$ 27,787,900.00	939	
University	\$ 28,958,600.00	863	
Adams	\$ 18,655,744.00	519	
Alcott	\$ 23,167,936.00	902	
Beatty	\$ 24,002,048.00	744	
Bryant	\$ 11,724,864.00	466	
Castle View	\$ 17,008,320.00	592	
Emerson	\$ 20,560,192.00	739	
Franklin	\$ 18,864,000.00	855	
Fremont	\$ 25,246,912.00	599	
Grant	\$ 6,932,544.00	450	
Harrison	\$ 18,445,120.00	617	
Hawthorne/New	\$ 24,839,808.00	679	
Hawthorne/Old	\$ 18,912,320.00	School Closed	Near RR tracks
Highgrove	\$ 16,175,680.00	624	
Highland	\$ 15,915,264.00	833	Near RR tracks
Hyatt	\$ 14,178,048.00	327	Near RR tracks

Jackson	\$ 17,877,952.00	858
Jefferson	\$ 27,549,056.00	933
Kennedy	\$ 20,820,160.00	1116
Lake Mathews	\$ 15,860,480.00	837
Liberty	\$ 16,058,880.00	910
Longfellow	\$ 18,161,088.00	844
Madison	\$ 13,506,176.00	728
Magnolia	\$ 15,057,984.00	740
Monroe	\$ 20,529,600.00	677
Mountain View	\$ 26,662,720.00	777
Pachappa	\$ 17,653,696.00	706
Rivera	\$ 21,968,064.00	701
Sunshine	\$ 9,986,304.00	0
Taft	\$ 20,853,376.00	758
Twain	\$ 29,636,544.00	1100
Victoria	\$ 14,685,376.00	601
Washington	\$ 17,217,408.00	865
Woodcrest	\$ 18,365,696.00	651

4.5 IDENTIFICATION OF RISKS AND VULNERABILITIES

1. Earthquake Severity - 4, Probability - 3, Ranking – 1

The San Andreas Fault lays to the east of the City and at its closest point is eleven miles from Downtown Riverside, abutting the San Bernardino Mountains. The San Andreas Fault is estimated to have the capability of producing up to an 8.3 magnitude (M) earthquake.

The San Jacinto Fault also lays to the east of the City and at its closest point, is seven miles from Downtown. This fault passes through the intersection of Interstates 10 and 215, the City of Loma Linda and the Box Springs Mountains. This fault has the capability of producing up to a 7.0M earthquake.

The Elsinore Fault passes within thirteen miles of Downtown, extending approximately four miles west of Lake Mathews and Corona and south into the city of Lake Elsinore. This northwest-southwest trending fault has the capability of producing up to a 6.0M earthquake.

(See Riverside County OA MJHMP Section 5.3.3 Pages 196-218).

Figure 4.5.1 – Faults Zones in the City of Riverside



2. Wildland Fire Severity - 2, Probability - 2, Ranking – 18

The City of Riverside has had twenty-two (twenty acres or more) wildland type fires in the last ten years and numerous smaller wildland fires. California law requires that periodic assessments and strategic plans be developed to inform policy decisions on the state's forest and rangeland resources (Cal Fire is mandated by Public Resource Code 4789). The City of Riverside participated in the assessment process for the City and its Sphere of Influence and the attached map has been approved by Cal Fire and the City. As shown on the map, the City has three distinct areas where the threat of wildland fires exists. See Figure 4.3.5 Fire Hazard Map.

The Santa Ana River corridor is made up of a large amount of lush, natural vegetation within the watercourse and its immediate surroundings. The threat of fire in the riverbed is high from both natural causes and human created causes. Many of the fires in the riverbed have been associated with the various encampments that exist within the foliage areas.

This area within the City exists where the urban and suburban developments have come together against open expanses of wildland areas. This type of interface can be found in the City in the areas of UCR, Sycamore Canyon/Canyon Crest, Norco Hills, and the regional nature parks.

The City rests in a valley surrounded on three sides by foothill areas that fall under this category. Typically these areas are mostly covered with scrub brush and small trees. Firefighting efforts in these areas are hampered by limited fire apparatus access and a limited supply of water. Areas that fall in this category are Mt. Rubidoux, Woodcrest, Lake Hills/Mockingbird Canyon/Monroe Hills/La Sierra/Norco Hills areas, and Box Springs Mountain.

(See Riverside County OA MJHMP Section 5.3.1 Pages 154-163).

3. PIPELINES Severity - 3, Probability - 3, Ranking – 2

The term “pipeline” relates to natural gas, petroleum, and aviation fuel lines. Besides the impact of an earthquake on these systems, the second greatest concern for these pipelines is damage caused by contractors digging in the area where there are pipes. Although there are methods in place ways for contractors to become aware of the locations of pipelines, many of the incidents have been as a direct result of a contractor’s digging or excavating. The specific number and locations of the various high pressure natural gas, aviation, and fuel lines are known by public safety responders, however the specific locations and descriptions are restricted as Law Enforcement Sensitive by Department of Homeland Security requirements. See Figure 4.3.8 Pipelines and Water Way Canals Map displays a rough placement of the pipelines within the City. The following types of pipelines are within the City and are possible hazards.

Natural Gas Lines

Traversing the City are several high pressure natural gas lines. These natural gas lines are classified into two categories:

Local distribution lines

These lines are designed to provide natural gas into the community for residential and commercial use. These lines usually run down the middle of the street and can be located within the general vicinity of a school, railroad track, or freeway. These pipes are generally the cause of the pipeline incidents in the City when they are broken by someone digging in the street. These lines are both cast iron and the new plastic lines.

Aviation and Petroleum Lines

Many of the petroleum lines traversing the City start in the refinery areas in Los Angeles County and provide petroleum projects to the various commercial distribution tank farms and rail centers both locally and out of state. These pipelines range from 6” to 14” in size. In some instances, these pipelines are within the general vicinity of a school, railroad track, or freeway. Kinder/Morgan runs from Jurupa through the City of Riverside to March Air Force Base. The line is 14.53 miles long and it carries Jet-A fuel and refined petroleum.

(See Riverside County OA MJHMP Section 5.4.4 Pages 282-284)

Figure 4.5.2 – City of Riverside Pipelines Map

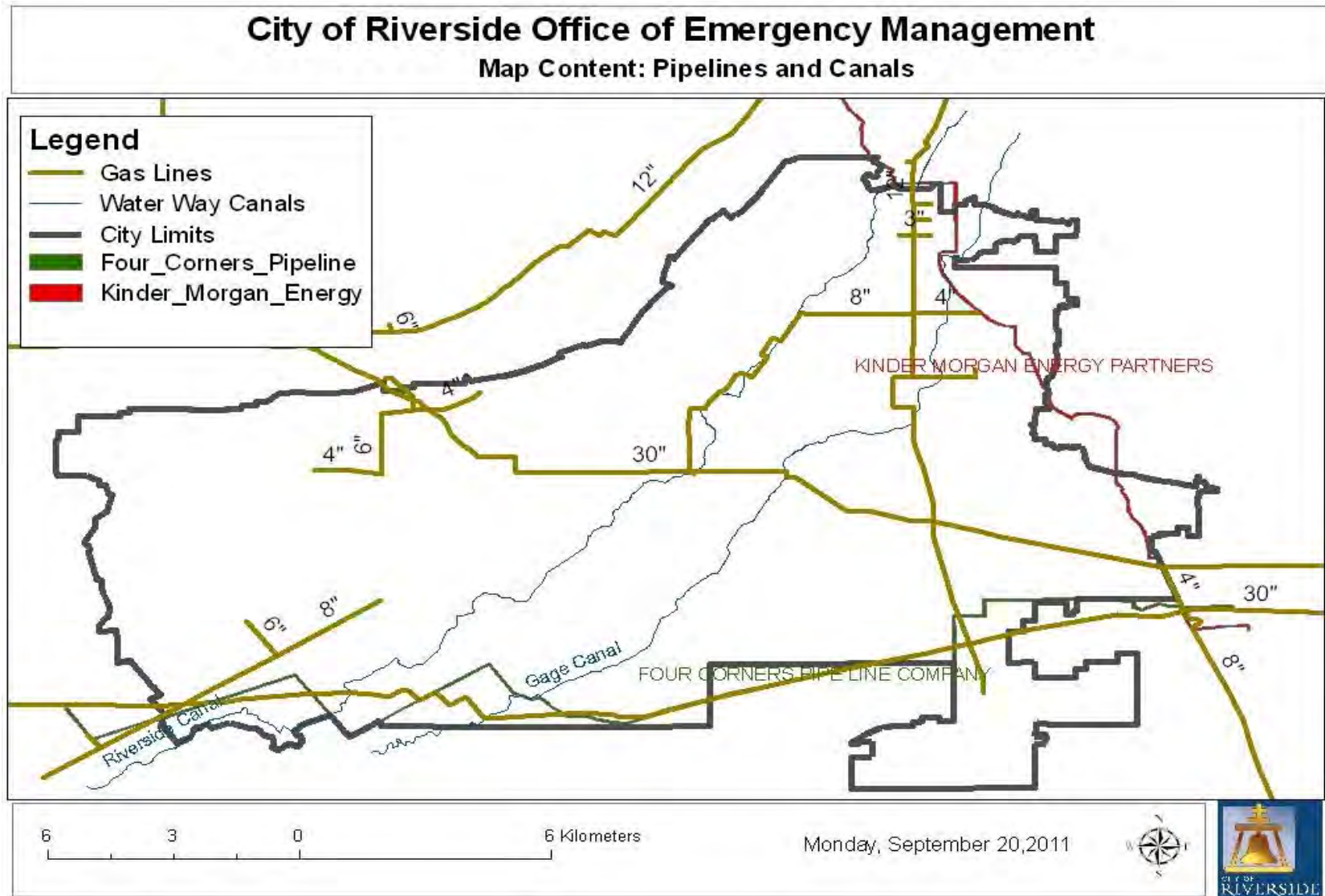


Figure 4.5.3 – Riverside Unified School Districts Vulnerability Worksheet

The jurisdictions were asked to rate the potential and severity using a scale of between 0 and 4 (4 being the most severe). The jurisdictions were also asked to rank the listed hazards as they relate to their jurisdiction from 1 to 20 (1 being the highest overall threat to their jurisdiction).

NAME: Kirk Lewis AGENCY: Riverside Unified School District DATE : December 2011

HAZARD	COUNTY		LOCAL JURISDICTION		
	SEVERITY 0 - 4	PROBABILITY 0 - 4	SEVERITY 0 - 4	PROBABILITY 0 - 4	RANKING 1 - 20
EARTHQUAKE	4	3	4	3	1
WILDLAND FIRE	3	4	2	2	18
FLOOD	3	3	2	3	8
OTHER NATURAL HAZARDS					
DROUGHT	3	3	2	3	9
LANDSLIDES	2	3	1	3	12
INSECT INFESTATION	3	4	3	3	13
EXTREME SUMMER/WINTER WEATHER	2	4	1	3	5
SEVERE WIND EVENT	3	3	1	3	15
AGRICULTURAL					
DISEASE/CONTAMINATION	3	4	0	0	0
TERRORISM	4	2	0	0	0
OTHER MAN-MADE					
PIPELINE	2	3	3	3	2
AQUEDUCT	2	3	1	3	17
TRANSPORTATION	2	4	2	3	10
POWER OUTAGE	3	4	3	4	3
HAZMAT ACCIDENTS	3	3	4	3	4
NUCLEAR ACCIDENT	4	2	4	1	16
TERRORISM	4	2	3	2	6
CIVIL UNREST	2	2	4	2	11
JAIL/PRISON EVENT	1	2	1	1	14
MEDICAL					
PANDEMIC			3	2	7

SECTION 5.0 - COMMUNITY RATING SYSTEM

We are not in the Community Rating System.

5.1 REPETITIVE LOSS PROPERTIES

5.2 NATIONAL FLOOD INSURANCE PROPERTIES

- a. *Describe participation in NFIP, including any changes since previously approved plan.*
- b. *Date first joined NFIP.*
- c. *Identify actions related to continued compliance with NFIP.*
- d. *CRS member?*
- e. *CRS class?*
- f. *Describe any data used to regulate flood hazard area other than FEMA maps.*
- g. *Have there been issues with community participation in the program?*
- h. *What are the general hurdles for effective implementation of the NFIP?*
- i. *Summarize actions related to continued compliance with NFIP (c-2 and c-4)*
 - i. *Repetitive Loss Properties -*

SECTION 6.0 - CAPABILITIES ASSESSMENT

6.1 REGULATORY MITIGATION CAPABILITIES

Facilities Improvement Plan, 2001

This plan details the specific building and site improvement needs at all of our sites. These improvements are primarily large scale maintenance needs, but also include mitigation measures to solve drainage issues, seismic concerns, and other disaster hazards. Our local bond, Measure B, passed in 2001, is the primary source of funding to implement the work identified in the plan. These funds have been leveraged as a match to access State school facilities construction bond funds.

6.2 ADMINISTRATIVE/TECHNICAL MITIGATION CAPABILITIES

Personnel Resources	Yes/No	Department/Position
15 Year Major Maintenance Planning	Yes	Maintenance & Operations
District Disaster Preparedness	Yes	Director of M&O
District EOC	Yes	Maintenance & Operations
Personnel skilled in GIS	Yes	Planning/Development Department
Emergency response	Yes	Operations
Grant writer	Yes	Director of Program Development
Risk Assessment/Mitigation	Yes	Risk Management Department

6.3 FISCAL MITIGATION CAPABILITIES

Financial Resources	Accessible/Eligible to Use (Yes/No)	Comments
Community Development Block Grants	Yes	
Capital improvements project funding	Yes	
Authority to levy taxes for specific purposes	Yes	With voter approval
Impact fees for new development	Yes	For new construction
Incur debt through general obligation bonds	Yes	With voter approval
Incur debt through special tax bonds	Yes	
General Funds	Yes	Not available

6.4 MITIGATION OUTREACH AND PARTNERSHIPS

RUSD partners with the City and County of Riverside OES and has a seat at the City EOC when it is activated. RUSD has established emergency communications/response protocols with the Riverside Police and Fire Departments. RUSD also cooperates with the Red Cross to provide emergency shelter space when requested. In conjunction with BNSF, Operation Lifesaver, a railroad safety education program is presented to students at schools that are near railroad tracks.

6.5 OTHER MITIGATION EFFORTS

RUSD has implemented mitigation efforts in the past. Examples that were not covered elsewhere in this section include the following:

An improved District-wide emergency radio system has been established that ensures exceptional coverage and signal strength. The radios use a UHF frequency and the system features a repeater station that provides excellent coverage even in cases of significant topographical variances.

RUSD has established a “climate alert” system of notification to schools during times of excessive smog or high temperatures. Students are restricted from excessive physical activities. In extreme conditions, activities such as recess, practices and athletic contests may be curtailed altogether.

SECTION 7.0 - MITIGATION STRATEGIES

7.1 MITIGATION STRATEGIES

Our Special District coordinated with multiple cities and agencies throughout Riverside County in the creation/update of our LHMP Annex. The cooperation and discussions both in regional meetings, community outreach and internal meetings allowed for both “big picture” and “local jurisdiction” views of mitigation needs and possibilities.

The Part Two, Agency Inventory Worksheet process enabled our Special district to recognize hazards and their severity and also assisted in determining what mitigation actions are appropriate to lessen or prevent the hazard on a long term basis.

7.2 GOALS AND OBJECTIVES

Goal 1: Earthquake retrofitting

Objective 1.1: Hire a consultant to inventory and prioritize the seismic issues in District buildings.

Objective 1.2: Identify funding sources to implement seismic retrofit projects.

Goal 2: Establish FEMA coordination processes based on ICS

Objective 2.1: Provide training to staff on the elements of ICS.

Objective 2.2: Incorporate the principles of ICS in the site safety plans.

Goal 3: Maintaining Catch Basins

Objective 3.1: Establish a plan to ensure that storm drains and catch basins are cleaned regularly especially during times of extended rainy weather.

Objective 2.2: Inform site custodians of their role in this effort and provide timely reminders to implement this goal as inclement weather seasons approach.

Goal 4: Funding for non-structural abatement (Earthquake kits, etc.)

Objective 4.1: Establish a list of disaster supplies for school response teams

Objective 4.2: Establish a list of supplies for classroom disaster supply kits

Objective 4.3: Continue to explore potential funding resources

Goal 5: Communications Interoperability

Objective 5.1: Develop a plan whereby multi-agency responders will be able to communicate – especially in unified command settings

7.3 MITIGATION ACTIONS

In the 2005 plan, the proposed mitigation strategy was to seismically retrofit the District Office building. A structural engineer was hired to inspect the building and prepare a report of the conditions and needs for retrofitting. There are currently no funds to implement the project, but the school district will likely pursue a general obligation bond which may fund the work. Janet Dixon and Kirk Lewis initiated the project.

7.4 ON-GOING MITIGATION STRATEGY PROGRAMS

The school buildings in the district will be seismically upgraded to current standards.

Issue/Background: While the school buildings of the school district are in compliance with the Field Act, a series of changes and improvements to the building code has increased the seismic sustainability of newly constructed facilities.

Other Alternatives: No action

Responsible Office: Operations Division

Priority (High, Medium, Low): High

Cost Estimate: \$31,000,000

Potential Funding: FEMA Pre-Disaster Mitigation grants, State Seismic Retrofit Funds, Local General Obligation Bond

Benefits (Avoided Losses): More sustainable and safer buildings.

Schedule: NA

(See Appendix B, "Local Jurisdiction Proposed Mitigation Action")

SECTION 8.0 - INCORPORATION INTO EXISTING PLANNING MECHANISMS

The Facilities Improvement Plan for District sites will be updated once it is determined that an extension of the existing local general obligation bond will be placed on a future ballot. Specific hazard mitigation elements will be evaluated and incorporated into the list of facilities needs of each site. Elements such as seismic retrofitting and storm water mitigation will be identified as applicable. Ultimately, the Board of Education will approve this plan for eligibility for funding from the local obligation bond.

See Page 16 “Regulatory Mitigation” Table

SECTION 9.0 - PLAN MAINTENANCE PROCESS

Operations Division staff will monitor and evaluate the LHMP on an ongoing basis. Over the next 5 years, we will review the LHMP and will assess, among other things, whether:

- the goals and objectives address current and expected conditions,
- the nature, magnitude, and/or type of risks have changed,
- the current resources are appropriate for implementing the plan.
- there are implementation problems, such as technical, political, legal, budgetary, or coordination issues, and
- the outcomes have occurred as expected (a demonstration of progress).

If we discover changes have occurred during the evaluation, we will update the LHMP Revision Page, and notify OES to update our Annex.

SECTION 10.0 - CONTINUED PUBLIC INVOLVEMENT

The District planning group will meet periodically to evaluate whether adjustment to the plan is necessary. If adjustments are deemed necessary, notices will be posted for a public hearing so that the community may comment on the proposed changes to the plan. The notices will be on the District’s website and posted on applicable bulletin boards to announce the meeting date/time/location.

APPENDIX A – PUBLIC NOTICES

Exhibit A1 - Public Meeting Announcements

A G E N D A
Riverside Unified School District
Operations Division

Operations/Board Subcommittee Meeting
Conference Room 3 A/B
3380 14th Street, Riverside, California
November 9, 2011
4:00 p.m.

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.

Public Hearing

1. **Public Hearing Regarding the Local Hazard Mitigation Plan**
The Subcommittee will receive public comments regarding the draft of the Riverside Unified School District Local Hazard Mitigation Plan.

Action Items

2. **Approval of Minutes**
The subcommittee will be asked to approve the minutes of the October 5, 2011, meeting.
3. **Ramona High School Entry Element and Shade Structure**
Staff will present a revised rendering for the two architectural features proposed for the entrance to the campus.

Recommendation: It is recommended that the Subcommittee discuss and comment on the design and determine the next steps to be undertaken.

4. **Landscape Architect – Athletic Field Renovations at Sierra, Chemawa, and Earhart Middle Schools**
Ian Davidson, Landscape Architects (IDLA), was selected through a previous RFP process and has designed the refurbished landscapes at Magnolia and Castle View Elementary Schools and the interior landscape for Ramona High School.

Recommendation: It is recommended that IDLA be used to design the field renovations at the three middle schools.

5. **Potential Attendance Area Adjustment Between Liberty and Monroe Elementary Schools**
The enrollment at Liberty Elementary School has grown from 750 (2007) to 865 this year and is reaching the capacity of the school. On the other hand, Monroe Elementary School's enrollment has declined from 768 (2007) to 646 at present. Staff will present a potential attendance area adjustment scenario as a starting point for consideration by the

APPENDIX B INVENTORY WORKSHEETS

SEE ATTACHMENTS – PART II

APPENDIX

RIVERSIDE COUNTY MULTI-JURISDICTIONAL LOCAL HAZARD MITIGATION AGENCY INVENTORY WORKSHEETS

Riverside Unified School District
October 2011

TABLE OF CONTENTS

Introduction: These documents are meant to be discussed, used and reviewed by a multi-disciplinary team. The Participation by a wide range of stakeholders who play a role in identifying and implementing mitigation actions is required.

SPECIAL CONCERNS:

- 1. Has the completed Letter of Commitment been returned to OES? OES must forward this completed Letter of Commitment to Cal EMA.*

1. Local Jurisdiction Contact Information	page 3
2. Hazard Identification Questionnaire	page 4-6
3. Specific Hazards Summary	page 7
4. Jurisdiction Vulnerability Worksheet	page 8-9
5. Jurisdiction Mitigation Strategies and Goals	page 10-14
6. Local Jurisdiction Proposed Mitigation Action and Strategy Proposal	page 14-16
7. Local Jurisdiction Development Trends	page 17-19

1. LOCAL JURISDICTION CONTACT INFORMATION

The information on this page identifies:

- Jurisdiction and the contact person
- Jurisdiction's service area size and population
- EOP Plan and a Safety Element of their General Plan

PLEASE PROVIDE THE FOLLOWING INFORMATION:

Agency/Jurisdiction:	Riverside Unified School District		
Type Agency/Jurisdiction:	Public School District		
Contact Person:	Title:	Assistant Superintendent - Operations	
First Name:	Kirk	Last Name:	Lewis
Agency Address:	Street:	3380 14 th St.	
	City:	Riverside	
	State:	CA	
	Zip:	92501	
Contact Phone	(951)788-7135	X80413	FAX (951)778-5668
E-mail	klewis@rusd.k12.ca.us		
<hr/>			
Population Served	42,300	Square Miles Served	93
<hr/>			
Does your organization have a general plan?	No		
Does your organization have a safety component to the general plan?	NA		
What year was your plan last updated?	NA		
<hr/>			
Does your organization have a disaster/emergency operations plan?	Yes		
What year was your plan last updated?	2010		
Do you have a recovery annex or section in your plan?	Yes		
Do you have a terrorism/WMD annex or section in your plan?	Yes		

2. Hazard Identification Questionnaire

The purpose of the questionnaire is to help identify or review the hazards within your service area. The list was developed from the first round of meetings with the various working groups in the 2005 plan creation, and from the hazards listed in the County's General Plan. Each hazard is discussed in detail in Part I of the 2005 LHMP. The information will be used as a reference for each jurisdiction to evaluate its capabilities, determine its needs, and to assist in developing goals and strategies. The information identifies:

- a) What hazards can be identified within or adjacent to the service area of the jurisdiction.
- b) Which of those hazards have had reoccurring events
- c) What specific hazards and risks are considered by the jurisdiction to be a threat specifically to the jurisdiction. (These locations should be identified by name and location for inclusion in the Specific Hazard Summary Table).
 - a. Specific types of facilities owned and operated by the jurisdiction.
 - b. Locations damaged from prior disasters or hazard causing events.
- d) Information about the jurisdiction's EOC

With your Multi-Disciplinary Planning Team:

This information will be supplied from the City of Riverside since our schools and the service area are primarily located within the City.

HAZARD IDENTIFICATION QUESTIONNAIRE

DOES YOUR ORGANIZATION HAVE:	
AIRPORT IN JURISDICTION	
AIRPORT NEXT TO JURISDICTION	Y
DAIRY INDUSTRY	
POULTRY INDUSTRY	
CROPS/ORCHARDS	
DAMS IN JURISDICTION	
DAMS NEXT TO JURISDICTION	Y
LAKE/RESERVOIR IN JURISDICTION	
LAKE/RESERVOIR NEAR JURISDICTION	Y
JURISDICTION IN FLOOD PLAIN	
CONTROLLED FLOOD CONTROL CHANNEL	
UNCONTROLLED FLOOD CONTROL CHANNEL	
EARTHQUAKE FAULTS IN JURISDICTION	
EARTHQUAKE FAULTS NEXT TO JURISDICTION	Y
MOBILE HOME PARKS	
NON-REINFORCED FREEWAY BRIDGES	
NON-REINFORCED BRIDGES	
BRIDGES IN FLOOD PLAIN	
BRIDGES OVER OR ACROSS RIVER/STREAM	
ROADWAY CROSSING RIVER/STREAM	
NON REINFORCED BUILDINGS	
FREEWAY/MAJOR HIGHWAY IN JURISDICTION	
FREEWAY/MAJOR HIGHWAY NEXT TO JURISDICTION	Y
FOREST AREA IN JURISDICTION	
FOREST AREA NEXT TO JURISDICTION	
WITHIN THE 50 MILES SAN ONOFRE EVACUATION ZONE	Y
MAJOR GAS/OIL PIPELINES IN JURISDICTION	
MAJOR GAS/OIL PIPELINES NEXT TO JURISDICTION	Y
RAILROAD TRACKS IN JURISDICTION	
RAILROAD TRACKS NEXT TO JURISDICTION	Y
HAZARDOUS WASTE FACILITIES IN JURISDICTION	
HAZARDOUS WASTE FACILITIES NEXT TO JURISDICTION	
HAZARDOUS STORAGE FACILITIES IN JURISDICTION	
HAZARDOUS STORAGE FACILITIES NEXT TO JURISDICTION	
DOES YOUR ORGANIZATION OWN OR OPERATE A FACILITY	
IN A FLOOD PLAIN	
NEAR FLOOD PLAIN	Y
NEAR RAILROAD TRACKS	Y
NEAR A DAM	Y
UPSTREAM FROM A DAM	Y
DOWNSTREAM FROM A DAM	Y
DOWNSTREAM OF A LAKE	
DOWNSTREAM FROM A RESERVOIR	Y
NEAR A CONTROLLED FLOOD CONTROL CHANNEL	
NEAR UNCONTROLLED FLOOD CONTROL CHANNEL	
ON AN EARTHQUAKE FAULT	
NEAR AN EARTHQUAKE FAULT	Y
WITHIN THE 50 MILE SAN ONOFRE EVACUATION ZONE	Y
IN A FOREST AREA	
NEAR A FOREST AREA	

NEAR A MAJOR HIGHWAY	Y
A HAZARDOUS WASTE FACILITY	
NEAR A HAZARDOUS WASTE FACILITY	
A HAZARDOUS STORAGE FACILITY	
NEAR A HAZARDOUS STORAGE FACILITY	
NON REINFORCED BUILDINGS	
A MAJOR GAS/OIL PIPELINE	Y
NEAR A MAJOR GAS/OIL PIPELINE	Y
DOES YOUR ORGANIZATION HAVE ANY LOCATIONS THAT:	
HAVE BEEN DAMAGED BY EARTHQUAKE AND NOT REPAIRED	
HAVE BEEN DAMAGED BY FLOOD	
HAVE BEEN DAMAGED BY FLOOD MORE THAN ONCE	
HAVE BEEN DAMAGED BY FOREST FIRE	
HAVE BEEN DAMAGED BY FOREST FIRE MORE THAN ONCE	
HAVE BEEN IMPACTED BY A TRANSPORTATION ACCIDENT	Y
HAVE BEEN IMPACTED BY A PIPELINE EVENT	
EMERGENCY OPERATIONS INFORMATION	
DOES YOUR ORGANIZATION HAVE AN EOC	Y
IS YOUR EOC LOCATED IN A FLOOD PLAIN	
NEAR FLOOD PLAIN	Y
NEAR RAILROAD TRACKS	Y
NEAR A DAM	
UPSTREAM FROM A DAM	
DOWNSTREAM FROM A DAM	
DOWNSTREAM OF A LAKE	
DOWNSTREAM FROM A RESERVOIR	
NEAR A CONTROLLED FLOOD CONTROL CHANNEL	
NEAR UNCONTROLLED FLOOD CONTROL CHANNEL	
ON AN EARTHQUAKE FAULT	
NEAR AN EARTHQUAKE FAULT	Y
WITHIN THE 50 MILE SAN ONOFRE EVACUATION ZONE	Y
IN A FOREST AREA	
NEAR A FOREST AREA	
NEAR A MAJOR HIGHWAY	Y
A HAZARDOUS WASTE FACILITY	
NEAR A HAZARDOUS WASTE FACILITY	
A HAZARDOUS STORAGE FACILITY	
NEAR A HAZARDOUS STORAGE FACILITY	
NON REINFORCED BUILDINGS	
A MAJOR GAS/OIL PIPELINE	
NEAR A MAJOR GAS/OIL PIPELINE	
OTHER FACILITY INFORMATION	
ARE THERE LOCATIONS WITHIN YOUR JURISDICTION THAT:	
COULD BE CONSIDERED A TERRORIST TARGET	Y
COULD BE CONSIDERED A BIO-HAZARD RISK	

With your planning team, list the “Yes” answers and discuss. Use the information as a group to summarize your jurisdiction’s hazards and vulnerabilities.

3. SPECIFIC HAZARDS SUMMARY

This table helps to identify the information (name, owner, location, etc.) about the specific hazards identified in the Hazard Questionnaire. (Related to #6 in the 2012 Annex : Jurisdiction Template).

In the Summary Table, list the basic information of the hazards identified by the jurisdiction in the Hazard Identification Questionnaire as a potential threat. These specific hazards were used in the development of response plans, maps, and other analysis data.

- a. Instructions for Updating Jurisdictions and Special Districts: With your planning team, review the “Yes” answers and see if there were any changes, if so summarize why there is a difference from the 2005.
- b. Instructions for New Jurisdictions and Special Districts: With your planning team, review the “Yes” answers and discuss. Use the information as a group to summarize your jurisdiction’s hazards and vulnerabilities.
(relates to #6 in the 2012 Annex : Jurisdiction Template)

SPECIFIC HAZARDS SUMMARY

Jurisdiction	Hazard Type	Hazard Name	In Jurisdiction?	Adjacent to Jurisdiction ?
	Earthquake Faults	San Andreas, San Jacinto, Elsinore		Yes
Caltrans SCE	Freeway/Major Highway San Onofre Evacuation Zone	91 & 215 FRWYs SONGS		Yes Yes
BSNF & UPRR	Railroad Tracks	BSNF & UPRR		Yes
PUC & Dept. of Trans.	Gas/Oil Pipeline	Kinder Morgan, So. Cal. Gas		Yes

4. JURISDICTION VULNERABILITY WORKSHEET (Related to #5 in the 2012 Annex : Jurisdiction Template)

This table is a listing of the primary hazards identified by the 2005 LHMP working groups. Each jurisdiction was asked to evaluate the potential for an event to occur in their jurisdiction by hazard. They were also asked to evaluate the potential impact of that event by hazard on their jurisdiction. The impact potential was determined based on:

1. Economic loss and recovery
2. Physical loss to structures (residential, commercial, and critical facilities)
3. The loss or damage to the jurisdictions infrastructure
4. Their ability to continue with normal daily governmental activities
5. Their ability to quickly recover from the event and return to normal daily activities
6. The loss of life and potential injuries from the event.

The jurisdictions were asked to rate the potential and severity using a scale of between 0 and 4 (4 being the most severe). The jurisdictions were also asked to rank the listed hazards as they relate to their jurisdiction from 1 to 20 (1 being the highest overall threat to their jurisdiction).

With the assistance of the RCIP Plan and County Departments, Riverside County OES conducted an extensive evaluation of the severity and probability potential for the county as a whole. The hazards were also ranked. Those numbers and rankings were provided to the jurisdictions as a comparison guide.

A separate table was created to address the hazards relating to agriculture and was assessed by the agriculture working group. This table can be found in the Agriculture Appendix of Part I of the 2005 Plan.

- a. Instructions for Updating Jurisdictions and Special Districts: Please review the table, determine if your ranking from the 2005 LHMP remains the same, and note that Pandemic has been added to the list. Please discuss and document new or unchanged severity and rankings.
- b. Instructions for New Jurisdictions and Special Districts: Please evaluate the potential for an event to occur in your jurisdiction by hazard. Then, evaluate the potential impact of that event by hazard on your jurisdiction according to #1-6 from the potential impact list above.

NOTE: Under Medical, Pandemic was added. This was a result of the H1N1 and other incidents.

HAZARD	COUNTY		LOCAL JURISDICTION		
	SEVERITY 0 - 4	PROBABILITY 0 - 4	SEVERITY 0 - 4	PROBABILITY 0 - 4	RANKING 1 - 20
EARTHQUAKE	4	3	4	3	1
WILDLAND FIRE	3	4	2	2	18
FLOOD	3	3	2	3	8
OTHER NATURAL HAZARDS					
DROUGHT	3	3	2	3	9
LANDSLIDES	2	3	1	3	12
INSECT INFESTATION	3	4	3	3	13
EXTREME SUMMER/WINTER WEATHER	2	4	1	3	5
SEVERE WIND EVENT	3	3	1	3	15
AGRICULTURAL					
DISEASE/CONTAMINATION	3	4	0	0	0
TERRORISM	4	2	0	0	0
OTHER MAN-MADE					
PIPELINE	2	3	3	3	2
AQUEDUCT	2	3	1	3	17
TRANSPORTATION	2	4	2	3	10
POWER OUTAGE	3	4	3	4	3
HAZMAT ACCIDENTS	3	3	4	3	4
NUCLEAR ACCIDENT	4	2	4	1	16
TERRORISM	4	2	3	2	6
CIVIL UNREST	2	2	4	2	11
JAIL/PRISON EVENT	1	2	1	1	14
MEDICAL					
PANDEMIC			3	2	7

5. JURISDICTION MITIGATION STRATEGIES AND GOALS

This comprehensive table is a listing of the various mitigation strategies, goals, and objectives developed by the 2005 LHMP working groups. The jurisdictions were also given the opportunity to list additional strategies, goals, and objectives specific to either their jurisdiction or their workgroup (i.e. the hospitals, agriculture, etc.).

LOCAL JURISDICTION MITIGATION STRATEGIES AND GOALS

With your Planning Team

a. Instructions for Updating Jurisdictions and Special Districts: please review the table; determine if your ranking from the 2005 LHMP remains the same. Place an H (High), M (Medium), L (Low), or N/A (Not Applicable).

b. Instructions for New Jurisdictions and Special Districts: please follow below:

Please evaluate the priority level for each listed mitigation goal identified below as it relates to your jurisdiction or facility. If you have any additional mitigation goals or recommendations, please list them at the end of this document.

Place an H (High), M (Medium), L (Low), or N/A (Not Applicable) for your priority level for each mitigation goal in the box next to the activity.

EARTHQUAKE	
M	Aggressive public education campaign in light of predictions
L	Generate new literature for dissemination to:
M	◇ Government employees
M	◇ Businesses
NA	◇ Hotel/motel literature
NA	◇ Local radio stations for education
L	◇ Public education via utilities
NA	◇ Identify/create television documentary content
NA	Improve the Emergency Alert System (EAS)
NA	◇ Consider integration with radio notification systems
NA	◇ Upgrade alerting and warning systems for hearing impaired
NA	◇ Training and maintenance
L	Procure earthquake-warning devices for critical facilities
M	Reinforce emergency response facilities
NA	Provide training to hospital staffs
H	Require earthquake gas shutoffs on remodels/new construction
NA	Evaluate re-enforcing reservoir concrete bases
M	Evaluate EOCs for seismic stability
NA	Install earthquake cutoffs at reservoirs
L	Install earthquake-warning devices at critical facilities
NA	Develop a dam inundation plan for new Diamond Valley Reservoir
H	Earthquake retrofitting
NA	◇ Bridges/dams/pipelines
H	◇ Government buildings/schools
NA	◇ Mobile home parks
NA	Develop educational materials on structural reinforcement and home inspections (ALREADY DEVELOPED)

H	Ensure Uniform Building Code compliance
H	◇ Update to current compliance when retrofitting
M	Insurance coverage on public facilities
H	Funding for non-structural abatement (Earthquake kits, etc.)
M	Pre - identify empty commercial space for seismic re-location
NA	Electrical co-generation facilities need retrofitting/reinforcement (Palm Springs, others?)
L	Mapping of liquefaction zones
L	Incorporate County geologist data into planning
NA	Backup water supplies for hospitals
NA	Evaluate pipeline seismic resiliency
M	Pre-positioning of temporary response structures
M	Fire sprinkler ordinance for all structures
NA	Evaluate adequacy of reservoir capacity for sprinkler systems
M	Training/standardization for contractors performing retrofitting
M	Website with mitigation/contractor/retrofitting information
M	◇ Links to jurisdictions
M	◇ Alerting information
M	◇ Volunteer information
NA	Evaluate depths of aquifers/wells for adequacy during quakes
M	Evaluate hazmat storage regulations near faults
COMMUNICATIONS IN DISASTER ISSUES	
H	Communications Interoperability
M	Harden repeater sites
M	Continue existing interoperability project
M	Strengthen/harden
L	Relocate
M	Redundancy
L	Mobile repeaters
FLOODS	
NA	Update development policies for flood plains
NA	Public education on locations of flood plains
L	Develop multi-jurisdictional working group on floodplain management
NA	Develop greenbelt requirements in new developments
NA	Update weather pattern/flood plain maps
NA	Conduct countywide study of flood barriers/channels/gates/water dispersal systems
NA	Required water flow/runoff plans for new development
NA	Perform GIS mapping of flood channels, etc.
NA	Install vehicular crossing gates/physical barriers for road closure
M	Maintenance of storm sewers/flood channels
L	Create map of flood channels/diversions/water systems etc.
NA	Require digital floor plans on new non-residential construction
L	Upgrade dirt embankments to concrete
NA	Conduct countywide needs study on drainage capabilities
NA	Increase number of pumping stations
L	Increase sandbag distribution capacities
L	Develop pre-planned response plan for floods
L	◇ Evacuation documentation

NA	◇ Re-examine historical flooding data for potential street re-design
NA	Training for city/county PIOs about flood issues
NA	Warning systems - ensure accurate information provided
NA	◇ Publicize flood plain information (website?)
NA	◇ Install warning/water level signage
NA	◇ Enhanced public information
NA	◇ Road closure compliance
NA	◇ Shelter locations
NA	◇ Pre-event communications
NA	Look at County requirements for neighborhood access
NA	◇ Secondary means of ingress/egress
L	Vegetation restoration programs
L	Ensure critical facilities are hardened/backed up
NA	Hardening water towers
NA	Terrorism Surveillance - cameras at reservoirs/dams
NA	Riverbed maintenance
NA	Evaluate existing lift stations for adequacy
L	Acquisition of property for on-site retention
L	Evaluate regulations on roof drainage mechanism
M	Erosion-resistant plants
NA	Traffic light protection
L	Upkeep of diversionary devices
NA	Install more turn-off valves on pipelines
L	Backup generation facilities
NA	Identify swift water rescue capabilities across County
WILDFIRES	
M	Aggressive weed abatement program
NA	◇ Networking of agencies for weed abatement
NA	Develop strategic plan for forest management
NA	Public education on wildfire defense
NA	Encourage citizen surveillance and reporting
NA	Identify hydrants with equipment ownership information
NA	Enhanced firefighting equipment
NA	Fire spotter program/red flag program
NA	◇ Expand to other utilities
M	Research on insect/pest mitigation technologies
NA	Volunteer home inspection program
NA	Public education program
NA	◇ Weather reporting/alerting
NA	◇ Building protection
NA	◇ Respiration
M	Pre-identify shelters/recovery centers/other resources
L	Roofing materials/defensive spacing regulations
L	Community task forces for planning and education
L	Fuel/dead tree removal
NA	Strategic pre-placement of firefighting equipment
H	Establish FEMA coordination processes based on ICS

L	Brush clearings around repeaters
NA	Research new technologies for identifying/tracking fires
NA	Procure/deploy backup communications equipment
NA	"Red Tag" homes in advance of event
NA	Provide fire-resistant gel to homeowners
M	Involve insurance agencies in mitigation programs
NA	Clear out abandoned vehicles from oases
NA	Code enforcement
NA	Codes prohibiting fireworks
L	Fuel modification/removal
M	Evaluate building codes
H	Maintaining catch basins
OTHER HAZARDS	
NA	Improve pipeline maintenance
L	Wetlands mosquito mitigation (West Nile Virus)
L	Insect control study
NA	Increase County Vector Control capacities
NA	General public drought awareness
NA	◇ Lawn watering rotation
NA	Develop County drought plan
NA	Mitigation of landslide-prone areas
NA	Develop winter storm sheltering plan
NA	Ease permitting process for building transmission lines
NA	Evaluate restrictions on dust/dirt/generating activities during wind seasons
NA	Rotational crop planning/soil stabilization
NA	Enhance agricultural checkpoint enforcement
NA	Agriculture - funding of detection programs
NA	Communications of pipeline maps (based on need to know)
NA	Improved notification plan on runaway trains
M	Improve/maintain blackout notification plan.
NA	Support business continuity planning for utility outages
L	Terrorism training/equipment for first responders
L	◇ Terrorism planning/coordination
NA	◇ Staffing for terrorism mitigation
NA	Create a SONGS regional planning group
NA	◇ Include dirty bomb planning
NA	Cooling stations - MOUs in place
L	Fire Ant eradication program
L	White Fly infestation abatement/eradication program
M	Develop plan for supplemental water sources
L	Public education on low water landscaping
NA	Salton Sea desalinization
NA	Establish agriculture security standards (focus on water supply)
M	ID mutual aid agreements
M	Vulnerability assessment on fiber-optic cable
NA	Upgrade valves on California aqueduct
M	Public education

M	◇ Bi-lingual signs
L	◇ Power Outage information
NA	Notification system for rail traffic - container contents
NA	Control and release of terrorism intelligence
NA	Develop prison evacuation plan (shelter in place?)

Use the list and rankings to narrow down or identify “your” strategies. The mitigation strategy serves as the long-term blueprint for reducing the potential losses identified in the risk assessment. The mitigation strategy includes the development of goals, objectives, and prioritized mitigation actions.

Goals are general guidelines that explain what you want to achieve. They are broad policy statements and are usually long-term and represent global visions, such as “Protect Existing Property.”

Objectives define strategies or implementation steps to attain the identified goals. Unlike goals, objectives are specific, measurable, and may have a defined completion date. Objectives are more specific, such as “Increase the number of buildings protected from flooding.”

The development of effective goals and objectives enables the planning team to evaluate the merits of alternative mitigation actions and the local conditions in which these activities would be pursued. A potential mitigation action that would support the goal and objective goal example above is “Acquire repetitive flood loss properties in the Acadia Woods Subdivision.”

In the 2005 LHMP, each jurisdiction was required to develop a Mitigation Strategy Proposal based on one of the following:

1. The strategy, goal, or objective rating “High Priority” on the Local Jurisdiction Mitigation Strategies and Goals (WORKSHEET ABOVE)
2. A specifically identified strategy, goal, or objective that was developed as part of one of the working groups planning sessions such as the hospitals or agriculture
3. A specifically identified strategy, goal, or objective that was developed as part of one of the jurisdiction’s internal working group planning sessions

6. LOCAL JURISDICTION PROPOSED MITIGATION ACTION AND STRATEGY PROPOSAL

- a. Instructions for Updating Jurisdictions and Special Districts: With your planning team, please review the table from # 5 above, and determine if your ranking from the 2005 LHMP remains the same.

Review the chosen Mitigation Strategy that your jurisdiction submitted. The updated plan **must** identify the completed, deleted, or deferred actions or activities from the previously approved plan as a benchmark for progress.

If the mitigation actions or activities remain unchanged from the previously approved plan, the updated plan **must** indicate why changes are not necessary. Further, the updated plan **shall** include in its prioritization any new mitigation actions identified since the previous plan was approved or through the plan update process.

- b. Instructions for New Jurisdictions and Special Districts: With your planning team, Use the “High Priority” rated strategy, goal or objective as a starting point to determine your Mitigation Strategy Proposal.

LOCAL JURISDICTION PROPOSED MITIGATION ACTION AND STRATEGY PROPOSAL

Jurisdiction: Riverside Unified School District
Contact: Kirk R. Lewis
Phone: (951) 788-7135 X80413

MITIGATION STRATEGY INFORMATION

Proposal Name: Seismic Retrofit of District Facilities

Proposal Location: All facilities

Proposal Type

Place an "X" by the type of mitigation strategy (one or more may apply)

- Flood and mud flow mitigation
- Fire mitigation
- Elevation or acquisition of repetitively damaged structures or structures in high hazard areas
- Mitigation Planning (i.e. update building codes, planning develop guidelines, etc.)
- Development and implementation of mitigation education programs
- Development or improvement of warning systems
- Additional Hazard identification and analysis in support of the local hazard mitigation plan
- Drinking and/or irrigation water mitigation
- Earthquake mitigation
- Agriculture - crop related mitigation
- Agriculture - animal related mitigation
- Flood inundation/Dam failure
- Weather/Temperature event mitigation

DESCRIPTION OF THE PROPOSED MITIGATION STRATEGY

List any previous disaster related events (dates, costs, etc.)

Proposal/Event History

In the 2005 LHMP, RUSD proposed to evaluate the amount of seismic retrofitting needed to bring the Administration Building up to current earthquake safety building codes and then to identify the funding sources to initiate the work. As a result, a seismic study was completed and \$1.4 million in retrofit work was identified. Funding for initiating this work has not been identified.

Description of Mitigation Goal Narrative:

For the 2012 LHMP, it is proposed that funding be identified to design and implement seismic retrofit work to bring all district buildings up to the current seismic standards.

Does your jurisdiction have primary responsibility for the proposal? If not, what agency does?

Yes	X	No		Responsible Agency:
-----	---	----	--	---------------------

FUNDING INFORMATION

Place an "X" by the proposed source of funding for this proposal

- Unfunded proposal - funds are not available for the proposal at this time
- Local jurisdiction General Fund
- Local jurisdiction Special Fund (road tax, assessment fees, etc.)
- Non-FEMA Hazard Mitigation Funds
- Local Hazard Mitigation Grant Funds - Future Request
- Hazard Mitigation Funds

- Has your jurisdiction evaluated this mitigation strategy to determine its cost benefits?
(i.e. has the cost of the mitigation proposal been determined to be beneficial in relationship to the potential damage or loss using the attached Cost/Benefit Analysis Sheet or another internal method)

In some cases, the jurisdiction or working group identified a proposal that highlighted a life- safety issue over a standard hazard proposal. This was done when there was either historical data or other sources of information indicating that the life-safety issue needed to be emphasized or brought to the public's attention.

7. LOCAL JURISDICTION DEVELOPMENT TRENDS QUESTIONNAIRE

LAND USE ISSUES - COMPLETE THE INFORMATION BELOW

This questionnaire identifies a comparison of specific land use issues between 2004, 2012 and 2017. The questionnaire also identifies the specific threat potential to the jurisdiction in relationship to residential and commercial structures along with critical facilities. This threat potential is focused on structural loss rather than dollar-value loss as it relates to the three main natural hazards – earthquakes, floods, and wildland fires. The determination of dollar-value loss relating to commercial and critical facilities was found to be very limited and a difficult task to establish.

The questionnaire also requires the jurisdiction to identify the process it will use to maintain their portion of the Plan.

LOCAL JURISDICTION DEVELOPMENT TRENDS QUESTIONNAIRE 2011

LAND USE ISSUES - COMPLETE THE INFORMATION BELOW

JURISDICTION:	DOES YOUR AGENCY HAVE RESPONSIBILITY FOR LAND USE AND/OR DEVELOPMENT ISSUES WITHIN YOUR JURISDICTIONAL BOUNDARIES? YES NO			
	2005 DATA	2012 DATA		2017
Current Population in Jurisdiction or Served	42,347	42,300	Projected Population in Jurisdiction or Served - in 2017	41,500
Current Sq Miles in Jurisdiction or Served	93	93	Projected Sq Miles in Jurisdiction or Served - in 2017	93
Does Your Jurisdiction have any ordinances or regulations dealing with disaster mitigation, disaster preparation, or disaster response?	Y	Y	School District Disaster Plan	
<i>What is the number one land issue your agency will face in the next five years</i>	New school site acquisition.			
Approximate Number of Homes/Apts/etc.	NA	NA	Projected Number of Homes/Apts/etc.- in 2017	NA
Approximate Total Residential Value	NA	NA	Projected Residential Total Value - in 2017	NA
Approximate Number of Commercial Businesses	NA	NA	Projected Number of Commercial Businesses - in 2017	NA
Approximate Percentage of Homes/Apts/etc in flood hazard zones	NA	NA	Approximate Percentage of Homes/Apts/etc in flood hazard zones - in 2017	NA
Approximate Percentage of Homes/Apts/etc in earthquake hazard zones	NA	NA	Approximate Percentage of Homes/Apts/etc in earthquake hazard zones - in 2017	NA
Approximate Percentage of Homes/Apts/etc in wildland fire hazard zones	NA	NA	Approximate Percentage of Homes/Apts/etc in wildland fire hazard zones - in 2017	NA
Approximate Percentage of Commercial Businesses in flood hazard zones	NA	NA	Approximate Percentage of Commercial Businesses in flood hazard zones - in 2017	NA
Approximate Percentage of Commercial Businesses in earthquake hazard zones	NA	NA	Approximate Percentage of Commercial Businesses in earthquake hazard zones - in 2017	NA
Approximate Percentage of Commercial Businesses in wildland fire hazard zones	NA	NA	Approximate Percentage of Commercial Businesses in wildland fire hazard zones - in 2017	NA
Number of Critical Facilities in your Jurisdiction that are in flood hazard zones	NA	NA	Projected Number of Critical Facilities in your Jurisdiction that are in flood hazard zones - in 2017	NA
Number of Critical Facilities in your Jurisdiction that are in earthquake hazard zones	50	54	Number of Critical Facilities in your Jurisdiction that are in earthquake hazard zones - in 2017	56
Number of Critical Facilities in your Jurisdiction that are in wildland fire hazard zones.	NA	NA	Number of Critical Facilities in your Jurisdiction that are in wildland fire hazard zones - in 2017	NA
Does your jurisdiction plan on participating in the County's on-going plan maintenance program every two years as described in Part I of the plan?	Y	Y	If not, how will your jurisdiction do plan maintenance?	
Will a copy of this plan be available for the various planning groups within your jurisdiction for use in future planning and budgeting purposes?				Y

Projected Sq Miles in Jurisdiction or Served - in

APPENDIX C PLAN REVIEW TOOL/CROSSWALK

SEE ATTACHMENTS – PART III

**Board Meeting Agenda
July 20, 2015**

Topic: Resolution No. 2015/16-02 – Resolution of the Board of Education of Riverside Unified School District Approving Joint Community Facilities Agreement with the City of Riverside and a Mitigation Agreement

Presented by: Hayley Calhoun, Director, Planning and Development

Responsible

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

Type of Item: Consent

Short Description: The City of Riverside has adopted a resolution stating its intention to establish a community facilities district to be designated “Community Facilities District No. 2015-1 (Orangecrest Grove) of the City of Riverside.

DESCRIPTION OF AGENDA ITEM:

The City Council of the City of Riverside, at the request of the Ridge Crest Cardinal – Riverside, L.P., as the owner of certain property in the city consisting of approximately 13.53 acres of land has initiated proceedings to establish a Community Facilities District (CFD) No. 2015-1 (Orangecrest Grove). The owner within this Community Facilities District has requested that the School District enter into a Mitigation Agreement regarding the payment of school fees to the District in advance of the bonds to be issued by the CFD.

If approved by the Board of Education, the District will enter into a Joint Community Facilities Agreement with the City of Riverside and a School Facilities Mitigation Agreement providing for the formation of the community facilities district by the City of Riverside as the lead agency.

In consideration of the District’s willingness to participate in the CFD to finance the school mitigation obligation, owner has agreed to pay school mitigation fees in an amount of \$6.30 per square foot of assessable space of each of the 85 single family residences. District staff has determined that the proposed Joint Community Facilities Agreement and the School Facilities Mitigation Agreement will be beneficial to the residents of the District and the proposed community facilities district.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education adopt Resolution No. 2015/16-02 Approving Joint Community Facilities Agreement with the City of Riverside and a School Facilities Mitigation Agreement.

ADDITIONAL MATERIAL: Resolution No. 2015/16/-02, Joint Community Facilities Agreement, School Facilities Mitigation Agreement and CFD No. 2015-1 Map.

Attached: Yes

RESOLUTION NO. 2015/16-02

RESOLUTION OF THE BOARD OF EDUCATION OF
RIVERSIDE UNIFIED SCHOOL DISTRICT APPROVING
JOINT COMMUNITY FACILITIES AGREEMENT WITH THE
CITY OF RIVERSIDE AND A MITIGATION AGREEMENT

WHEREAS, the City Council (the “City Council”) of the City of Riverside (the “City”) has adopted a resolution stating its intention to establish a community facilities district, to be designated “Community Facilities District No. 2015-1 (Orangecrest Grove) of the City of Riverside” (the “Community Facilities District”), and initiating proceedings pursuant to Chapter 2.5 (commencing with Section 53311) of Part 1 of Division 2 of Title 5 of the California Government Code, commonly known as the “Mello-Roos Community Facilities Act of 1982,” for the formation of the Community Facilities District, for the purpose, among others, of financing through the sale of bonds or the levy of special taxes the design, construction and acquisition of public facilities which are necessary to meet increased demands placed upon the City and Riverside Unified School District (the “School District”) as a result of the development of the property within the Community Facilities District; and

WHEREAS, the landowner within the proposed Community Facilities District, Ridge Crest Cardinal-Riverside, L.P., has requested that the School District enter into a mitigation agreement (the “Mitigation Agreement”) for facilities fees imposed by the School District, a form of which is presented to the Board of Education; and

WHEREAS, pursuant to Sections 53316.2 through 53316.6 of the California Government Code, a community facilities district may finance facilities to be owned or operated by an entity other than the agency that created the district pursuant to a joint community facilities agreement if the legislative body of each entity adopts a resolution declaring that such a joint agreement would be beneficial to the residents of that entity; and

WHEREAS, there has been presented to the Board of Education of the School District (the “Board of Education”) a form of joint community facilities agreement to be entered into by the City and the School District; and

WHEREAS, the Board of Education has determined that the proposed joint community facilities agreement will be beneficial to the residents of the proposed Community Facilities District;

NOW, THEREFORE, BE IT RESOLVED, DETERMINED AND ORDERED BY THE BOARD OF EDUCATION OF RIVERSIDE UNIFIED SCHOOL DISTRICT AS FOLLOWS:

Section 1. The Board of Education of Riverside Unified School District determines that the joint community facilities agreement entitled “Joint Community Facilities Agreement Between the City of Riverside and Riverside Unified School District Community

Facilities District No. 2015-1 (Orangecrest Grove)” (the “Agreement”) will be beneficial to the residents of the School District and the proposed Community Facilities District.

Section 2. The Agreement is approved in the form submitted to the Board of Education at the meeting at which this resolution is adopted and the President and the Clerk of the Board of Education are authorized to execute and deliver the Agreement on behalf of the School District. The Assistant Superintendent, Operations is authorized to consent to such modifications of the Agreement as are determined by bond counsel to the City to be necessary to comply with provisions of the Mello-Roos Community Facilities Act of 1982.

Section 3. The Mitigation Agreement is approved in the form submitted to the Board of Education at the meeting at which this resolution is adopted and the President and Clerk of the Board of Education are authorized to execute and deliver the Mitigation Agreement on behalf of the School District. The Assistant Superintendent, Operations is authorized to consent to such modifications of the Mitigation Agreement as are determined by bond counsel to the City to be necessary to comply with provisions of the Mello-Roos Community Facilities Act of 1982.

Section 4. The Clerk of the Board of Education shall deliver an executed copy of the Agreement to the City of Riverside.

PASSED AND ADOPTED by the Board of Education of Riverside Unified School District at its regular meeting held on the 20th day of July, 2015 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Brent Lee
Clerk of the Board of Education

STATE OF CALIFORNIA)
) ss.
COUNTY OF RIVERSIDE)

I, Brent Lee, Clerk of the Board of Education of Riverside Unified School District, do hereby certify that the above and foregoing is a full, true and correct copy of Resolution No. _____ of said Board, and that the same has not been amended or repealed.

Clerk of the Board of Education
of Riverside Unified School District

**JOINT COMMUNITY FACILITIES AGREEMENT BETWEEN CITY OF RIVERSIDE
AND RIVERSIDE UNIFIED SCHOOL DISTRICT**

**COMMUNITY FACILITIES DISTRICT NO. 2015-1
(ORANGECREST GROVE)**

THIS JOINT COMMUNITY FACILITIES AGREEMENT (“Agreement”), dated as of _____, 2015, is entered into by and between CITY OF RIVERSIDE, a municipal corporation (the “City”) and RIVERSIDE UNIFIED SCHOOL DISTRICT, a school district (the “School District”).

RECITALS:

A. The City Council of the City, at the request of the Ridge Crest Cardinal – Riverside, L.P., a California limited partnership (“Owner”) as the owner of certain property in the City consisting of approximately 13.53 gross acres (8.49 taxable acres) of land and more particularly described in Exhibit A attached hereto and incorporated herein by this reference (the “Property”), has initiated proceedings to establish a community facilities district pursuant to the Mello-Roos Community Facilities Act of 1982, Chapter 2.5 (commencing with Section 53311) of Part 1 of Division 2 of Title 5 of the Government Code (the “Act”) to include the Property for the purpose of financing the acquisition or construction of public facilities necessary to serve new development within the Property. Such community facilities district shall be designated as City of Riverside Community Facilities District No. 2015-1 (Orangecrest Grove) (the “CFD”). The City has also initiated proceedings proposing to authorize the issuance of bonds (the “Bonds”) to be secured by the levy of special taxes within the CFD.

B. Owner and School District have also entered into that certain School Facilities Mitigation Agreement dated as of _____, 2015 (the “School Facilities Agreement”), which is attached hereto as Exhibit B.

C. Pursuant to the School Facilities Agreement, the School District is permitted to impose a school facilities mitigation fee on the Property in the amount of \$3.77 per square foot of each dwelling unit (the “School Mitigation Fee”) payable no later than the issuance of the building permit for each dwelling unit within the Property. The proceeds of the School Mitigation Fees shall be expended by the School District on school facilities having a useful life of 5 years or more within the boundaries of the School District (the “School Facilities”).

D. Pursuant to the School Facilities Mitigation Agreement (the “Mitigation Agreement”) between the School District and Owner, the School District will receive \$6.30 per square foot (or such other amount based upon the determination of the “Level 2” fee, as described in the Mitigation Agreement) (the “Agreed Amount”).

E. Owner has requested that City and School District enter into this Agreement, in accordance with the terms of the School Facilities Agreement, in order to provide for the disbursement of proceeds of Bonds to School District for School Facilities in satisfaction of all or a portion of the Agreed Amount relating to the Property.

F. Pursuant to Sections 53316.2, 53316.4 and 53316.6 of the Act, (i) a community facilities district may finance facilities to be owned or operated by an entity other than the agency that created the community facilities district pursuant to a joint community facilities agreement or a joint exercise of powers agreement adopted pursuant to Section 53316.2; and (ii) a party to such an agreement may use the proceeds of any bonds or other indebtedness issued pursuant to the Act to provide facilities which that party is otherwise authorized by law to provide, even though another party to the agreement does not have the power to provide those facilities.

G. The purpose of this Agreement is to set forth the understandings of the parties with respect to the establishment of the CFD, the authorization of bonded indebtedness and the sale of Bonds for the CFD, the allocation of the proceeds of the sale of such Bonds for School Facilities and the relationship of such allocation to the Agreed Amount.

H. The City and the School District have each determined that entering into a joint community facilities agreement to enable the CFD to finance School Facilities will be beneficial to the residents of the City and the School District respectively, and, therefore, desire to enter into this joint community facilities agreement pursuant to Government Code Section 53316.2.

NOW, THEREFORE, in consideration of the preceding recitals and the mutual covenants hereinafter contained, the parties agree as follows:

1. Payment. At any time following the issuance and sale of any series of Bonds, Owner may submit a payment request ("Payment Request") to City, with a copy to School District, directing City to transfer to the School District, from available proceeds of the Bonds, the amount specified in the Payment Request. Within five (5) days of receipt of the Payment Request, City shall provide written direction to the trustee or fiscal agent for the Bonds (the "Trustee") to immediately transfer the amount requested from funds held by the Trustee, to the extent available. To the extent the full amount requested is not then available, the District shall request the Trustee to transfer the available amount and transfer the remaining amount when sufficient funds become available. Owner is an express third-party beneficiary of this Section 1 and Section 5 below.

School District acknowledges that any lack of availability of any amounts to pay for School Facilities shall in no way diminish the obligation of the Developer to provide the required funds pursuant to the School Facilities Agreement.

2. Use of Funds. (a) The School District shall use all funds received pursuant to Section 1 of this Agreement to pay for the construction and acquisition of School Facilities. The School District reasonably expects that (i) construction and acquisition of the School Facilities will proceed with due diligence to the completion thereof; (ii) the School District does not intend to sell or otherwise dispose of the School Facilities prior to the final maturity date of the Bonds, except such minor parts or portions thereof as may be disposed of due to normal wear, obsolescence or depreciation in the ordinary course of operation; and (iii) the amount of the proceeds of the Bonds transferred to the School District is expected to be fully expended to pay the costs of the construction and acquisition of the School Facilities within three years from the date of issuance of the Bonds.

(b) The School District will not use or permit the School Facilities to be used for any activity that would constitute a “Private Use.” The School District understands (i) that the term “Private Use” means any activity that constitutes a trade or business that is carried on by persons or entities, other than governmental entities; (ii) that the leasing of the School Facilities or access by persons or entities other than a governmental unit to the School Facilities on a basis other than as a member of the general public (“General Public Use”) would constitute a Private Use; and (iii) that the use of the School Facilities in a trade or business would constitute a General Public Use only if the School Facilities are intended to be available and are in fact reasonably available for use on the same basis by natural persons not engaged in a trade or business. The School District represents to the City that the School District’s employer identification number is 95-2883296.

(c) As a condition to receiving proceeds of the Bonds pursuant to Section 1 of this Agreement, the School District agrees that it shall provide to the City a certificate confirming the representations contained in subsection (a) and (b) of this Section 2 and such other matters as the City may reasonably request upon which the City and its bond counsel may rely in connection with the issuance of such Bonds and their conclusion that interest on such Bonds is not included in gross income for purposes of federal income taxation.

3. Formation Proceedings; Responsibility. The City Council of the City shall have the jurisdiction to and shall be solely responsible for conducting proceedings pursuant to the Act for the establishment of the CFD. The City Council shall also have the jurisdiction to and shall be solely responsible for conducting proceedings pursuant to the Act to authorize the CFD to incur a bonded indebtedness for purposes authorized under the Act, including the financing of School Facilities.

The City Council of the City, acting as the legislative body of the CFD, shall have the sole discretion to establish the terms and conditions for and approve the issuance of Bonds.

The School District is not directly or indirectly approving or responsible in any way whatsoever for the formation of the CFD, the authorization for the levy of special taxes within the CFD or the issuance of Bonds.

The School District shall not be responsible in any way whatsoever for the costs of formation of the CFD.

4. Responsibility to Plan, Design, and Construct. The School District shall have sole responsibility for the planning, design, and construction of any School Facilities whose construction or reconstruction has been financed, in whole or in part, from payments made by the City pursuant to this Agreement. The City shall have sole responsibility for the planning, design, and construction of any other facilities financed in connection with the CFD.

5. Recordkeeping; Inspection of Records. The School District hereby agrees to keep and maintain full and accurate records of all amounts, and investment earnings, if any, paid to the School District pursuant to a Payment Request. The School District agrees to make such records available to the City and Owner during normal business hours upon reasonable prior notice. All such records shall be kept and maintained by the School District as provided by

applicable law and their respective policies. The School District agrees that it will cooperate with the CFD and the City in providing documentation, reports or other data reasonably required and requested by the City or the CFD in meeting the reporting requirements of the CFD under California Senate Bill (SB) No. 165, Chapter 535 of the Statutes of 2000.

6. Indemnification. The City, acting for and on behalf of itself and the CFD, shall defend, indemnify and hold harmless the School District, its officers, directors, employees and agents, from and against any and all claims, losses, liabilities, damages, including court costs and reasonable attorneys' fees by reason of, or resulting from, or arising out of (a) the formation of the CFD, (b) the authorization of the levy of special taxes and the issuance of Bonds by the CFD, (c) the administration of the CFD and the Bonds issued by the CFD, (d) the levy and collection of special taxes by the CFD, (e) the issuance of Bonds by the CFD and initial and continuing disclosure related to such Bonds and (f) the design, construction, maintenance and operation of any facilities, other than School Facilities financed pursuant to this Agreement, financed in connection with the CFD.

The School District shall defend, indemnify and hold harmless the City and the CFD, their officers, directors, employees and agents, from and against any and all claims, losses, liabilities, damages, including court costs and reasonable attorneys' fees by reason of, or resulting from, or arising out of (a) the design, construction, maintenance, and operation of any School Facilities, the construction or reconstruction of which has been financed in whole or in part, pursuant to this Agreement.

7. General Standard of Reasonableness. Any provision of this Agreement which requires the consent, approval, discretion or acceptance of any party hereto or any of their respective employees, officers or agents shall be deemed to require that such consent, approval or acceptance not be unreasonably withheld or delayed, unless such provision expressly incorporates a different standard.

8. Entire Agreement; Amendment. This Agreement and the agreements expressly referred to herein contains all of the agreements of the parties hereto with respect to the matters contained herein and no prior or contemporaneous agreement or understandings, oral or written, pertaining to any such matters shall be effective for any purpose. No provision of this Agreement may be modified, waived, amended or added to except by a writing signed by the party against which the enforcement of such modification, waiver, amendment or addition is or may be sought.

9. Notices. Any notice, payment or instrument required or permitted by this Agreement to be given or delivered to either party shall be deemed to have been received when personally delivered or seventy-two (72) hours following deposit of the same in any United States Post Office in California, registered or certified, postage prepaid, addressed as follows:

City:	City of Riverside 3900 Main Street Riverside, CA 92522 Attention: Finance Director
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School District
Riverside Unified School District
3380 14th Street
Riverside, CA 92501
Attention: Assistant Superintendent Business
Services

With a copy to:
Ridge Crest Real Estate, LLC
RC Homes, Inc.
353 East Angeleno Avenue, Suite A
Burbank, CA 91502

All notices will be deemed to be effective on the date of mailing. In case any party changes its address at which notice is to be received, written notice of such change of address will be given without delay to the other party.

10. Severability. If any provision of this Agreement is held to be illegal or unenforceable by a court of competent jurisdiction, that provision will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect.

11. Successors and Assigns. Each and all provisions hereof shall be binding on and inure to the benefit of the parties hereto and their respective heirs, executors, administrators, successors and permitted assigns.

12. Governing Law. This Agreement and any dispute arising hereunder shall be governed by and interpreted in accordance with the laws of the State of California, irrespective of such state's choice-of-law principles.

13. Waiver. Failure by a party to insist upon the strict performance of any of the provisions of this Agreement by any other party, or the failure by a party to exercise its rights upon the default of any other party, shall not constitute a waiver of such party's right to insist and demand strict compliance by any other party with the terms of this Agreement thereafter.

14. Singular and Plural; Gender. As used herein, the singular of any word includes the plural, and terms in the masculine gender shall include the feminine.

15. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original but all of which will constitute one and the same instrument.

16. Construction of Agreement. This Agreement has been reviewed by legal counsel for both the City and the School District and shall be deemed for all purposes to have been jointly drafted by the City and the School District. No presumption or rule that ambiguities shall be construed against the drafting party shall apply to the interpretation or enforcement of this Agreement. The language in all parts of this Agreement, in all cases, shall be construed as a whole and in accordance with its fair meaning and not strictly for or against any party and

consistent with the provisions hereof, in order to achieve the objectives of the parties hereunder. The captions of the sections and subsections of this Agreement are for convenience only and shall not be considered or referred to in resolving questions of construction.

17. No Obligation to Form CFD or Fund School Facilities. The School District acknowledges that the decision of the City Council of the City to form the CFD or to include any particular improvement or activity amongst the improvements and activities to be financed by the CFD is a legislative action and the City may not enter into an agreement to obligate the City Council to exercise its legislative discretion in a particular manner or for a particular result. This Agreement does not, therefore, in any way create a contractual, legal or equitable obligation of or commitment by the City to approve the formation of the CFD or to issue Bonds pursuant to an indenture or fiscal agent agreement making funds available for School Facilities.

18. Agreement Contingent. This Agreement is contingent on the formation of the CFD, the authorization by the qualified electors of the CFD to levy special taxes and incur bonded indebtedness, the successful sale of Bonds, and the availability of proceeds of the Bonds for the purposes set forth in this Agreement and it shall be null and void if the first series of such Bonds are not sold within a twenty year period following the date of this Agreement or any mutually agreed extension.

19. Entire Agreement. This Agreement contains the entire agreement of the parties regarding the subject matter of this Agreement and supersedes all prior amendments, understandings and negotiations regarding the same. This Agreement may not be changed, modified, amended or supplemented except by a written instrument signed by both parties to this Agreement.

20. Further Assurances. Each party to this Agreement agrees to execute, acknowledge and deliver such further instruments, and to do all such other acts, as may be necessary or appropriate in order to carry out the purposes and intent of this Agreement.

21. Beneficiaries. Except as provided in Section 1 above with respect to Owner, no person or entity shall be deemed to be a third party beneficiary hereof, and nothing in this Agreement (either express or implied) is intended to confer upon any person or entity, other than the City and the School District any rights, remedies, obligations or liabilities under or by reason of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on the day and year first above written.

CITY OF RIVERSIDE

By: _____
Finance Director

ATTEST:

RIVERSIDE UNIFIED SCHOOL
DISTRICT

Clerk

By: _____
Name: _____
Title: Assistant Superintendent, Operations

APPROVED AS TO FORM:

By: _____
Bond Counsel

EXHIBIT "A"

**BOUNDARIES OF PROPOSED
CITY OF RIVERSIDE
COMMUNITY FACILITIES DISTRICT NO. 2015-1
(RIDGE CREST CARDINAL)**

LEGAL DESCRIPTION

Real property in the City of Riverside, County of Riverside, State of California, described as follows:

PARCEL 1: (APN: 284-140-18-4)

LOT 3 IN BLOCK 25 TOGETHER WITH THE SOUTH HALF OF JOHN F. KENNEDY DRIVE AND THE WEST HALF OF COLE STREET ADJOINING SAID BLOCK ON THE EAST AS SHOWN ON THE MAP OF ALESSANDRO TRACT ON FILE IN BOOK 6 PAGE 13 OF MAPS, RECORDS OF SAN BERNARDINO COUNTY, CALIFORNIA.

EXCEPTING THEREFROM THAT PORTION INCLUDED IN TRAUTWEIN ROAD AS CONVEYED TO THE COUNTY OF RIVERSIDE BY DEED RECORDED JUNE 28, 1956 IN BOOK 1935 PAGE 71 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM THAT PORTION CONVEYED TO THE CITY OF RIVERSIDE BY DEEDS RECORDED DECEMBER 16, 1988 AS INSTRUMENT NO. 369583 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM PARCEL 1 OF RECORD OF SURVEY ON FILE IN BOOK 83 PAGES 51 THROUGH 56, INCLUSIVE, OF RECORDS OF SURVEY, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, AS CONVEYED TO THE CITY OF RIVERSIDE BY DEED RECORDED MAY 1, 1989 AS INSTRUMENT NO. 139125 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM THAT PORTION LYING IN TRACT NO. 24641 ON FILE IN BOOK 251 PAGE(S) 26, 27 AND 28 OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM THAT PORTION LYING WITHIN TRACT NO. 28863 AS SHOWN BY MAP ON FILE IN BOOK 276 PAGE(S) 6 THROUGH 10 INCLUSIVE OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM THAT PORTION LYING WITHIN PARCEL 1 OF PARCEL MAP NO. 23466 AS SHOWN BY PARCEL MAP ON FILE IN BOOK 161 PAGE(S) 62 AND 62 INCLUSIVE, OF PARCEL MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM LOT 1 OF TRACT NO. 30508-1, AS PER MAP FILED ON AUGUST 23, 2006 IN BOOK 409, PAGES 8 THROUGH 13 OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

SAID LAND IS ALSO SHOWN AS REMAINDER PARCEL 1 OF TRACT NO. 30508-1, AS PER MAP FILED ON AUGUST 23, 2006 IN BOOK 409, PAGES 8 THROUGH 13 OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM 51 PERCENT OF THE OIL, GAS, HYDROCARBON AND MINERAL SUBSTANCES UNDERLYING SAID LAND BELOW 500 FEET FROM THE SURFACE OF THE SAME, WITHOUT THE RIGHT OF SURFACE ENTRY AS RESERVED BY MARY H. TRAUTWEIN, ET AL, IN DEED RECORDED APRIL 29, 1963 AS INSTRUMENT NO. 42998 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM ALL UNRESERVED MINERALS, OIL, GAS, PETROLEUM, OTHER HYDROCARBON SUBSTANCES AND ALL UNDERGROUND WATER IN OR UNDER OR WHICH MAY BE PRODUCED FROM SAID PROPERTY WHICH UNDERLIES A PLANE PARALLEL TO AND FIVE HUNDRED FEET (500') BELOW THE PRESENT SURFACE OF SAID PROPERTY FOR THE PURPOSE OF PROSPECTING FOR, THE EXPLORATION, DEVELOPMENT, PRODUCTION, EXTRACTION AND TAKING OF SAID MINERALS, OIL, GAS, PETROLEUM, OTHER HYDROCARBON SUBSTANCES AND WATER FROM SAID PROPERTY BUT WITHOUT THE RIGHT TO ENTER UPON THE SURFACE OR ANY PORTION THEREOF ABOVE SAID PLANE PARALLEL TO AND FIVE HUNDRED FEET (500') BELOW THE PRESENT SURFACE OF THE SAID PROPERTY FOR ANY PURPOSE WHATSOEVER, AS RESERVED BY ORANGECREST HILLS L.P., A WASHINGTON LIMITED PARTNERSHIP IN DEED RECORDED NOVEMBER 6, 2002 AS INSTRUMENT NO. 641136 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

PARCEL 2: (APN: 284-140-014-0)

LOTS 2, 3 AND 4 IN BLOCK 26, TOGETHER WITH THE SOUTH HALF OF JOHN F. KENNEDY DRIVE, THE EAST HALF OF COLE STREET, THE WEST HALF OF BARTON STREET ADJOINING SAID BLOCK ON THE NORTH, WEST, AND EAST AS SHOWN ON THE MAP OF ALESSANDRO TRACT ON FILE IN BOOK 6 PAGE 13 OF MAPS, RECORDS OF SAN BERNARDINO COUNTY, CALIFORNIA.

EXCEPTING THEREFROM THAT PORTION LYING IN TRACT NO. 24641 ON FILE IN BOOK 251 PAGE(S) 26, 27 AND 28 OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM LOTS 2 AND 3 OF TRACT NO. 30508-1, AS PER MAP FILED ON AUGUST 23, 2006 IN BOOK 409, PAGES 8 THROUGH 13 OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM ANY PORTION LYING WITHIN BARTON STREET AND GROVE COMMUNITY DRIVE ALSO KNOWN AS SIEGAL AVENUE.

SAID LAND IS ALSO SHOWN AS REMAINDER PARCEL 2 OF TRACT NO. 30508-1, AS PER MAP FILED ON AUGUST 23, 2006 IN BOOK 409, PAGES 8 THROUGH 13 OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM 51 PERCENT OF THE OIL, GAS, HYDROCARBON AND MINERAL SUBSTANCES UNDERLYING SAID LAND BELOW 500 FEET FROM THE SURFACE OF THE SAME, WITHOUT THE RIGHT OF SURFACE ENTRY AS RESERVED BY MARY H. TRAUTWEIN, ET AL, IN DEED RECORDED APRIL 29, 1963 AS INSTRUMENT NO. 42998 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

ALSO EXCEPTING THEREFROM ALL UNRESERVED MINERALS, OIL, GAS, PETROLEUM, OTHER HYDROCARBON SUBSTANCES AND ALL UNDERGROUND WATER IN OR UNDER OR WHICH MAY BE PRODUCED FROM SAID PROPERTY WHICH UNDERLIES A PLANE PARALLEL TO AND FIVE HUNDRED FEET (500') BELOW THE PRESENT SURFACE OF SAID PROPERTY FOR THE PURPOSE OF PROSPECTING FOR, THE EXPLORATION, DEVELOPMENT, PRODUCTION, EXTRACTION AND TAKING OF SAID MINERALS, OIL, GAS, PETROLEUM, OTHER HYDROCARBON SUBSTANCES AND WATER FROM SAID PROPERTY BUT WITHOUT THE RIGHT TO ENTER UPON THE SURFACE OR ANY PORTION THEREOF ABOVE SAID PLANE PARALLEL TO AND FIVE HUNDRED FEET (500') BELOW THE PRESENT SURFACE OF THE SAID PROPERTY FOR ANY PURPOSE WHATSOEVER, AS RESERVED BY ORANGECREST HILLS L.P., A WASHINGTON LIMITED PARTNERSHIP IN DEED RECORDED NOVEMBER 6, 2002 AS INSTRUMENT NO. 641136 OF OFFICIAL RECORDS OF RIVERSIDE COUNTY, CALIFORNIA.

EXHIBIT “B”

SCHOOL FACILITIES MITIGATION AGREEMENT

1. PARTIES AND DATE

This Agreement is entered into as of the 1st day of _____, 2015, among **RIVERSIDE UNIFIED SCHOOL DISTRICT**, a unified school district of the State of California (the “District”), and **RIDGE CREST CARDINAL – RIVERSIDE, L.P.**, a California limited partnership (“Owner”).

2. RECITALS

2.1 Owner owns and holds title to the real property in the City of Riverside, State of California, which is described in Exhibit “A” attached hereto (the “Tract”). The Tract are located in the District.

2.2 Owner is in the process of obtaining land use entitlements from the City of Riverside (the “City”) for the development of the Tract into approximately 85 single family residences.

2.3 The District does not have adequate school facilities to serve the Tract and provide its residents with educational services.

2.4 To assist in the provision of adequate school facilities for new residential development, the District has established school mitigation fees upon residential, commercial, and industrial development which must be paid at time of the issuance of a building permit, as authorized by Education Code Section 17620 et seq., and Government Code Section 65995, et seq. As of the date of this Agreement, the amount of such fee for residential development, as calculated pursuant to Government Code Section 65995.5, is \$3.77 per square foot of “assessable space,” as defined in Government Code Section 65995(b)(1) (the “Mitigation Fee”). The Mitigation Fee, as calculated pursuant to Government Code Section 65995.5, is commonly referred to as the “Level 2 Fee.” The amount of the Mitigation Fee is subject to future increases, as a Level 2 Fee, as permitted by Government Code Sections 65995 and 65995.5.

2.5 Owner has requested that it have the option of financing the school mitigation fee obligation for the Tract through the formation by the City of Community Facilities District No. 2015-1 (Orangecrest) (the “CFD”) over and including the Tract and the issuance of bonds, in one or more series, pursuant to the provisions of Chapter 2.5 (commencing with Section 53311) of Part 1 of Division 2 of Title 5 of the Government Code, commonly known as the Mello-Roos Community Facilities Act of 1982 (the “Mello-Roos Act”). Owner has also requested that the District enter into joint community facilities agreements with the City for the purpose of financing the cost of certain public facilities of the District (the “District Facilities”) including public school facilities, as further described herein, with bond proceeds, pursuant to Government Code Sections 53316.2 through 53316.6.

2.6 In consideration of the District’s willingness to participate in the CFD to finance the school mitigation obligation for the Tract, Owner has agreed to pay school mitigation fees in

an amount per square foot of assessable space of each of the 85 single family residences which are planned to be constructed in the Tract equal to or \$6.30 per square foot (the “Agreed Amount”) from the proceeds of bonds to be issued by the CFD. The Agreed Amount represents 167% of the Mitigation Fee.

3. AGREEMENTS

3.1 Owner agrees to pay the Mitigation Fee (as such amount may increase according to law) to the District at or before the time of issuance by the City of a building permit for each residence in the Tract. Owner shall not request issuance of a building permit for any residence in the Tract without payment to the District of the Mitigation Fee for each such residence. The amounts of the school mitigation fees paid by Owner to the District pursuant to this section shall be subject to reimbursement from amounts so deposited upon the sale of the Bonds (as defined in Section 3.2) as provided in Section 3.3. The payment of Mitigation Fees pursuant to this section shall not affect the net amount of the proceeds of the sale of the Bonds that will be allocated to the District pursuant to Section 3.2, and such net amount shall be determined based on the Agreed Amount, as it may have been increased or decreased, as of the date of the issuance of such bonds.

3.2 After the CFD has been established, the bonds of the CFD (the “Bonds”) shall be issued as determined by the City. The proceeds of the sale of the Bonds shall be applied to fund, in order of priority as determined pursuant to the Funding Agreement dated as of _____, 2015, by and between the City and Owner (the “Funding Agreement”).

The Bonds shall have a term, and the special taxes shall be authorized to be levied as described in the Funding Agreement.

3.3 Owner’s option to finance the Mitigation Fee for the Tract, as provided in this Agreement, applies only to residential development. Any commercial or industrial development in the Tract shall be subject to the District’s commercial/industrial school mitigation fee in effect at the time of the issuance of building permits for such development.

3.4 Upon request, the District shall provide Owner with a school fee Certificate of Compliance for a residence to be constructed in the Tract after either (i) Owner has paid the Mitigation Fees for such residence as provided in Section 3.1, or (ii) the CFD has been formed for that purpose, the Bonds have been issued pursuant to this Agreement and proceeds of the sale of the Bonds equal to the Agreed Amount for each residence have been received by the District from the City. Such a Certificate of Compliance must be presented to the City before a building permit will be issued. The Mitigation Fees paid to the District for a residence pursuant to this section shall be held in an account which is separate from all other funds and accounts of the District. Upon the issuance of Bonds of the CFD which are sufficient to pay the Agreed Amount, the District shall return the Mitigation Fees to the Owner. If the total amount of the Agreed Amount is not funded from proceeds of the Bonds, then District shall retain Mitigation Fees in the amount equal to the unfunded portion of the Agreed Amount.

3.5 The District agrees to inform the City and other interested parties that Owner has satisfied current District policy by entering into this Agreement, and that Owner has agreed to

mitigate the impacts of the development of the Tract and the construction of residences therein on the students and facilities of the District in a manner consistent with District policy.

3.6 Owner agrees that the financing method provided for in this Agreement does not constitute “fees, charges, dedication or other requirements” within the meaning of Education Code Section 17620 and Government Code Sections 65995 through 65997 and is therefore not subject to the limits contained therein. Owner waives any and all claims and causes of action which it may have pursuant to Government Code Section 65995 through 65997 and Education Code Section 17620 or any other provision of law which limits the amount of fees, charges, dedications or other requirements which the District may collect or impose as a condition to the development and construction of residences within the Tract.

3.7 Provided Owner is not in default under this Agreement, the provisions of this Agreement are in lieu of any other fees, exactions, conditions, or impositions that may be imposed by the District on Owner as a condition to the development of the Tract or the construction of residences therein. Provided Owner is not in default under this Agreement, the District shall not oppose development of the Tract or any request by Owner for a land use or other government approval for the development of the Tract or the construction of residences therein.

3.8 If either party brings any action or proceeding against the other party arising out of this Agreement, or is made a party to any action or proceeding brought by the other party, the prevailing party shall be entitled to recover as an element of its costs of suit, and not as damages, its reasonable attorney’s fees as fixed by the court in such action or proceeding or in any separate action or proceeding brought to recover such attorney’s fees.

3.9 This Agreement shall be binding on all successors and assigns of Owner and the District, and the covenants, benefits and burdens contained in this Agreement shall be and are a covenant running with and an encumbrance upon the lots within the Tract. If Owner sells all or a portion of the lots in the Tract, other than to home buyers, and retains no interest therein, either directly or indirectly through an ownership interest in the purchasing entity, Owner may assign its rights and obligations under this Agreement to the purchasing entity and be relieved of all of its obligations under this Agreement with respect to such lots; provided that the purchasing entity must accept such assignment in writing which shall be delivered to the District. Upon the execution and delivery of such assignment, Owner shall have no further rights or obligations under this Agreement with respect to such lots.

3.10 The persons executing this Agreement on behalf of Owner and the District represent and warrant that they are duly authorized to execute and deliver this Agreement on behalf of their principals.

3.11 This Agreement is the entire agreement between Owner and the District pertaining to its subject matter, and all prior representations, negotiations, understandings, and oral arrangements of the parties hereto are hereby superseded.

3.12 In the event the City cancels or terminates the CFD for any reason, then the Agreement shall be deemed terminated and Owner shall be required to pay the Mitigation Fee.

3.13 This Agreement may be executed in counterparts and when so executed by the parties, shall become binding upon them and each such counterpart will be an original document.

ATTEST: RIVERSIDE UNIFIED SCHOOL DISTRICT

Clerk By: _____
Assistant Superintendent, Operations

RIDGE CREST CARDINAL - RIVERSIDE, L.P., A
CALIFORNIA LIMITED PARTNERSHIP

By: _____
Its: Authorized Signatory

EXHIBIT “A”

DESCRIPTION OF THE PROPERTY

The property that is subject to and upon the recordation of final subdivision maps will be within Tract 39534 in the City of Riverside included in the following Assessor’s Parcel Numbers:

APNs:

- 284-140-014
- 284-140-018

SCHOOL FACILITIES MITIGATION AGREEMENT

1. PARTIES AND DATE

This Agreement is entered into as of the 1st day of _____, 2015, among **RIVERSIDE UNIFIED SCHOOL DISTRICT**, a unified school district of the State of California (the “District”), and **RIDGE CREST CARDINAL – RIVERSIDE, L.P.**, a California limited partnership (“Owner”).

2. RECITALS

2.1 Owner owns and holds title to the real property in the City of Riverside, State of California, which is described in Exhibit “A” attached hereto (the “Tract”). The Tract is located in the District.

2.2 Owner is in the process of obtaining land use entitlements from the City of Riverside (the “City”) for the development of the Tract into approximately 85 single family residences.

2.3 The District does not have adequate school facilities to serve the Tract and provide its residents with educational services.

2.4 To assist in the provision of adequate school facilities for new residential development, the District has established school mitigation fees upon residential, commercial, and industrial development which must be paid at time of the issuance of a building permit, as authorized by Education Code Section 17620 et seq., and Government Code Section 65995, et seq. As of the date of this Agreement, the amount of such fee for residential development, as calculated pursuant to Government Code Section 65995.5, is \$3.77 per square foot of “assessable space,” as defined in Government Code Section 65995(b)(1) (the “Mitigation Fee”). The Mitigation Fee, as calculated pursuant to Government Code Section 65995.5, is commonly referred to as the “Level 2 Fee.” The amount of the Mitigation Fee is subject to future increases, as a Level 2 Fee, as permitted by Government Code Sections 65995 and 65995.5.

2.5 Owner has requested that it have the option of financing the school mitigation fee obligation for the Tract through the formation by the City of Community Facilities District No. 2015-1 (Orancrest) (the “CFD”) over and including the Tract and the issuance of bonds, in one or more series, pursuant to the provisions of Chapter 2.5 (commencing with Section 53311) of Part 1 of Division 2 of Title 5 of the Government Code, commonly known as the Mello-Roos Community Facilities Act of 1982 (the “Mello-Roos Act”). Owner has also requested that the District enter into joint community facilities agreements with the City for the purpose of financing the cost of certain public facilities of the District (the “District Facilities”) including public school facilities, as further described herein, with bond proceeds, pursuant to Government Code Sections 53316.2 through 53316.6.

2.6 In consideration of the District’s willingness to participate in the CFD to finance the school mitigation obligation for the Tract, Owner has agreed to pay school mitigation fees in an amount per square foot of assessable space of each of the 85 single family residences which are planned to be constructed in the Tract equal to or \$6.30 per square foot (the “Agreed

Amount”) from the proceeds of bonds to be issued by the CFD. The Agreed Amount represents 167% of the Mitigation Fee.

3. AGREEMENTS

3.1 Owner agrees to pay the Mitigation Fee (as such amount may increase according to law) to the District at or before the time of issuance by the City of a building permit for each residence in the Tract. Owner shall not request issuance of a building permit for any residence in the Tract without payment to the District of the Mitigation Fee for each such residence. The amounts of the school mitigation fees paid by Owner to the District pursuant to this section shall be subject to reimbursement from amounts so deposited upon the sale of the Bonds (as defined in Section 3.2) as provided in Section 3.3. The payment of Mitigation Fees pursuant to this section shall not affect the net amount of the proceeds of the sale of the Bonds that will be allocated to the District pursuant to Section 3.2, and such net amount shall be determined based on the Agreed Amount, as it may have been increased or decreased, as of the date of the issuance of such bonds.

3.2 After the CFD has been established, the bonds of the CFD (the “Bonds”) shall be issued as determined by the City. The proceeds of the sale of the Bonds shall be applied to fund, in order of priority as determined pursuant to the Funding Agreement dated as of _____, 2015, by and between the City and Owner (the “Funding Agreement”).

The Bonds shall have a term, and the special taxes shall be authorized to be levied as described in the Funding Agreement.

3.3 Owner’s option to finance the Mitigation Fee for the Tract, as provided in this Agreement, applies only to residential development. Any commercial or industrial development in the Tract shall be subject to the District’s commercial/industrial school mitigation fee in effect at the time of the issuance of building permits for such development.

3.4 Upon request, the District shall provide Owner with a school fee Certificate of Compliance for a residence to be constructed in the Tract after either (i) Owner has paid the Mitigation Fees for such residence as provided in Section 3.1, or (ii) the CFD has been formed for that purpose, the Bonds have been issued pursuant to this Agreement and proceeds of the sale of the Bonds equal to the Agreed Amount for each residence have been received by the District from the City. Such a Certificate of Compliance must be presented to the City before a building permit will be issued. The Mitigation Fees paid to the District for a residence pursuant to this section shall be held in an account which is separate from all other funds and accounts of the District. Upon the issuance of Bonds of the CFD which are sufficient to pay the Agreed Amount, the District shall return the Mitigation Fees to the Owner. If the total amount of the Agreed Amount is not funded from proceeds of the Bonds, then District shall retain Mitigation Fees in the amount equal to the unfunded portion of the Agreed Amount.

3.5 The District agrees to inform the City and other interested parties that Owner has satisfied current District policy by entering into this Agreement, and that Owner has agreed to mitigate the impacts of the development of the Tract and the construction of residences therein on the students and facilities of the District in a manner consistent with District policy.

3.6 Owner agrees that the financing method provided for in this Agreement does not constitute “fees, charges, dedication or other requirements” within the meaning of Education Code Section 17620 and Government Code Sections 65995 through 65997 and is therefore not subject to the limits contained therein. Owner waives any and all claims and causes of action which it may have pursuant to Government Code Section 65995 through 65997 and Education Code Section 17620 or any other provision of law which limits the amount of fees, charges, dedications or other requirements which the District may collect or impose as a condition to the development and construction of residences within the Tract.

3.7 Provided Owner is not in default under this Agreement, the provisions of this Agreement are in lieu of any other fees, exactions, conditions, or impositions that may be imposed by the District on Owner as a condition to the development of the Tract or the construction of residences therein. Provided Owner is not in default under this Agreement, the District shall not oppose development of the Tract or any request by Owner for a land use or other government approval for the development of the Tract or the construction of residences therein.

3.8 If either party brings any action or proceeding against the other party arising out of this Agreement, or is made a party to any action or proceeding brought by the other party, the prevailing party shall be entitled to recover as an element of its costs of suit, and not as damages, its reasonable attorney’s fees as fixed by the court in such action or proceeding or in any separate action or proceeding brought to recover such attorney’s fees.

3.9 This Agreement shall be binding on all successors and assigns of Owner and the District, and the covenants, benefits and burdens contained in this Agreement shall be and are a covenant running with and an encumbrance upon the lots within the Tract. If Owner sells all or a portion of the lots in the Tract, other than to home buyers, and retains no interest therein, either directly or indirectly through an ownership interest in the purchasing entity, Owner may assign its rights and obligations under this Agreement to the purchasing entity and be relieved of all of its obligations under this Agreement with respect to such lots; provided that the purchasing entity must accept such assignment in writing which shall be delivered to the District. Upon the execution and delivery of such assignment, Owner shall have no further rights or obligations under this Agreement with respect to such lots.

3.10 The persons executing this Agreement on behalf of Owner and the District represent and warrant that they are duly authorized to execute and deliver this Agreement on behalf of their principals.

3.11 This Agreement is the entire agreement between Owner and the District pertaining to its subject matter, and all prior representations, negotiations, understandings, and oral arrangements of the parties hereto are hereby superseded.

3.12 In the event the City cancels or terminates the CFD for any reason, then the Agreement shall be deemed terminated and Owner shall be required to pay the Mitigation Fee.

3.13 This Agreement may be executed in counterparts and when so executed by the parties, shall become binding upon them and each such counterpart will be an original document.

ATTEST: RIVERSIDE UNIFIED SCHOOL DISTRICT

Clerk By: _____
Assistant Superintendent, Operations

RIDGE CREST CARDINAL - RIVERSIDE, L.P., A
CALIFORNIA LIMITED PARTNERSHIP

By: _____
Its: Authorized Signatory

EXHIBIT “A”

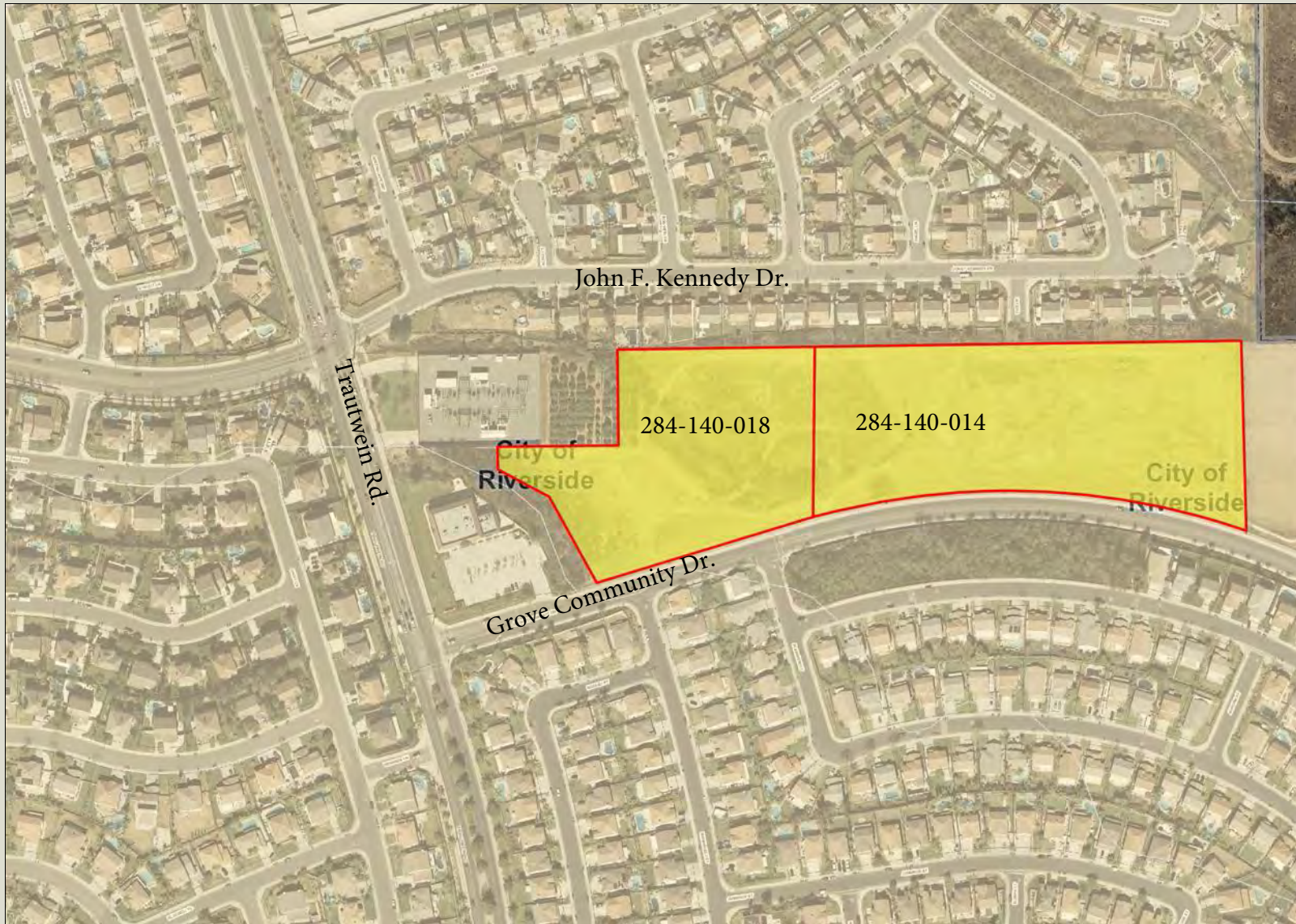
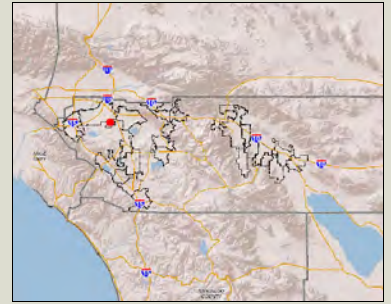
DESCRIPTION OF THE PROPERTY

The property that is subject to and upon the recordation of final subdivision maps will be within Tract 39534 in the City of Riverside included in the following Assessor’s Parcel Numbers:

APNs:

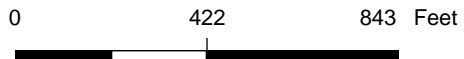
- 284-140-014
- 284-140-018

Community Facilities District No. 2015-1 (Orangecrest Grove)



Legend

- Display Parcels
- City Boundaries
- Cities
- roadsanno
- highways
- HWY
- INTERCHANGE
- INTERSTATE
- OFFRAMP
- ONRAMP
- USHWY
- counties
- cities
- hydrographylines
- waterbodies
- Lakes
- Rivers



IMPORTANT Maps and data are to be used for reference purposes only. Map features are approximate, and are not necessarily accurate to surveying or engineering standards. The County of Riverside makes no warranty or guarantee as to the content (the source is often third party), accuracy, timeliness, or completeness of any of the data provided, and assumes no legal responsibility for the information contained on this map. Any use of this product with respect to accuracy and precision shall be the sole responsibility of the user.

REPORT PRINTED ON... 7/1/2015 1:41:00 PM

© Riverside County TLMA GIS

Notes

CFD Includes APN:
 284-140-014
 284-140-018
 85 single family residences

IN THE CITY OF RIVERSIDE, COUNTY OF RIVERSIDE, STATE OF CALIFORNIA
TENTATIVE TRACT NO. 39534

BEING A DIVISION OF REMAINDER PARCELS 1 AND 2 OF TRACT NO. 30508-1, AS SHOWN BY MAP ON FILE IN BOOK 409, PAGES 8 THROUGH 13, INCLUSIVE, OF MAPS, RECORDS OF RIVERSIDE COUNTY, CALIFORNIA, LYING IN SECTION 20, T.35N., R.44W., S.81M.

APRIL 2015 GABEL, COOK AND ASSOCIATES, INC.

ENCLOSURE TRACT 39534	SCALE: 1"=100'
AMENDMENTS:	
DATE/NO./DESCRIPTION:	



OWNER:
 RIDGE CREST CARBON-RIVERSIDE, L.P., A CALIFORNIA LIMITED PARTNERSHIP
 303 E. ANGELO AVENUE, SUITE A
 BERRING, CA 91002
 951-758-0822

DEVELOPER:
 RIDGE CREST CARBON-RIVERSIDE, L.P., A CALIFORNIA LIMITED PARTNERSHIP
 303 E. ANGELO AVENUE, SUITE A
 BERRING, CA 91002
 951-758-0822

ENGINEER & REPRESENTATIVE:
 GABEL, COOK & ASSOCIATES, INC.
 CIVIL ENGINEERS
 7177 BROOKTON AVENUE, SUITE 337
 RIVERSIDE, CALIFORNIA 92506
 951-758-0822

ASSESSOR'S PARCEL NUMBERS:
 284-140-014 & 015

LEGAL DESCRIPTION:
 REMAINDER PARCELS 1 & 2 OF TRACT NO. 30508-1, PER MAP 409/8-13

ACREAGE:
 TRACT AREA 15.53 ACRES (80%)
 NUMBER OF LOTS 82
 RESIDENTIAL LOT SIZE 2,400 SQ. FT.
 TOTAL COMMON AREA LOTS SIZE 2,400 SQ. FT.
 TOTAL PRIVATE STREET LOTS SIZE 2,400 SQ. FT.
 RESIDENTIAL LOT DENSITY 3.33 UNITS/ACRE

ZONING AND LAND USE:
 EXISTING ZONING R-1-1000 MEDIUM DENSITY RESIDENTIAL
 PROPOSED ZONING R-1-8000 MEDIUM DENSITY DEVELOPMENT

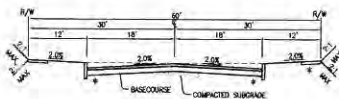
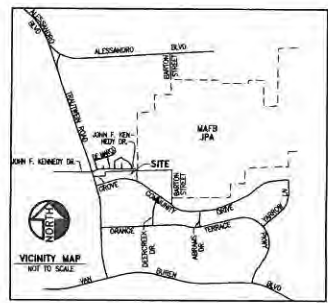
UTILITIES:
 ELECTRIC: CITY OF RIVERSIDE
 GAS: SOUTHERN CALIFORNIA GAS COMPANY
 WATER: WESTERN MUNICIPAL WATER DISTRICT
 SEWER: CITY OF RIVERSIDE
 TELEPHONE: AT & T
 CABLE: COMCAST

SCHOOL DISTRICT:
 RIVERSIDE UNIFIED SCHOOL DISTRICT

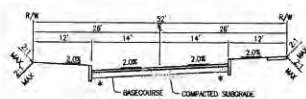
NOTES:
 SITE PLAN: SEE SITE PLAN BY KTDT, ARCHITECT + PLANNING, SUBMITTED WITH THE PID CASE BEING PROCESSED CONCURRENTLY WITH THIS TRACT MAP CASE.
 CONCEPTUAL GRADING PLAN: SEE CONCEPTUAL GRADING PLAN BY GABEL, COOK & ASSOCIATES, INC. SUBMITTED WITH THE PID CASE BEING PROCESSED CONCURRENTLY WITH THIS TRACT MAP CASE.
 DRAINAGE: THERE IS NO OFF-SITE TRIBUTARY FLOWS ENTERING SITE. SITE DEVELOPMENT WILL PERPETUATE EXISTING DRAINAGE PATTERNS. SEE THE P-WQMP BY GABEL, COOK & ASSOCIATES, INC. SUBMITTED WITH THE PID CASE BEING PROCESSED CONCURRENTLY WITH THIS TRACT MAP CASE. ALL ON-SITE STORMWATER RUNOFF WILL BE TREATED AND MITIGATED AS IDENTIFIED IN THE PROJECT SPECIFIC P-WQMP PRIOR TO LEAVING THE PROJECT SITE.
 CONTIGUOUS OWNERSHIP: NO CONTIGUOUS OWNERSHIP EXISTS.
 ON-SITE STREETS: ALL ON-SITE STREETS ARE PRIVATE.
 PREPARED: APRIL 2015
 FLOOD ZONE: ZONE "X", AREA DETERMINED TO BE OUTSIDE 0.2% ANNUAL CHANCE FLOODPLAIN, PER FEMA MAP NUMBER 05060C0740C, DATED AUGUST 28, 2008.

EASEMENT NOTES

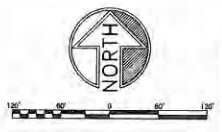
- * AN EASEMENT IN FAVOR OF THE CITY OF RIVERSIDE FOR SLOPE, STORMWATER, FLOODS & EROSION, AND INCIDENTAL PURPOSES PER INSTR. NO. 39984A RECORDED 18 DECEMBER 1981, O.R. 89, CO.
- ** AN EASEMENT IN FAVOR OF THE CITY OF RIVERSIDE FOR ELECTRICAL DISTRIBUTION AND TRANSMISSION FACILITIES AND INCIDENTALS PURPOSES PER INSTR. NO. 434113 RECORDED 12 DECEMBER 1980, O.R. 89, CO.
- AN EASEMENT IN FAVOR OF THE CITY OF RIVERSIDE AS SUCCESSOR IN INTEREST TO SOUTHERN CALIFORNIA Edison COMPANY FOR ELECTRICAL AND COMMUNICATION FACILITIES AND INCIDENTAL PURPOSES PER INSTR. NO. 104928 RECORDED 13 MARCH 1973 AND INSTR. NO. 194780 RECORDED 15 MAY 1983, BOTH O.R. 89, CO.
- AN EASEMENT ON BEHALF OF THE CITY OF RIVERSIDE FOR ELECTRICAL DISTRIBUTION AND TRANSMISSION FACILITIES AND INCIDENTAL PURPOSES PER INSTR. NO. 434112 RECORDED 12 DECEMBER 1980, O.R. 89, CO.
- 5. AN EASEMENT IN FAVOR OF THE EASTERN MUNICIPAL WATER DISTRICT FOR PERMITS, CONCRETE, INGRESS & EGRESS, AND INCIDENTAL PURPOSES PER DEED RECORDED 4 MARCH 1950, IN BOOK 1702, PAGE 467, O.R. 89, CO. (EASEMENT CANNOT BE LOCATED FROM THE RECORD)
- * EASEMENT ITEM 1 LISTED ABOVE WILL BE ABANDONED ON THE FINAL MAP. A 12' WIDE EASEMENT, ALONG THE NORTHERLY TRACT BOUNDARY, IN FAVOR OF THE CITY OF RIVERSIDE, FOR ELECTRICAL, FACILITY AND INGRESS & EGRESS PURPOSES WILL BE DEDICATED ON THE FINAL MAP. ALSO A 12' WIDE EASEMENT, ALONG THE NORTHERLY TRACT BOUNDARY, IN FAVOR OF THE CITY OF RIVERSIDE, FOR ELECTRICAL, FACILITY AND INGRESS & EGRESS PURPOSES WILL BE DEDICATED ON THE FINAL MAP.
- ** EASEMENT ITEM 2, 3 AND 4 LISTED ABOVE WILL BE ABANDONED ON THE FINAL MAP. EASEMENTS WITHIN THE PRIVATE STREETS, IN FAVOR OF THE CITY OF RIVERSIDE, FOR ELECTRICAL, FACILITY AND INGRESS & EGRESS PURPOSES WILL BE DEDICATED ON THE FINAL MAP.



TYPICAL PRIVATE STREET SECTION
 "B" STREET, "C" STREET & PORTION OF "A" STREET
 NO SCALE



TYPICAL PRIVATE STREET SECTION
 PORTION OF "A" STREET
 NO SCALE



GABEL, COOK & ASSOCIATES, INC. CIVIL ENGINEERS LAND PLANNERS 7177 BROOKTON, AVE. STE 337, RIVERSIDE, CA 92506 TELEPHONE (951) 758-0822 FACSIMILE (951) 758-5184	IN THE CITY OF RIVERSIDE, COUNTY OF RIVERSIDE, STATE OF CALIFORNIA	SHEET 1 OF 1
	TENTATIVE TRACT MAP NO. 39534	SHEET
SCALE: 1"=80'	DATE: APRIL 2015	FOR: RIDGE CREST CARBON-RIVERSIDE, L.P.

**Board Meeting Agenda
July 20, 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 April 1, 2015 – June 30, 2015.

DESCRIPTION OF AGENDA ITEM:

For the period of April 1, 2015 – June 30, 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: July 20, 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

7/7/15
 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
July 20, 2015**

Topic: Approval of Correction to Change Order No. 2 – Bid No. 2014/15-13 – Relocatable Classrooms at Two Sites – Woodcrest Elementary School

Presented by: Kevin Hauser, Assistant Director, Facilities Projects

Responsible

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

Type of Item: Consent

Short Description: A correction is recommended for Change Order No. 2 - Relocatable Classroom at Woodcrest Elementary School.

DESCRIPTION OF AGENDA ITEM:

On November 3, 2014 the Board of Education approved Bid No. 2014/15-13 – Relocatable Classrooms at Two Sites – Woodcrest Elementary School. The bid was awarded to Cinbad Industry, Inc., and Purchase Order C6003512 was issued in the amount of \$120,365.90. One previous Change Order was approved for \$5,200.00, bringing the total amount of the Purchase Order to \$125,565.90.

Change Order No. 2, in the amount of \$424.35, was approved by the Board on June 1, 2015. The Change Order was processed with an error in the total amount of the Purchase Order. This amount was listed as \$225,990.25; however the correct amount of the Purchase Order after Change Order No. 2 should be \$125,990.25.

District staff is requesting approval of the revised total amount of the Purchase Order after Change Order No. 2, in the amount of \$125,990.25.

FISCAL IMPACT: None.

RECOMMENDATION: It is recommended that the Board of Education approve a correction to Change Order No. 2, previously approved by the Board of Education on June 1, 2015, changing the total amount of the Purchase Order from \$255,990.25 to \$125,990.25.

ADDITIONAL MATERIAL: Request for correction to Change Order No. 2 – Relocatable Classrooms at Two Sites – Woodcrest Elementary School.

Attached: Yes

**Board Meeting Agenda
June 1, 2015**

Topic: Approval of Change Order No. 2 – Bid No. 2014/15-13 – Relocatable Classrooms at Two Sites – Woodcrest Elementary School

Presented by: Kevin Hauser, Assistant Director, Facilities Projects

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

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Relocatable Classroom at Woodcrest Elementary School.

DESCRIPTION OF AGENDA ITEM:

On November 3, 2014 the Board of Education approved Bid No. 2014/15-13 – Relocatable Classrooms at Two Sites – Woodcrest Elementary School. The bid was awarded to Cinbad Industry, Inc., and Purchase Order C6003512 was issued in the amount of \$120,365.90. One previous Change Order was approved for \$5,200.00, bringing the total amount of the Purchase Order to \$125,565.90.

District staff is requesting the following changes in the scope of work for Change Order No. 2: provide and install one exterior light fixture.

Change Order No 2, in the amount of \$424.35, brings the total amount of the Purchase Order to \$255,990.25. Funding for this project is one hundred percent (100%) from Developer fees.

125,990.25

FISCAL IMPACT: Change order value of \$424.35 is included in the budget for this project.

RECOMMENDATION: It is recommended that the Board of Education approve Change Order No. 2 in the amount of \$424.35 to Cinbad Industry, Inc., bringing the new total amount of the purchase order to

\$255,990.25
125,990.25

ADDITIONAL MATERIAL: Request for Change Order No. 2 – Relocatable Classrooms at Two Sites – Woodcrest Elementary School.

Attached: Yes

**Board Meeting Agenda
July 20, 2015**

Topic: Notice of Completion – Purchase Order C6003512 – Bid No. 2014/15-13 – Relocatable Classrooms at Two Sites – Category B – Woodcrest Elementary School

Presented by: Kevin Hauser, Assistant Director, Facilities Projects

Responsible

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

Type of Item: Consent

Short Description: A Notice of Completion is recommended for the Relocatable Classrooms at Two Sites – Category B – Woodcrest Elementary School.

DESCRIPTION OF AGENDA ITEM:

On November 3, 2014, the Board of Education approved Bid No. 2014/15-13 – Relocatable Classrooms at Two Sites – Category B – Woodcrest Elementary School. The bid was awarded to Cinbad Industry, Inc., and Purchase Order No. C6003512 was issued in the amount of \$120,365.90. Two subsequent Change Orders were approved for \$5,624.35, bringing the total amount of the Purchase Order to \$125,990.25.

The scope of work for this project was to perform all construction for the Relocatable Classrooms at Two Sites – Category B – Woodcrest Elementary School.

District staff, architect, and inspector of record have reviewed the project, deemed the project complete, and a Notice of Completion is now being requested.

Funding for this project is one hundred percent (100%) from Developer Fees.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education approve that a Notice of Completion be filed for Cinbad Industry, Inc. – Purchase Order C6003512, for a total of \$125,990.25.

ADDITIONAL MATERIAL: Notice of Completion Request

Attached: Yes

Obrien, Laurie L.

From: Hauser, Kevin D.
Sent: Thursday, June 25, 2015 10:08 AM
To: Obrien, Laurie L.
Subject: NOC - Cinbad, Woodcrest Portable

Laurie;

Please file a Notice of Completion for Cinbad for the Woodcrest Portable project.

Thanks

Kevin Hauser
Assistant Director, Facilities Projects
Riverside Unified School District

3070 Washington St.
Riverside, CA 92504
(951) 788-7496 Ext. 84704
Fax (951) 778-5643
Cell (951) 377-2143
khauser@rusd.k12.ca.us

**Board Meeting Agenda
July 20, 2015**

Topic: Notice of Completion – Purchase Order C6003806 – Bid No. 2014/15-136
UCCAP – Interim Housing Ancillaries – Ramona High School

Presented by: Kevin Hauser, Assistant Director, Facilities Projects

Responsible

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

Type of Item: Consent

Short Description: A Notice of Completion is recommended for the Interim Housing Ancillaries
– Ramona High School.

DESCRIPTION OF AGENDA ITEM:

On May 21, 2015, a Notice of Award was issued for Bid No. 2014/15-36 UCCAP – Interim Housing Ancillaries – Ramona High School. The bid was awarded to J. Glenna Construction, Inc., and Purchase Order No. C6003806 was issued in the amount of \$81,500. Three subsequent Change Orders were approved for \$8,885.50, bringing the total amount of the Purchase Order to \$90,385.50.

The scope of work for this project was to perform all construction for the Interim Housing Ancillaries at Ramona High School.

District staff, architect, and inspector of record have reviewed the project, deemed the project complete, and a Notice of Completion is now being requested.

Funding for this project is five percent (5%) from Career Technical Education Funds, fourteen percent (14%) from State projects savings from the Ramona Modernization J project, and eighty-one percent (81%) from Measure B.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education approve that a Notice of Completion be filed for J. Glenna Construction, Inc. – Purchase Order C6003806, for a total of \$90,385.50.

ADDITIONAL MATERIAL: Notice of Completion Request

Attached: Yes

NOC needed

J. Glenna Construction, Inc.

Invoice

GENERAL CONTRACTOR
 State License No. 777897
 38671 Martin Ranch Rd. Temecula, CA 92592
 (951)303-9098 FAX: (951)303-9698

DATE	Invoice
7/1/2015	611FRR

Contractor: J. Glenna Const.

Architect: RUSD in house

Inspector: Steve Potter

Owner: RUSD

BILL TO:
Riverside Unified School District
Ramona High Interim Housing Ancillaries
Kevin Hauser

P.O. NO	DUE DATE	PROJECT
C-6003806		

DESCRIPTION		AMOUNT
Bid no 2014/15-36 UCCAP Interim Housing Ancillaries @ Ramona High		
Billing number 4 retention		
Original estimate	81,500.00	
Revised price with 3 C.O	90,385.00	
Retention 5% Now due	4,519.50	
<i>100% Complete</i>		
Total		\$4,519.50

**Board Meeting Agenda
July 20, 2015**

Topic: 2015-16 Consolidated Application, Part I: Application for Funding Categorical Aid Programs

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, K12 Curriculum and Instruction

Type of Item: Consent

Short Description: The Consolidated Application is a data collection system used to apply for state and federal categorical program funding and to report the use of those funds to the California Department of Education.

DESCRIPTION OF AGENDA ITEM:

The Consolidated Application is submitted by school districts semi-annually to report state and federally funded categorical program information. Part I is used as an application for funding for the 2015-16 school year. This report includes federal Title I school eligibility rankings and participation, Title I Program Improvement activities, expenditures and proposals for Title II and Title III funds, and federal program participation of nonprofit, private schools. Part I of the application also certifies that Districts will meet all legal assurances and program guidelines for the categorical programs in which the District is participating.

In addition, as part of the Consolidated Application, each year local districts are required to post an update to the Local Education Agency (LEA) Plan, Goal 2 on their district website. The LEA Plan is the plan for all categorical funds received through the Consolidated Application, and Goal 2 focuses on Title III and the needs of English Learners specifically. This plan includes strategies, actions, as well as planned expenditures from the Title III grant for the 2015-16 school year.

FISCAL IMPACT: To be determined.

RECOMMENDATION: It is recommended that the Board approve Part I of the 2015-16 Consolidated Application as well as the update to the Local Educational Agency (LEA) Plan - Goal 2.

ADDITIONAL MATERIAL: 2015-16 Consolidated Application and LEA Plan - Goal 2 Update
Attached: Yes

2013-14 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2013 through June 30, 2015.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

2013-14 Title II, Part A entitlement	\$1,526,060
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Professional Development Expenditures

Professional development for teachers	\$422,649
Professional development for administrators	\$26,731
Subject matter project	\$0
Other professional development expenditures	\$807,404

Exams and Test Preparation Expenditures

Exam fees, reimbursement	\$0
Test preparation training and or materials	\$0
Other exam and test preparation expenditures	\$0

Recruitment, Training, and Retaining Expenditures

Recruitment activities	\$30,170
Hiring incentive and or relocation allotment	\$0
National Board Certification and or stipend	\$0
Verification process for special settings (VPSS)	\$0
University course work	\$0
Other recruitment training and retaining expenditures	\$43,277

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$195,829
Total funds transferred to Title I, Part A	\$0
Other allowable expenditures or encumbrances	\$0
Total expenditures and encumbrances	\$1,526,060
General Comment (Maximum 500 characters)	

Warning

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2013-14 Title III, Part A LEP YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2013 through June 30, 2015.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy & Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.
 Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2013-14 Title III, Part A LEP entitlement	\$705,318
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$355,967
2000-2999 Classified personnel salaries	\$34,634
3000-3999 Employee benefits	\$75,060
4000-4999 Books and supplies	\$118,756
5000-5999 Services and other operating expenditures	\$72,424
Administrative and indirect costs	\$13,137
Total year-to-date expenditures	\$669,978
2013-14 Unspent funds	\$35,340
General comment (Maximum 500 characters)	

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2014-15 Title III, Part A LEP Nonprofit Private School Reimbursement

The purpose of this data collection is to capture the documentable number of private school English learners who received Title III services during the reported fiscal year.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

School Name	School Code	Enrollment	Flagged for LEP Participation	English Learner Students Served	Participation Explanation (Max 500 char)
Starting Gate Educational Services	0125146	155	N	0	
All Saints' Carden Academy	6132716	84	N	0	
United Christian Academy Riverside	6136931	6	N	0	
Harvest Christian School	6918940	440	N	0	
Notre Dame High School	6937858	502	N	0	
Riverside Christian Schools	6937908	311	N	0	
Woodcrest Christian	6937973	565	N	0	
Bethel Christian Schools	6954218	218	N	0	
Immanuel Lutheran Elementary	6965461	155	N	0	
Our Lady of Perpetual Help	6976849	233	Y	0	
Saint Catherine of Alexandria School	6976922	253	N	0	
St. Francis de Sales School	6976948	210	Y	0	
St. Thomas the Apostle School	6976997	196	Y	0	
Riverside Christian Day School	6978209	417	N	0	
Islamic Academy of Riverside	7057482	42	N	0	
Praada Academy	7087919	260	N	0	

*****Warning*****

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2014-15 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Abraham Lincoln Continuation	3336955	0	0	0
Adams Elementary	6032528	13	0	0
Alcott Elementary	6032536	17	0	0
Amelia Earhart Middle	6112668	0	0	0
Arlington High	3330024	0	0	0
Benjamin Franklin Elementary	6109011	18	0	0
Bryant Elementary	6032544	11	0	0
Castle View Elementary	6032569	16	0	0
Central Middle	6059125	0	0	0
Chemawa Middle	6061790	0	0	0
Emerson Elementary	6032577	19	0	0
Frank Augustus Miller Middle	0119180	0	0	0
Fremont Elementary	6032585	13	0	0
Harrison Elementary	6032601	12	0	0
Hawthorne Elementary	6032619	16	0	0
Highgrove Elementary	6032627	16	0	0
Highland Elementary	6032635	18	0	0

Warning

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2014-15 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Jackson Elementary	6032650	18	0	0
Jefferson Elementary	6032668	21	0	0
John F. Kennedy Elementary	6120075	22	0	0
John W. North High	3334406	0	0	0
Lake Mathews Elementary	0100545	19	0	0
Liberty Elementary	6032684	18	0	0
Longfellow Elementary	6032692	18	0	0
Madison Elementary	6032700	16	0	0
Magnolia Elementary	6032718	16	0	0
Mark Twain Elementary	0111252	23	0	0
Martin Luther King Jr. High	3330859	0	0	0
Matthew Gage Middle	6059133	0	0	0
Monroe Elementary	6032726	14	0	0
Mountain View Elementary	6032734	17	0	0
Opportunity Program	3330511	0	0	0
Pachappa Elementary	6032742	17	0	0
Patricia Beatty Elementary	0114181	16	0	0
Polytechnic High	3336237	0	0	0
Raincross High (Continuation)	3330677	0	0	0

*****Warning*****

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2014-15 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Ramona High	3336492	0	0	0
Riverside STEM Academy	0131359	0	0	0
Riverside Virtual	0115709	0	0	0
Sierra Middle	6059141	0	0	0
Summit View Independent Study	3330362	0	0	0
Sunshine Special Education	6032767	0	0	0
Tomas Rivera Elementary	6112676	15	0	0
University Heights Middle	6059158	0	0	0
Victoria Elementary	6032775	12	0	0
Washington Elementary	6032783	18	0	0
William Howard Taft Elementary	6107957	16	0	0
Woodcrest Elementary	6099188	14	0	0

Warning

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904
 Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- a - Meets 35% Low Income Requirement
- c - Funded by Other Allowable Sources
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In

Low income measure	FRPM
Group Schools by Grade Span	Yes
District-wide Low Income %	63.72%
Grade Span 1 Low Income %	67.70%
Grade Span 2 Low Income %	65.78%
Grade Span 3 Low Income %	56.66%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Longfellow Elementary	6032692	1	790	765	96.84	Y	Y	1	Y		
Liberty Elementary	6032684	1	793	731	92.18	Y	Y	2	Y		
Highgrove Elementary	6032627	1	669	608	90.88	Y	Y	3	Y		

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Fremont Elementary	6032585	1	544	490	90.07	Y	Y	4	Y		
Jackson Elementary	6032650	1	847	739	87.25	Y	Y	5	Y		
Monroe Elementary	6032726	1	671	580	86.44	Y	Y	6	Y		
Madison Elementary	6032700	1	718	615	85.65	Y	Y	7	Y		
Patricia Beatty Elementary	0114181	1	712	607	85.25	Y	Y	8	Y		
Adams Elementary	6032528	1	544	463	85.11	Y	Y	9	Y		
Jefferson Elementary	6032668	1	910	762	83.74	Y	Y	10	Y		
Mountain View Elementary	6032734	1	763	625	81.91	Y	Y	11	Y		
Highland Elementary	6032635	1	817	649	79.44	Y	Y	12	Y		
Emerson Elementary	6032577	1	798	620	77.69	Y	Y	13	Y		
Hawthorne Elementary	6032619	1	713	543	76.16	Y	Y	14	Y		
Pachappa Elementary	6032742	1	778	584	75.06	Y	Y	15	Y		
Victoria Elementary	6032775	1	580	426	73.45	Y	N	16	Y		
William Howard Taft Elementary	6107957	1	702	514	73.22	Y	N	17	Y		
Bryant Elementary	6032544	1	473	342	72.30	Y	N	18	Y		
Magnolia Elementary	6032718	1	704	497	70.60	Y	N	19	Y		
Harrison Elementary	6032601	1	547	363	66.36	Y	N	20	Y		
Alcott Elementary	6032536	1	772	465	60.23	N	N	21	Y	a	
Washington Elementary	6032783	1	799	470	58.82	N	N	22	Y	a	

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Castle View Elementary	6032569	1	609	320	52.55	N	N	23	N		
Woodcrest Elementary	6099188	1	660	315	47.73	N	N	24	N		
Mark Twain Elementary	0111252	1	1093	403	36.87	N	N	25	N		
Tomas Rivera Elementary	6112676	1	755	278	36.82	N	N	26	N		
John F. Kennedy Elementary	6120075	1	1090	361	33.12	N	N	27	N		
Lake Mathews Elementary	0100545	1	907	261	28.78	N	N	28	N		
Benjamin Franklin Elementary	6109011	1	838	225	26.85	N	N	29	N		
Chemawa Middle	6061790	2	896	778	86.83	Y	Y	1	Y		
University Heights Middle	6059158	2	824	700	84.95	Y	Y	2	Y		
Sierra Middle	6059141	2	890	755	84.83	Y	Y	3	Y		
Central Middle	6059125	2	713	556	77.98	Y	Y	4	Y		
Matthew Gage Middle	6059133	2	1004	641	63.84	Y	N	5	Y		
Frank Augustus Miller Middle	0119180	2	1023	425	41.54	N	N	6	N		
Amelia Earhart Middle	6112668	2	959	295	30.76	N	N	7	N		
Abraham Lincoln Continuation	3336955	3	250	207	82.80	Y	Y	1	Y		
Ramona High	3336492	3	2160	1700	78.70	Y	Y	2	Y		
John W. North High	3334406	3	2281	1719	75.36	Y	Y	3	Y		
Opportunity Program	3330511	3	80	55	68.75	Y	N	4	N		
Arlington High	3330024	3	1956	1335	68.25	Y	N	5	N		

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2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated which schools it intended to allocate Title I Part A funds to by entering a check in the Fund column.

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Raincross High (Continuation)	3330677	3	198	126	63.64	N	N	6	N		
Sunshine Special Education	6032767	3	56	31	55.36	N	N	7	N		
Polytechnic High	3336237	3	2777	1459	52.54	N	N	8	N		
Summit View Independent Study	3330362	3	273	111	40.66	N	N	9	N		
Riverside Virtual	0115709	3	103	33	32.04	N	N	10	N		
Martin Luther King Jr. High	3330859	3	3324	1012	30.45	N	N	11	N		
Riverside STEM Academy	0131359	3	535	140	26.17	N	N	12	N		

*****Warning*****

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2014-15 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259
 Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905

School Name	School Code	Public	Authorized SWP	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Abraham Lincoln Continuation	3336955	Y	N	0	0	0	0	0		0	0.47	0.25
Adams Elementary	6032528	Y	Y				6.78	6.78	100.00%			1.78
Alcott Elementary	6032536	Y	Y				2.42	2.42	100.00%			0.5
Bryant Elementary	6032544	Y	Y				1.57	1.57	100.00%			2.15
Central Middle	6059125	Y	Y				4.83	4.83	100.00%			5.64
Chemawa Middle	6061790	Y	Y				7.61	7.61	100.00%			5.31
Emerson Elementary	6032577	Y	Y				7.79	7.79	100.00%			3.45
Fremont Elementary	6032585	Y	Y				3.87	3.87	100.00%			1.45
Harrison Elementary	6032601	Y	Y				4.23	4.23	100.00%			0.45
Hawthorne Elementary	6032619	Y	Y				9.89	9.89	100.00%			0.95
Highgrove Elementary	6032627	Y	Y				5.06	5.06	100.00%			2.16
Highland Elementary	6032635	Y	Y				7.20	7.20	100.00%			1.27
Jackson Elementary	6032650	Y	Y				6.03	6.03	100.00%			1.45
Jefferson Elementary	6032668	Y	Y				5.80	5.80	100.00%			1.45
Liberty Elementary	6032684	Y	Y				3.79	3.79	100.00%			3.28
Longfellow Elementary	6032692	Y	Y				5.59	5.59	100.00%			2.28

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2014-15 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

School Name	School Code	Public	Authorized SWP	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Madison Elementary	6032700	Y	Y				4.22	4.22	100.00%			1.75
Magnolia Elementary	6032718	Y	Y				2.81	2.81	100.00%			0.85
Matthew Gage Middle	6059133	Y	Y				5.55	5.55	100.00%			4.88
Monroe Elementary	6032726	Y	Y				6.02	6.02	100.00%			1.93
Mountain View Elementary	6032734	Y	Y				3.66	3.66	100.00%			2.25
Pachappa Elementary	6032742	Y	Y				5.42	5.42	100.00%			0.95
Patricia Beatty Elementary	0114181	Y	Y				3.15	3.15	100.00%			1.95
Ramona High	3336492	Y	Y				13.05	13.05	100.00%			10.31
Sierra Middle	6059141	Y	Y				10.75	10.75	100.00%			3.50
University Heights Middle	6059158	Y	Y				5.07	5.07	100.00%			3.05
Victoria Elementary	6032775	Y	Y				5.31	5.31	100.00%			1.51
Washington Elementary	6032783	Y	Y				2.05	2.05	100.00%			1.23
William Howard Taft Elementary	6107957	Y	Y				3.50	3.50	100.00%			0.91

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

CDE Program Contact:

Nancy Bodenhausen, Title I Policy & Program Guidance, NBodenhausen@cde.ca.gov, 916-445-4904
Lana Zhou, Title I Policy & Program Guidance, lzhou@cde.ca.gov, 916-319-0956

District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

Does the district have a written parental involvement policy Yes

LEA policy compliance Yes

Does your current Title I district level parental involvement policy meet the above criteria

Annual evaluation date 03/03/2015

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Annual Evaluation

The policy was given to all parents for review as part of the agenda at a meeting of the Compensatory Education District Advisory Committee. Parents reviewed the policy, and offered feedback.

Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

Parent Involvement Allocation

The parental involvement set-aside was reviewed as part of the agenda at a meeting of the Compensatory Education District Advisory Committee. Parents reviewed the expenditures, and provided suggested guidance for site councils regarding possible uses of the parental involvement set-aside.

Describe parent involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

District Parental Involvement Contact Information

Parental Involvement contact name

Alicia Grissom

Contact title

Instructional Services Specialist

Contact email address

agrissom@rusd.k12.ca.us

(format abc@xyz.zyx)

Contact telephone number

951-788-7135

(format 999-999-9999)

School Parental Involvement Policy Compliance Requirements

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

The Title I, Part A school-level parental involvement policy describes the means to carry out:

- a) Involvement of parents in the development of the policy
- b) School-parent compacts
- c) Building of capacity for involvement of parents
- d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact Email Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Ramona High	3336492	Y		Y		Jamie Angulo	Principal	jangulo@rusd.k12.ca.us	951-352-8429
Abraham Lincoln Continuation	3336955	Y		Y		Pamela Mshana	Principal	pmshana@rusd.k12.ca.us	951-788-7371
Adams Elementary	6032528	Y		Y		Paul DeFoe	Principal	pdefoe@rusd.k12.ca.us	951-352-6709
Alcott Elementary	6032536	Y		Y		Patricia Tran	Principal	ptran@rusd.k12.ca.us	951-788-7451
Bryant Elementary	6032544	Y		Y		Lari Nelson	Principal	lanelson@rusd.k12.ca.us	951-788-7453
Emerson Elementary	6032577	Y		Y		Russ Bouton	Principal	rbouton@rusd.k12.ca.us	951-788-7462
Fremont Elementary	6032585	Y		Y		Shani Dahl	Principal	sdahl@rusd.k12.ca.us	951-788-7466
Harrison Elementary	6032601	Y		Y		Jamelia Oliver	Principal	joliver@rusd.k12.ca.us	951-352-3712
Hawthorne Elementary	6032619	Y		Y		Ellen Parker	Principal	eparker@rusd.k12.ca.us	951-352-6716
Highgrove Elementary	6032627	Y		Y		Elizabeth Gosnell	Principal	egosnell@rusd.k12.ca.us	951-788-7296
Highland Elementary	6032635	Y		Y		Donna Dorsey	Principal	ddorsey@rusd.k12.ca.us	951-788-7292
Jackson Elementary	6032650	Y		Y		Lynne Ennis	Principal	lennis@rusd.k12.ca.us	951-352-8211

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact Email Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Jefferson Elementary	6032668	Y		Y		Maria Ortega	Principal	mortega@rusd.k12.ca.us	951-352-8218
Liberty Elementary	6032684	Y		Y		Esther Garcia	Principal	emgarcia@rusd.k12.ca.us	951-352-8225
Longfellow Elementary	6032692	Y		Y		Geri Castro	Principal	gcastro@rusd.k12.ca.us	951-788-7335
Madison Elementary	6032700	Y		Y		Jade Beasley	Principal's Secretary	jbeasley@rusd.k12.ca.us	951-352-8236
Magnolia Elementary	6032718	Y		Y		David Marshall	Principal	dmarshall@rusd.k12.ca.us	951-788-7274
Monroe Elementary	6032726	Y		Y		Jennie Mikels	Principal	jmikels@rusd.k12.ca.us	951-352-8241
Mountain View Elementary	6032734	Y		Y		Paula Allbeck	Principal	pallbeck@rusd.k12.ca.us	951-788-7433
Pachappa Elementary	6032742	Y		Y		Vivian Lee	Principal	vlee@rusd.k12.ca.us	951-788-7355
Victoria Elementary	6032775	Y		Y		Linda Daltrey	Principal	ldaltrey@rusd.k12.ca.us	951-788-7441
Washington Elementary	6032783	Y		Y		Kiersten Reno-Frausto	Principal	kfrausto@rusd.k12.ca.us	951-788-7305
Central Middle	6059125	Y		Y		Lynn McCown	Principal	lmccown@rusd.k12.ca.us	951-788-7282
Matthew Gage Middle	6059133	Y		Y		Keyisha Holmes	Principal	kholmes@rusd.k12.ca.us	951-788-7350
Sierra Middle	6059141	Y		Y		Steven Ybarra	Principal	sybarra@rusd.k12.ca.us	951-788-7501
University Heights Middle	6059158	Y		Y		Kathryn Grimble	Principal	kgrimble@rusd.k12.ca.us	951-788-7388
Chemawa Middle	6061790	Y		Y		Raul Ayala	Principal	rayala@rusd.k12.ca.us	951-352-8244
William Howard Taft Elementary	6107957	Y		Y		Rebecca Brown	Principal	rbrown@rusd.k12.ca.us	951-776-3018

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2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements ?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact Email Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Patricia Beatty Elementary	0114181	Y		Y		Jacqueline Hall	Principal	jhall@rusd.k12.ca.us	951-276-2070

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2015-16 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

The LEA must offer to provide equitable services that address the needs of nonprofit private school students and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a private non-profit school. This includes students who attend nonprofit private schools outside the LEA's boundaries.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
All Saints' Carden Academy	6132716	84	Y	Y	32	N	Y	N
Bethel Christian Schools	6954218	218	N	N		N	N	N
Harvest Christian School	6918940	440	Y	Y	132	N	Y	N
Immanuel Lutheran Elementary	6965461	155	Y	Y	59	N	Y	N
Islamic Academy of Riverside	7057482	42	N	N		N	N	N
Notre Dame High School	6937858	502	Y	Y	38	N	Y	N

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2015-16 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

School Name	School Code	Enrollment	Participating	Affirmation On File	Low Income Student Count	Direct Services	Contract Services	School Added
Our Lady of Perpetual Help	6976849	233	Y	Y	65	N	Y	N
Praada Academy	7087919	260	N	N		N	N	N
Riverside Christian Day School	6978209	417	N	N		N	N	N
Riverside Christian Schools	6937908	311	Y	Y	124	N	Y	N
Saint Catherine of Alexandria School	6976922	253	N	N		N	N	N
St. Francis de Sales School	6976948	210	Y	Y	57	N	Y	N
St. Thomas the Apostle School	6976997	196	Y	Y	57	N	Y	N
Starting Gate Educational Services	0125146	155	N	N		N	N	N
The Rock Christian School	6140289	134	Y	Y	5	N	Y	Y
United Christian Academy Riverside	6136931	6	N	N		N	N	N
Woodcrest Christian	6937973	565	N	N		N	N	N

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Madison Elementary (33 67215 33672156032700)

PI Year	1
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	1
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	28
Number of students who applied for SES	
Number of students who received SES	
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Victoria Elementary (33 67215 33672156032775)

PI Year	2
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	40
Number of students who applied for SES	79
Number of students who received SES	45
PI Activities Exception Comment	All parents were notified in writing of the option for CHOICE to a non PI school. No CHOICE transfer applications were submitted by any parents of students attending this school.
Additional Comments (Maximum 500 characters)	

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Emerson Elementary (33 67215 33672156032577)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	4
Number of new and continuing students who transferred under ESEA	4
Number of new and continuing students who transferred under state or local choice programs	75
Number of students who applied for SES	174
Number of students who received SES	77
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	Emerson Elementary's restructuring plan includes the following: Implementation of Common Core State Standards with ongoing professional development and teacher collaboration time, Orton-Gillingham K-2 curriculum implementation, Response to Intervention (Rtl), Project Read: Framing Your Thoughts Writing curriculum, and Advancement Via Individual Determination (AVID) 3rd-6th.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Highgrove Elementary (33 67215 33672156032627)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	11
Number of students who applied for SES	177
Number of students who received SES	74
PI Activities Exception Comment	All parents were notified in writing of the option for CHOICE to a non PI school. No CHOICE transfer applications were submitted by any parents of students attending this school.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	Highgrove Elementary's restructuring plan includes the following: Standards Based Instruction including integration of technology & researched based instructional strategies, Orton Gillingham K-2 curriculum implementation with Response To Intervention and Teacher Collaboration time.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Monroe Elementary (33 67215 33672156032726)

PI Year	4
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	13
Number of students who applied for SES	172
Number of students who received SES	56
PI Activities Exception Comment	All parents were notified in writing of the option for CHOICE to a non PI school. No CHOICE transfer applications were submitted by any parents of students attending this school.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 4, the LEA developed an alternative governance plan which included at least one of the following (check all that apply)

Plan to reopen school as a public charter school	N
Plan to replace all or most of the staff	N
Plan to contract with an outside entity to operate the school	N
Plan to institute major restructuring activities	Y
Provide a description of restructure activities	Monroe Elementary's restructuring plan includes the following: Orton Gillingham K-1 curriculum implementation including providing appropriate professional development to all relevant staff.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Adams Elementary (33 67215 33672156032528)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	1
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	4
Number of students who applied for SES	116
Number of students who received SES	43
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Adams has implemented the Core Knowledge (CK) Sequence to increase student engagement improve student learning. We will use materials specific to CK for all students and provide intensive professional development for all teachers in CK. In addition, we will focus on early literacy so students are reading by 3rd grade. We will implement the use of the DIBELS to help us diagnose reading problems and then collaborate weekly to analyze data and develop a plan to address each student's needs.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Bryant Elementary (33 67215 33672156032544)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	15
Number of students who applied for SES	83
Number of students who received SES	42
PI Activities Exception Comment	All parents were notified in writing of the option for CHOICE to a non PI school. No CHOICE transfer applications were submitted by any parents of students attending this school.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Implemented Core Knowledge Program. Extensive Professional Development and materials purchased, as well as collaborative planning.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Central Middle (33 67215 33672156059125)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	29
Number of new and continuing students who transferred under ESEA	29
Number of new and continuing students who transferred under state or local choice programs	59
Number of students who applied for SES	105
Number of students who received SES	45
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Central will provide ongoing Professional Development (PD), strategic use of technology for increased student learning, alignment with Common Core Standards in all curricular areas, a focus on increased parent participation and frequent evaluation of student data to inform instruction especially for ELD, SED and designated at risk students within our restructuring plan.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Chemawa Middle (33 67215 33672156061790)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	61
Number of new and continuing students who transferred under ESEA	61
Number of new and continuing students who transferred under state or local choice programs	91
Number of students who applied for SES	192
Number of students who received SES	104
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Reconfigured master schedule for placement and implementation of intensive intervention-Rd 180 with Professional Development (PD). Leadership training for effective data based PLCs and Professional Development (PD).

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Fremont Elementary (33 67215 33672156032585)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	5
Number of new and continuing students who transferred under ESEA	5
Number of new and continuing students who transferred under state or local choice programs	4
Number of students who applied for SES	124
Number of students who received SES	67
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Fremont Elementary will institute the following restructuring activities: Build a culture of universal achievement, Build the capacity of teachers to provide rigorous and integrated instruction across all content areas, and implement and refine a consistent MTSS program that uses data to identify student needs and includes instructional responses to data.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Hawthorne Elementary (33 67215 33672156032619)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	26
Number of students who applied for SES	122
Number of students who received SES	41
PI Activities Exception Comment	All parents were notified in writing of the option for CHOICE to a non PI school. No CHOICE transfer applications were submitted by any parents of students attending this school.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y

*****Warning*****

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Hawthorne Elementary (33 67215 33672156032619)

Provide a description of major restructuring activities instituted	<p>Hawthorne will focus on effective instruction based on Common Core State Standards, with alignment between standards, assessments, and instructional strategies. Grade-level instruction cycle planning will focus on data analysis, effective use of district curricular materials, integration of technology as a tool for teaching and learning, and progress monitoring of every student. Programs, including AVID and Personalized Learning will continue to develop to support individual students.</p>
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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Highland Elementary (33 67215 33672156032635)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	6
Number of new and continuing students who transferred under state or local choice programs	43
Number of students who applied for SES	168
Number of students who received SES	75
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Highland will provide ongoing PD in content area instruction (reading, writing, mathematics, science, the arts, and PE) using the Common Core standards. Technology will integrate, personalize, and support high levels of teacher instruction and student learning. Problem based learning and DOK will support collaboration, oral language development, and comprehension. Teachers will build leadership capacity, collaborate, assess student learning and plan instruction.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Jackson Elementary (33 67215 33672156032650)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	2
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	15
Number of students who applied for SES	229
Number of students who received SES	97
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Jackson Elementary's restructuring plan includes the following activities: Culture of universal achievement, Teacher collaboration, Focus on standards based planning, instruction and assessment.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Jefferson Elementary (33 67215 33672156032668)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	23
Number of students who applied for SES	241
Number of students who received SES	79
PI Activities Exception Comment	All parents were notified in writing of the option for CHOICE to a non PI school. No CHOICE transfer applications were submitted by any parents of students attending this school.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Frequent monitoring by admin. Of instruction and student progress, and by teachers of student progress. Timely, fluid and effective interventions in response to data. Rigor and academic register across content areas for teachers and students.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Liberty Elementary (33 67215 33672156032684)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	3
Number of new and continuing students who transferred under ESEA	3
Number of new and continuing students who transferred under state or local choice programs	20
Number of students who applied for SES	249
Number of students who received SES	103
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Liberty Elementary's restructuring activities include the following: Culture of universal achievement, Teacher collaboration-candid collaboration, Standards based instruction.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Longfellow Elementary (33 67215 33672156032692)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	1
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	14
Number of students who applied for SES	379
Number of students who received SES	162
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Longfellow Elementary is committed to the following restructuring activities: Differentiating instruction and full implementation of research based interventions to close the achievement gap. Longfellow's foci are all learners will be able to read fluently at or above grade level, and produce grade appropriate writing across the curriculum demonstrating proficiency in accordance with CCSS.

*****Warning*****

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Mountain View Elementary (33 67215 33672156032734)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	1
Number of new and continuing students who transferred under ESEA	1
Number of new and continuing students who transferred under state or local choice programs	36
Number of students who applied for SES	145
Number of students who received SES	57
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	First best Instruction planned with effective collaboration practices. Differentiation in core instruction. Academic Language Development school wide. Authentic student engagement in learning.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Pachappa Elementary (33 67215 33672156032742)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	0
Number of new and continuing students who transferred under ESEA	0
Number of new and continuing students who transferred under state or local choice programs	44
Number of students who applied for SES	142
Number of students who received SES	48
PI Activities Exception Comment	All parents were notified in writing of the option for CHOICE to a non PI school. No CHOICE transfer applications were submitted by any parents of students attending this school.
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	AVID Elementary Professional Development (PD) and implementation in grades K-6. Response to Intervention Professional Development (PD) and implementation school wide. Intensive focus on literacy in grades K - 2 that includes PD with Riverside County Office of Education consultant.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Patricia Beatty Elementary (33 67215 33672150114181)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	6
Number of new and continuing students who transferred under ESEA	6
Number of new and continuing students who transferred under state or local choice programs	8
Number of students who applied for SES	156
Number of students who received SES	58
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Beatty will institute the following restructuring activities: Focus on Early Literacy (DIBELS/Treasures). Our K through 2nd teachers attended the K-2 Institute training and are implementing learned literacy practices with targeted students; K-2 teachers will attend AVID Elementary Summer Institute and our 3rd - 6th grade teachers will attend the summer institute for the second year in order to enhance their delivery of best practices that prepare our students for College, Careers and the World.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Sierra Middle (33 67215 33672156059141)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	17
Number of new and continuing students who transferred under ESEA	17
Number of new and continuing students who transferred under state or local choice programs	50
Number of students who applied for SES	139
Number of students who received SES	78
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Effective, results based collaboration with Professional Development (PD) and monitoring. Specific focus on high priority students

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

University Heights Middle (33 67215 33672156059158)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	20
Number of new and continuing students who transferred under ESEA	20
Number of new and continuing students who transferred under state or local choice programs	53
Number of students who applied for SES	230
Number of students who received SES	97
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Professional Development (PD) for implementation of IB Middle Years Program. Focus on IB philosophy with staff, parents , and students. MYP approach to teaching, learning and assessment with PD.

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2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

William Howard Taft Elementary (33 67215 33672156107957)

PI Year	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116	2
Number of new and continuing students who transferred under ESEA	2
Number of new and continuing students who transferred under state or local choice programs	42
Number of students who applied for SES	230
Number of students who received SES	85
PI Activities Exception Comment	
Additional Comments (Maximum 500 characters)	

For PI schools in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply)

Reopened the school as a charter	N
Replaced all or most of the staff	N
Contracted with an outside entity to operate the school	N
Major restructuring activities instituted	Y
Provide a description of major restructuring activities instituted	Schedules refined to guarantee required time allotments for core instruction and a school wide set time for English Language Development. Extend the school day through focused, targeted and increased after school program. Frequent and focused monitoring.

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2014-15 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frozic@cde.ca.gov, 916-319-0269

Note:

In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2014)	SIG Approval Date (ex. 04/30/2014)	Poverty Level %
Abraham Lincoln Continuation	3336955	N			
Adams Elementary	6032528	Y	07/07/2008		83.00%
Alcott Elementary	6032536	Y	06/17/2014		63.00%
Amelia Earhart Middle	6112668	N			
Arlington High	3330024	N			
Benjamin Franklin Elementary	6109011	N			
Bryant Elementary	6032544	Y	08/27/2001		73.00%
Castle View Elementary	6032569	N			
Central Middle	6059125	Y	07/25/2000		81.00%
Chemawa Middle	6061790	Y	07/07/2008		86.00%
Emerson Elementary	6032577	Y	06/15/2009		79.00%
Frank Augustus Miller Middle	0119180	N			
Fremont Elementary	6032585	Y	06/26/1996		87.00%
Harrison Elementary	6032601	Y	06/17/2014		68.00%

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2014-15 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2014)	SIG Approval Date (ex. 04/30/2014)	Poverty Level %
Hawthorne Elementary	6032619	Y	07/25/2000		77.00%
Highgrove Elementary	6032627	Y	02/28/1996		90.00%
Highland Elementary	6032635	Y	10/07/1997		78.00%
Jackson Elementary	6032650	Y	01/11/1999		87.00%
Jefferson Elementary	6032668	Y	02/28/1996		85.00%
John F. Kennedy Elementary	6120075	N			
John W. North High	3334406	Y	06/01/2015		75.00%
Lake Mathews Elementary	0100545	N			
Liberty Elementary	6032684	Y	06/26/1996		92.00%
Longfellow Elementary	6032692	Y	06/26/1996		95.00%
Madison Elementary	6032700	Y	07/07/2008		84.00%
Magnolia Elementary	6032718	Y	10/23/1996		69.00%
Mark Twain Elementary	0111252	N			
Martin Luther King Jr. High	3330859	N			
Matthew Gage Middle	6059133	Y	11/17/2014		64.00%
Monroe Elementary	6032726	Y	08/27/2001		86.00%
Mountain View Elementary	6032734	Y	06/26/1996		84.00%
Opportunity Program	3330511	N			
Pachappa Elementary	6032742	Y	07/07/2008		76.00%
Patricia Beatty Elementary	0114181	Y	07/07/2008		84.00%

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2014-15 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

School Name	School Code	Authorized	Local Board Approval Date (ex. 04/30/2014)	SIG Approval Date (ex. 04/30/2014)	Poverty Level %
Polytechnic High	3336237	N			
Raincross High (Continuation)	3330677	N			
Ramona High	3336492	Y	06/17/2014		76.00%
Riverside STEM Academy	0131359	N			
Riverside Virtual	0115709	N			
Sierra Middle	6059141	Y	07/07/2008		85.00%
Summit View Independent Study	3330362	N			
Sunshine Special Education	6032767	N			
Tomas Rivera Elementary	6112676	N			
University Heights Middle	6059158	Y	07/25/2000		89.00%
Victoria Elementary	6032775	Y	06/14/2010		71.00%
Washington Elementary	6032783	Y	06/17/2014		62.00%
William Howard Taft Elementary	6107957	Y	07/07/2008		70.00%
Woodcrest Elementary	6099188	N			

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

All Saints' Carden Academy (33 67215 6132716)

Student Counts

Male Student Count	3
Female Student Count	2
Student Count Total	5

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	1
Grade 4 Student Count	4
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	5

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	1
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	4

*****Warning*****

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

All Saints' Carden Academy (33 67215 6132716)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	5

Other Student Counts

Migrant Student Count	0
Students With Disabilities Count	0

*****Warning*****

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Riverside Christian Schools (33 67215 6937908)

Student Counts

Male Student Count	7
Female Student Count	8
Student Count Total	15

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	1
Grade 1 Student Count	1
Grade 2 Student Count	2
Grade 3 Student Count	3
Grade 4 Student Count	2
Grade 5 Student Count	
Grade 6 Student Count	4
Grade 7 Student Count	1
Grade 8 Student Count	1
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	15

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	5
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	2
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	6

Warning

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Riverside Christian Schools (33 67215 6937908)

Multiracial, not Hispanic or Latino	2
Racial/Ethnic Group Counts Total	15

Other Student Counts

Migrant Student Count	0
Students With Disabilities Count	1

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

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 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Immanuel Lutheran Elementary (33 67215 6965461)

Student Counts

Male Student Count	8
Female Student Count	6
Student Count Total	14

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	3
Grade 1 Student Count	5
Grade 2 Student Count	2
Grade 3 Student Count	2
Grade 4 Student Count	1
Grade 5 Student Count	1
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	14

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	6
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	4

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Immanuel Lutheran Elementary (33 67215 6965461)

Multiracial, not Hispanic or Latino	4
Racial/Ethnic Group Counts Total	14

Other Student Counts

Migrant Student Count	0
Students With Disabilities Count	2

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Our Lady of Perpetual Help (33 67215 6976849)

Student Counts

Male Student Count	18
Female Student Count	7
Student Count Total	25

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	2
Grade 1 Student Count	4
Grade 2 Student Count	7
Grade 3 Student Count	3
Grade 4 Student Count	3
Grade 5 Student Count	2
Grade 6 Student Count	1
Grade 7 Student Count	3
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	25

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	10
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	1
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	14

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Our Lady of Perpetual Help (33 67215 6976849)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	25

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Saint Catherine of Alexandria School (33 67215 6976922)

Student Counts

Male Student Count	
Female Student Count	
Student Count Total	0

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	0

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Saint Catherine of Alexandria School (33 67215 6976922)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	0

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. Francis de Sales School (33 67215 6976948)

Student Counts

Male Student Count	7
Female Student Count	7
Student Count Total	14

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	2
Grade 1 Student Count	1
Grade 2 Student Count	3
Grade 3 Student Count	3
Grade 4 Student Count	2
Grade 5 Student Count	1
Grade 6 Student Count	2
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	14

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	10
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	3
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	1

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. Francis de Sales School (33 67215 6976948)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	14

Other Student Counts

Migrant Student Count	0
Students With Disabilities Count	0

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. Thomas the Apostle School (33 67215 6976997)

Student Counts

Male Student Count	
Female Student Count	
Student Count Total	0

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	0

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

St. Thomas the Apostle School (33 67215 6976997)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	0

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Harvest Christian School (33 67215 6918940)

Student Counts

Male Student Count	16
Female Student Count	19
Student Count Total	35

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	4
Grade 2 Student Count	5
Grade 3 Student Count	11
Grade 4 Student Count	6
Grade 5 Student Count	6
Grade 6 Student Count	3
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	35

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	8
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	3
Black or African American, not Hispanic or Latino	2
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	18

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Harvest Christian School (33 67215 6918940)

Multiracial, not Hispanic or Latino	4
Racial/Ethnic Group Counts Total	35

Other Student Counts

Migrant Student Count	0
Students With Disabilities Count	0

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDerose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Notre Dame High School (33 67215 6937858)

Student Counts

Male Student Count	
Female Student Count	
Student Count Total	0

Student Counts by Grade

PreKindergarten Student Count	
Kindergarten Student Count	
Grade 1 Student Count	
Grade 2 Student Count	
Grade 3 Student Count	
Grade 4 Student Count	
Grade 5 Student Count	
Grade 6 Student Count	
Grade 7 Student Count	
Grade 8 Student Count	
Grade 9 Student Count	
Grade 10 Student Count	
Grade 11 Student Count	
Grade 12 Student Count	
Ungraded Student Count	
Student Count by Grade Total	0

Racial/Ethnic Group Counts

Hispanic or Latino, of any race	
American Indian or Alaska Native, not Hispanic or Latino	
Asian, not Hispanic or Latino	
Black or African American, not Hispanic or Latino	
Native Hawaiian or Pacific Islander, not Hispanic or Latino	
White, not Hispanic or Latino	

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2014-15 Title I, Part A Nonprofit Private School Student Demographics and Services

The report lists demographics for nonprofit private school students designated as receiving Title I, Part A equitable services.

CDE Program Contact:

Rina DeRose, Title I Policy & Program Guidance, RDeRose@cde.ca.gov, 916-323-0472
 Mindi Yates, Title I Policy & Program Guidance, myates@cde.ca.gov, 916-319-0789

Notre Dame High School (33 67215 6937858)

Multiracial, not Hispanic or Latino	
Racial/Ethnic Group Counts Total	0

Other Student Counts

Migrant Student Count	
Students With Disabilities Count	

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2014-15 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

Entitlement after transfers	\$9,804,100
Program Improvement set aside (Amount equivalent to 20% of 2014-15 Title I, Part A entitlement plus transfers in.)	\$1,960,820
Maximum allowable Parent Outreach (Amount equivalent to .2% of 2014-15 Title I, Part A entitlement plus transfers in or 1% of the 20% Program Improvement set aside.)	\$19,608

Expenditures and Encumbrances

Choice transportation using Title I Part A funds	\$615,398
Choice transportation using non-Title I Part A funds	\$0
SES using Title I Part A funds	\$1,058,130
SES using non-Title I Part A funds	\$0
Parent Outreach using Title I Part A funds	\$3,933
Parent Outreach using non-Title I Part A funds	\$0
Total expenditures and encumbrances using Title I Part A funds	\$1,677,461
Total expenditures and encumbrances using non-Title I Part A funds	\$0
Amount of Program Improvement set aside unspent	\$283,359
Expenditure comment An explanation is required if no program improvement expenditures or encumbrances have occurred. (Maximum 500 characters)	
General comments (Maximum 500 characters)	

Reallocation Exemption

The exemptions below are only applicable if the LEA did not meet its 20% Program Improvement obligation (the amount of Program Improvement set aside unspent is greater than zero).

Provided Choice and or SES to all eligible students using less than the 20% obligation	No
The LEA has not been able to establish interdistrict transfer agreements, and the LEA could not offer SES because it was not served by any approved providers including online providers	No

Reallocation Criteria

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2014-15 Title I, Part A Program Improvement Expenditures and Reallocation Criteria

Report of end-of-year expenditures for Title I, Part A Program Improvement funds and LEA reallocation criteria.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259

Check all boxes - documented evidence must be kept on file for review by CDE.

Partnered or made efforts to partner with groups such as community-based organizations to inform eligible students and their parents of the opportunity to sign up for Choice and SES	Yes
Provided timely and accurate notice of the availability of Choice and SES to eligible students and their parents	Yes
Ensured that sign-up forms for SES were distributed directly to eligible students and their parents and made widely available and accessible through broad means of dissemination	Yes
Provided a minimum of two enrollment windows at separate points in the school year for eligible students and their parents to sign up for SES	Yes
Ensured that approved SES providers were given access to school facilities, using a fair, open and objective process, on the same basis and terms as were available to their groups that seek access to school facilities	Yes

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2014-15 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2014 through June 30, 2015.

CDE Program Contact:

Jackie Rose, Title II Leadership, jrose@cde.ca.gov, 916-322-9503

2014-15 Title II, Part A entitlement	\$1,515,685
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Professional Development Expenditures

Professional development for teachers	\$52,429
Professional development for administrators	\$0
Subject matter project	\$0
Other professional development expenditures	\$0

Exams and Test Preparation Expenditures

Exam fees, reimbursement	\$0
Test preparation training and or materials	\$0
Other exam and test preparation expenditures	\$0

Recruitment, Training, and Retaining Expenditures

Recruitment activities	\$34,974
Hiring incentive and or relocation allotment	\$0
National Board Certification and or stipend	\$0
Verification process for special settings (VPSS)	\$0
University course work	\$0
Other recruitment training and retaining expenditures	\$148,309

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$8,886
Total funds transferred to Title I, Part A	\$0
Other allowable expenditures or encumbrances	\$0
Total expenditures and encumbrances	\$244,598
General Comment (Maximum 500 characters)	

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2014-15 Title III, Part A LEP YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through June 30, 2015.

CDE Program Contact:

Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy & Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.
 Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of limited English proficient children.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2014-15 Title III, Part A LEP entitlement	\$685,416
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$377,710
2000-2999 Classified personnel salaries	\$18,782
3000-3999 Employee benefits	\$90,704
4000-4999 Books and supplies	\$29,225
5000-5999 Services and other operating expenditures	\$51,048
Administrative and indirect costs (Amount cannot exceed 2% of the entitlement.)	\$11,349
Total year-to-date expenditures	\$578,818
2014-15 Unspent funds	\$106,598
General comment (Maximum 500 characters)	

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2014-15 Homeless Education Policy, Requirements and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Improvement & Accountability Division, lwheeler@cde.ca.gov, 916-319-0383
 Mary Donnelly-Ortega, Improvement & Accountability Division, MDonnellyortega@cde.ca.gov, 916-323-5113

Homeless Education Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Contact first name	Waudier
Contact last name	Rucker-Hughes
Contact title	CWA Manager
Contact email address (format: abc@xyz.zyx)	whughes@rusd.k12.ca.us
Contact telephone number (format: 999-999-9999)	(951) 788-7135

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	

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2014-15 Homeless Education Policy, Requirements and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Improvement & Accountability Division, lwheeler@cde.ca.gov, 916-319-0383
 Mary Donnelly-Ortega, Improvement & Accountability Division, MDonnellyortega@cde.ca.gov, 916-323-5113

Date LEA's board approved the homeless education policy	05/08/2008
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2014-15 Title I, Part A Entitlement	\$9,804,100
2014-15 Title I, Part A direct or indirect services to homeless children reservation	\$246,363
Amount of 2014-15 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$230,299
No expenditures or encumbrances comment Provide an explanation why there is no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

Warning

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2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

CDE Program Contact:

Anie Wilson, Title II Leadership Office, awilson@cde.ca.gov, 916-445-5669
Patty Stevens, Title III Language Policy & Leadership Office, pstevens@cde.ca.gov, 916-323-5838

Title II, Part A Improving Teacher and Principal Quality

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note: Non-unified elementary and/or high school districts that have applied for Title II, Part A funds have the option to add a shared attendance area nonprofit private school if they wish to share responsibility for that school's Title II equitable services.

Title III, Part A Limited English Proficient Student Subgrant Program

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

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2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Starting Gate Educational Services	0125146	155	N	N	N	N	After a certified mail invitation to the initial consultation meeting, as well as a followup letter with application instructions, RUSD has received no communication from this site regarding services.
All Saints' Carden Academy	6132716	84	Y	Y	N	N	
United Christian Academy Riverside	6136931	6	N	N	N	N	After a certified mail invitation to the initial consultation meeting, as well as a followup letter with application instructions, RUSD has received no communication from this site regarding services.
Harvest Christian School	6918940	440	Y	Y	N	N	
Notre Dame High School	6937858	502	Y	Y	Y	N	
Riverside Christian Schools	6937908	311	Y	Y	Y	N	
Woodcrest Christian	6937973	565	N	N	N	N	After a certified mail invitation to the initial consultation meeting, as well as a followup letter with application instructions, RUSD has received no communication from this site regarding services.

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2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Bethel Christian Schools	6954218	218	N	N	N	N	After a certified mail invitation to the initial consultation meeting, as well as a followup letter with application instructions, RUSD has received no communication from this site regarding services.
Immanuel Lutheran Elementary	6965461	155	Y	Y	N	N	
Our Lady of Perpetual Help	6976849	233	Y	Y	Y	N	
Saint Catherine of Alexandria School	6976922	253	N	N	N	N	After a certified mail invitation to the initial consultation meeting, as well as a followup letter with application instructions, RUSD has received no communication from this site regarding services.
St. Francis de Sales School	6976948	210	Y	Y	Y	N	
St. Thomas the Apostle School	6976997	196	Y	Y	N	N	
Riverside Christian Day School	6978209	417	N	N	N	N	After a certified mail invitation to the initial consultation meeting, as well as a followup letter with application instructions, RUSD has received no communication from this site regarding services.

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2015-16 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred?	Title II, Part A Participation	Title III, Part A LEP Participation	School Added	Comment (Max 250 char)
Islamic Academy of Riverside	7057482	42	N	N	N	N	After a certified mail invitation to the initial consultation meeting, as well as a followup letter with application instructions, RUSD has received no communication from this site regarding services.
Praada Academy	7087919	260	N	N	N	N	After a certified mail invitation to the initial consultation meeting, as well as a followup letter with application instructions, RUSD has received no communication from this site regarding services.

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2015-16 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca15asstoc.asp>

CDE Program Contact:

Joy Paull, jpaul@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title III funds, or any LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds and is in Title III Improvement status must post their Improvement Plan in the California Accountability and Improvement System (CAIS) at <http://www.cde.ca.gov/ta/ac/ca/>.

State Board of Education approval date	7/11/2003
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.rusdlink.org/Page/643

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Dr. David Hansen
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/02/2015

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2015-16 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring & Support, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr. David Hansen
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/02/2015
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2015-16 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	07/20/2015
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Edgar Barrera
DELAC review date	06/16/2015
Meeting minutes web address <small>Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.</small>	
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	Minutes on file

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) <small>ESEA Sec. 1111et seq. SACS 3010</small>	Yes
Title I Part D (Delinquent) <small>ESEA Sec. 1401 SACS 3025</small>	No
Title II Part A (Teacher Quality) <small>ESEA Sec. 2101 SACS 4035</small>	Yes
Title III Part A Immigrant <small>ESEA Sec. 3102 SACS 4201</small>	No
Title III Part A LEP	Yes

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2015-16 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2015-16 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability & Info Srv, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2015-16 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	There are no known deficiencies with the system.

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Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>1 a. All programs and activities are developed, implemented and monitored to ensure all English language learners attain proficiency in grade level standards in ELA and math and develop English language skills. These programs include a Structured English Immersion Program and English Language Mainstream Program. All English Learner students are supported by the following:</p> <ul style="list-style-type: none"> • Instruction in ELA and math grade level standards with lessons designed to scaffold learning through standards-based designated and integrated ELD instruction appropriate to each student's English language proficiency. • Monitoring of English learners' progress by annual CAASP, CELDT, and CAHSEE, trimester district benchmark assessments, and common formative assessments. • Support to teachers through Common Core staff developers and site EL mentors. • All Single Plan for Student Achievement SMART Goals are verified for the EL sub group. • Provide 0.2 FTE to 9 secondary to provide supplemental English Language Development services in order to meet the exceptional needs at those sites not addressed by core ELD instruction. • Purchase Rosetta Stone Licenses as a tool for newcomers at the lowest level of language acquisition to accelerate their progress in learning English • Provide supplemental support to LTELs in language acquisition and literacy strategies through AVID Excel both within the school year as well as during the summer • Provide supplemental summer English Language Development Program in order to meet the needs of the students most at risk of not achieving proficiency in English 				General Fund
		Director and MTSS ISS-AEL/SS	Staffing	\$191,804	Title III
		Director and TOSA-AEL/SS	Software licenses	\$20,000	Title III
		Director and SD-AEL/SS	Materials for program;	\$3,300	Title III
			Summer timecards, transportation, and fieldtrips	\$24,162	Title III
		Director and ISS-AEL/SS	Teacher payroll Instructional assistants Materials Transportation/ fieldtrips	\$28,720 \$7,200 \$1,750 \$27,000	Title III Title III Title III Title III

AEL/SS

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1b. and 1c. English Learner progress is monitored by disaggregation of AMAO 1 and 2 assessment results by site so that each site can monitor the progress of their ELs. CAASP and CAHSEE results are disaggregated and analyzed by EL subgroup and by CELDT level at each site. The District has identified multiple assessments to inform teachers of student progress in mastering grade level standards in ELA and math.</p> <p>1d. and 1e. RUSD promotes parent and community involvement through site English Learners Advisory Committees (ELAC) at all sites and a District English Learner Advisory Committee (DELAC) at the district level with meetings held throughout the school year to give parents and the community opportunities to give input into a number of issues including but not limited to the following:</p> <ul style="list-style-type: none"> • Development of a district master plan for programs and services for ELs that takes into consideration the Single Plan for Student Achievement • Conducting a district-wide needs assessment school-by-school • Establishment of district program, goals, and objectives for programs and services for English learners • Assist in the development of the annual Language Census Report. 				General Fund

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source		
Required Activities	2.	Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> English proficiency; and Academic achievement in the core academic subjects 				General Fund		
	3.	Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. <ol style="list-style-type: none"> designed to improve the instruction and assessment of LEP children; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English- proficient students; based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; long term effect will result in positive and lasting impact on teacher performance in the classroom. 						
			2. The district outlines the goals and action steps to implement and monitor high quality language instruction based on scientifically based research strategies and practices including: <ul style="list-style-type: none"> Ensure a full and consistent implementation of standards-based ELD instruction at all grade levels. Develop and use a monitoring system for placement and progress of ELs. Implement a consistent ELA program that includes first best instruction, an emphasis on academic language and vocabulary program, a consistent writing program and strategies that provide appropriate scaffolding and support for ELs at all proficiency levels. Implement a Catch-up Plan that addresses the literacy needs of ELs, especially LTELs, who are not meeting EL Performance Benchmarks. Provide targeted interventions for these students following the guidelines in the RUSD Master Plan for English Learners. Use a data management system to provide multiple measures of data to place English Learners in appropriate ELA and ELD core and intervention programs. Analyze disaggregated data from state, district and site assessments to determine specific needs of English learners and provide targeted instruction to meet those needs. Provide all English Learners access to designated and integrated ELD instruction. A full and consistent implementation of designated and integrated standards-based ELD instruction will occur at all grade levels aligned to the ELD standards, be appropriate to the student's language proficiency level, and stress academic language and vocabulary development. A system is in place for placement, assessment, and monitoring of English Learners. 					
			3. District-wide teacher training designed to improve the instruction and assessment of LEP students through the Academic English Learner/Student Support (AEL/SS) Department includes: Training of EL Mentors and staff developers who provide supplemental, on-going training and site support. <ul style="list-style-type: none"> Provide professional development support to AVID Excel program Professional development support for supplemental ELD teachers allocated through Title III Provide professional development for site mentors in supplemental ELD strategies utilizing a trainer-of-trainer model. Pay for a portion of a salary of 3 instructional services specialist and 1 staff developer to provide high quality supplemental professional development to school staff in ELD and to share additional strategies to enhance access to core materials for English Learners. 	Director and Staff Developer-AEL/SS	Conference expenses and substitutes		\$6,598	Title III
				Director and MTSS ISS-AEL/SS	Substitutes and materials		\$5,000	Title III
			Director and ISS-AEL/SS	Timecards, substitutes and materials	\$19,817	Title III		
			Director, AEL/SS	ISS (1.5 FTE) Staff developer (0.6 FTE)	\$280,277	Title III		

		Description of how the LEA is meeting or plans to meet this requirement.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<u>Yes or No</u>	If yes, describe: 4. The district is in the process of establishing and outlining practices to ensure that English Learners meet reclassification criteria after 5 years in US schools.				General Fund
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<u>Yes or No</u>	If yes, describe: 5. Tutoring support provided by AVID Excel.	Staff developer AEL/SS	Tutor training and timecards	\$25,502	Title III
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<u>Yes or No</u>	If yes, describe:				

		Description of how the LEA is meeting or plans to meet this requirement.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
		<u>Yes or No</u>	<u>If yes, describe:</u>				
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	<u>Yes or No</u>	<u>If yes, describe:</u> 7. The district has and will identify interventions and supplemental services to meet identified EL students' needs in order to improve English proficiency and academic achievement. This will be supported by the collaboration and coordination with district programs and related services for staff development provided by the district Instructional Services Specialists, Staff Developer Specialists, site ELA and EL coaches.				General Fund
	8. Provide-- community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<u>Yes or No</u>	<u>If yes, describe:</u> 8. A variety of funding sources, including Title III, are used to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. The District offers classes and programs to parents of ELs including: Parent education classes, Adult literacy, working with your child at home, Family literacy Nights in addition to site ELAC and district DELAC. Parents of ELs are invited to conferences to sign the Individual Monitoring Plans (IMPs) for long term English Learners. A Family Literacy grant provides ESL and literacy classes for parents of students enrolled in the HEARTS after school program. Materials are translated into the primary language of the parents when necessary.	TOSA and Coordinated Family Services Supervisor	Software licenses (Rosetta Stone) All other expenses	See above	Title III General Fund

		Description of how the LEA is meeting or plans to meet this requirement.		Persons Involved/Timeline Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activity	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	Yes or No	If yes, describe:				
	10. Other activities consistent with Title III.	Yes or No	If yes, describe: Indirect costs	Director	Indirect costs	\$12,823 <i>Total = \$653,953</i>	Title III

Plans to Notify and Involve Parents of Limited-English-Proficient Students

	<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Describe how the LEA is meeting or plans to meet this requirement.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Required Activities</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in which their child is or will be participating and the methods of instruction used in other available programs, including how such program differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>1. The district informs parents:</p> <ul style="list-style-type: none"> a. Upon assessment at the district's English Learner Assessment Center, parents are informed if their student is an English learner or fluent English proficient. If the student is an English learner, they are given a brochure explaining the program choices. b. The parent receives the results of the language assessment including the student's level of English Proficiency at the Assessment Center. c. When the parent and student return to the school from the Assessment Center, the methods of instruction offered in the district are explained. d. A staff member explaining the programs discusses the optimal program placement for the student based on the strengths and needs of the student. e. The staff member explains the English Language Development program including the methods of instruction and the academic assistance that is available. f. The staff member explains that the student is eligible for services until he/she meets reclassification criteria to be considered fluent English proficient. Based on the student's entry level, English proficiency and academic achievement the possible length of time in the program is discussed. g. The language assessment results of all English learners in Special Education are used by the IEP team to determine how the student will receive primary language instruction and or support and the setting in which the student will receive instruction in the English Language Development curriculum/standards. 	<p>Director and ISS— AEL/SS</p> <p>Research, Assessment and Evaluation (RAE)</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p>

Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>h. Parents are notified upon selecting one of the methods of instruction options that they have the right to request a program change at any time. (See c-d above)</p>				General Fund
	<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child begin placed in such a program.</p>	<ul style="list-style-type: none"> • Parents of all continuing K-12 students receive a letter explaining the program placement of their students no later than 30 days after the beginning of school • Report cards and letters are translated as required by law. 				General Fund
	<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>RUSD notifies parents via US Mail if it has failed to make its Annual Measureable Achievement Objectives (AMAOs) within thirty days of such failure.</p>				General Fund

**Board Meeting Agenda
July 20, 2015**

Topic: Board of Education Parent Representatives

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: Requesting approval to designate parents as representatives of the Board and to reimburse parent-representatives for travel expenses incurred while participating in local, state and national conferences, trainings and competitions.

DESCRIPTION OF AGENDA ITEM:

Ms. Lynnda Watanabe and Ms. Rachelle Vitzelio, parents of Amelia Earhart Middle School students traveled to the University of Maryland in College Park, Maryland for the History Day Nationals Competition from June 14th through June 18th. The daughters of Ms. Watanabe and Ms. Vitzelio competed in the History Day Nationals after winning at state finals. Travel expenses were incurred by Ms. Lynnda Watanabe and Ms. Rachelle Vitzelio in connection with attending the competition to support their daughters and representing Riverside Unified School District.

Per Education Code §35044, the governing board of each school district shall provide for the payment of the traveling expenses by representatives of the board when performing services directed by the board.

FISCAL IMPACT: \$3,000

RECOMMENDATION: It is recommended that the Board of Education designate Ms. Lynnda Watanabe and Ms. Rachelle Vitzelio as Board Representatives for the History Day Nationals held in College Park, Maryland from June 14th through June 18th, 2015. It is further recommended that the Board of Education authorize payment of travel expenses related to the competition.

ADDITIONAL MATERIAL: None

Attached: n/a

Board Meeting Agenda

July 20, 2015

Topic: Out-of-Country Field Trip – Riverside STEM Academy

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 Riverside STEM Academy School is requesting final approval to attend the Future Global Leadership (FGL) Program (2015 Summer School) at Tohoku University in Sendai, Japan, from August 4th – 6th, 2015.

DESCRIPTION OF AGENDA ITEM:

One teacher and two students from the Riverside STEM Academy have been invited to attend the Future Global Leadership (FGL) Program (2015 Summer School) at Tohoku University in Sendai, Japan, from August 4th – 6th, 2015. This will provide the students with STEM college program preparation.

FISCAL IMPACT: None

RECOMMENDATION: Final approval is requested for the Future Global Leadership (FGL) Program (2015 Summer School) at Tohoku University in Sendai, Japan, from August 4th – 6th, 2015.

ADDITIONAL MATERIAL: Multiple-Day Field Trip Application and Itinerary

Attached: Yes

Riverside Unified School District
Instructional Services

MULTIPLE-DAY PRE APPROVAL CHECKLIST

School: Riverside STEM Academy Name of Group: NA
Field Trip: Future Global Leadership Date of Event: Aug 2-9, 2015
Teacher or Administrator Requesting Pre-Approval: Dale Moore
Principal's Signature: [Signature] Date: 6/17/15
for Dale Moore

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

Sendai, Japan

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

TYPE OF TRANSPORTATION: One of the following is required.

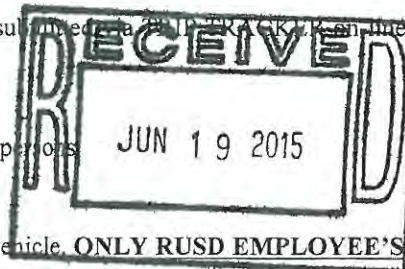
SCHOOL BUS CHARTER BUS RENTAL VEHICLE PRIVATE VEHICLE AIRLINE TRAIN

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 6-19-15

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

2. Rental or Privately Owned Vehicle

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



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

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

Superintendent/ Designee Signature: [Signature] Date: JUNE 24, 2015

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.



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: Riverside STEM Academy Grade Level: 11
Teacher's Name: Rebecca Griffiths Teaching (Subject): NA Phone #: _____
Field Trip Dates: Aug 2 - 9, 2015 Location (City and State): Sendai Japan
Number School Days Missed: 0 Number Students: 2 Number Adults: 1 Ratio Adult to Student: 1 To 2
Name and Title of Adults: Mrs Rebecca Griffiths - Teacher

Administrator Accompanying Group Yes No Name(s): _____

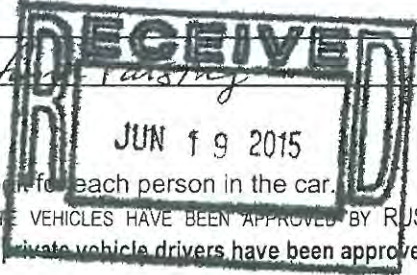
Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): _____

Name of Event (ATTACH INFORMATION DESCRIBING EVENT): Tohoku University Future Global Leadership

Link to course of study: STEM College Program preparation.

Estimated cost per student: \$2500 Detailed Funding Plan: Student driven fundraising

Transportation By: Bus 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: Provided by host - Tohoku University Ark Hotel

SIGNATURES:
[Signature] 6-15-15
Teacher Date

[Signature] 6/15/15
Principal Date

[Signature]
Director, Elementary - Secondary Education Date

[Signature] 6-19-15
Transportation Manager Date

[Signature] 6/29/15
*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.



①



Future Global Leadership (FGL) Program 2015 Summer School at Tohoku University

⑤

August 4 - 6, 2015 Sendai, JAPAN



- Introduction of the FGL program
- Q & A on Admission
- Experience Japanese culture
- Laboratories Tour ... and so on

Why don't you visit one of the world's leading science institutes in northern Japan? Tohoku University's Future Global Leadership (FGL) is a BA degree program that offers classes all taught in English. This summer school will provide you an introduction to FGL program and hands-on events that will leave you with a vision of your future career!



東 北 大 学

Tohoku University, Institute for International Education
41 Kawauchi, Aoba-ku, Sendai, 980-8576 Japan
Tel: +81-22-795-3242 Fax: +81-22-795-7826
E-mail: tohoku-fgl@bureau.tohoku.ac.jp
<http://www.fgl.tohoku.ac.jp/>

5

June 3, 2015

Mr. Dale Moore, Principal,
Riverside STEM Academy
4466 Mt Vernon Avenue
Riverside, CA 92507

Dear Mr. Moore,

On behalf of Tohoku University, we cordially invite your school, Riverside STEM Academy, to the "Future Global Leadership (FGL) Program 2015 Summer School at Tohoku University", which is scheduled to be held from August 4 to 6, 2015 at Tohoku University.

The program is designed to allow students to experience our latest FGL undergraduate courses, which are all taught in English, and also Japanese culture.

We believe that the program is an exceptional opportunity for both teachers and students to get detailed information on the FGL undergraduate courses and their application and selection processes.

Tohoku University covers accommodation fees in Sendai of ONE teacher and up to TWO students. We also provide a round-trip plane ticket between the airport nearest to Riverside STEM Academy and the Narita (Tokyo)/Sendai International Airport for the teacher. We request students, who will participate in the summer school travel with the teacher, at least on the outward trip to Sendai.

Please inform us the number of participants via email (tohoku-fgl@grp.tohoku.ac.jp) by Friday, June 10th. Then we will send you a application of documents for your participation.

Should you have any inquiries on the summer school, please feel free to contact us at tohoku-fgl@grp.tohoku.ac.jp.

Sincerely yours,

Masahiro Yamaguchi
Director of Global Learning Center
Professor
Tohoku University

3



FGL Summer School 2015 Tohoku University



Tohoku University will pay for all breakfasts and dinner on two nights (two students and teacher).

Tohoku is paying for all rooms (two students and teacher) at the Ark Hotel during our stay in Sendai.

Tohoku is paying for the teacher's airline ticket (round-trip LA-Tokyo) and round-trip train ticket from Tokyo to Sendai.

Students will be responsible for their own air and train transportation.

We (two students and teacher) will pay for our own lunches and dinner on Aug. 5.

We will also pay for all meals on Aug. 7-9 during our time in Tokyo.

We will also be paying for a half-day bus tour of Tokyo on the morning of Aug. 8.

Students are covering their own hotel rooms in Tokyo -- two nights at \$83 per night.



FGL Summer School 2015 Tohoku University



②
⑥
⑤

This summer school is a three-day event that is designed to let high-school participants experience university life at Tohoku University in Sendai, a beautiful and green city in northern Japan known as the "City of Trees." We will provide an overview of our three English undergraduate courses of the **Future Global Leadership (FGL)** program through various activities, including 'round-table discussions' with current FGL students as well as facility tours.

		Teachers	Students
Tue, August 4	AM	Session 1: Introduction to the FGL Program	
	PM	Session 2: Round-table discussion with the FGL students	
		Session 3: Meeting with FGL instructors	Workshop on Japanese Culture: Japanese flower arrangement (tentative)
		Welcome reception at Kawauchi Campus	
Wed, August 5	AM	FGL Course Introduction 1: International Mechanical and Aerospace Engineering Course (IMAC-U) & Aobayama Campus Tour	
	PM	FGL Course Introduction 2: Advanced Molecular Chemistry Course (AMC) & Katahira Campus Tour	
Thu, August 6	AM	FGL Course Introduction 3: Applied Marine Biology Course (AMB) & Amamiya Campus Tour	
	PM	Visit to university dormitories and other historic sites in Sendai Farewell reception at Ark Hotel	

Date: Tuesday, August 4 – Thursday, August 6, 2015

Fee: No participation fee is required, but meals should be covered by the participants, except for breakfasts at "Ark Hotel" and the official receptions on July 4 and 6.

Important information (Please find the details in the attachment.):

- Travel expenses between the nearest local airport and JR Sendai station will be covered by Tohoku University only for participating teachers. Participating students travel expenses are not covered. Accommodation fees at "Ark Hotel" for up to TWO students and ONE teacher per school will be covered by Tohoku University (TU).
- Students can participate in the summer school **ONLY IF** accompanied by a teacher from their school and should travel with the teacher, at least for the outbound travel to Sendai.
- Before departure, all participants should purchase complete overseas travel and medical insurance to cover all activities for the duration of their trip to Sendai.

Contact: Nanae WATANABE (Ms.)

Office of the Future Global Leadership Program
Student Exchange Division, Tohoku University
41 Kawauchi, Aoba-ku, Sendai, 9808576, Japan
E-mail: nanae.watanabe.a3@tohoku.ac.jp
Phone: +81-22-795-3242; Fax: +81-22-795-7826

(2)
(4)

Tohoku University: Future Global Leadership Program Sendai, Japan

August 2 - 9, 2015

Attendees:

Rebecca Griffiths - Teacher, Riverside STEM Academy
Alex Herrera - Student, Riverside STEM Academy
Nivedita Kanrar - Student, Riverside STEM Academy

Transportation Plan:

August 2, 2015

Individual students driven to LAX by parents
Teacher drives to LAX.

Group meets at LAX ticketing counter for flight to Tokyo.
Teacher accompanies students on the flight

August 3, 2015

Arrive Narita International.

Airline

~~Bullet train~~ travel to Sendai where the group will be met by Tohoku representatives and transported to accommodations.

Accommodation: Ark Hotel in Sendai, Japan

August 7, 2015

Bullet train back to Tokyo, accommodation in Tokyo

tentative 6/17/15 JR.

August 8, half day bus tour of Tokyo and sight seeing.

August 9, preparation for travel, arrive at Narita 9:00 pm

August 10, 2015 Depart Narita International at 12:30 am and arrive LAX August 9, 7:00 pm
Parents to meet students at LAX and drive them home.

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Multiple-Day Field Trip

August 2-9, 2015

Riverside STEM Academy

Students Attending:

Alex Herrera-Student, Riverside STEM Academy

Nivedita Kanrar-Student, Riverside STEM Academy

Teacher-Chaperone

Rebecca Griffiths-Teacher, Riverside STEM Academy

951-453-0880

7



RIVERSIDE UNIFIED SCHOOL DISTRICT CONSENT FORM FOR FIELD TRIP

Please return this form to your child's school health office signed by the physician and the parent or guardian.

To the Parent or Legal Guardian of: Student Alex Herrera

Teacher/Designee in Charge: Mrs. Rebecca Griffiths

Single Date: _____ Time: _____ To: _____

Multiple Date/s: Aug 2 - 7, 2015 Time: _____ To: _____

Destination: Tohoku University, Sendai Japan

Instructional Focus: STEM College Program Preparation

Transportation: Bus Private Auto Other Commercial Airline

Student will be returned to their school and must be picked up by an adult named on the student's emergency card, if they return after school hours.

Riverside USD does not provide medical insurance for students for school related injuries. On any occasion where student emergency medical care is deemed necessary, Parent/Guardian herein authorizes such emergency transportation and/or medical attention as may be required. Further, Parent/Guardian agrees to defend, indemnify and hold harmless the Riverside Unified School District, the Board of Trustees, the individual members thereof, and all District officers, staff, agents, employees and volunteers from any and all loss, costs, and expense including legal fees or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability, and damage to property, or any other loss, damage, injury or other claim of any kind or nature, arising out of participation in the field study trip and any medical or dental treatment which may be rendered to minor child student. Parent/Guardian agrees to assume the financial responsibility for such care as the treating doctor may consider necessary. This waiver shall not apply to any occurrences which may arise solely out of the negligence of the district, its employees or agents.

THE INFORMATION IN THIS SECTION MUST BE FILLED OUT AND RETURNED TO THE SCHOOL TWO (2) WEEKS PRIOR TO THE FIELD TRIP. NO PERMISSION FOR PARTICIPATING IN A FIELD TRIP CAN BE GRANTED OVER THE TELEPHONE. If your child will be taking medication on the field trip the information on the back of this form MUST be completed by the parent and physician, unless you have a CURRENT medication administration authorization form on file at school.

Health information: (Fill out if your child is on medication at home).

Name of medication: none When and how often taken: NA Dosage amount: _____

Please add information that you feel we need to know about your child's health: _____

List any know allergies to insects, food, medicines, other none

Does your child have an Epi-pen? Yes No Does he/she have parent/physician authorization to self administer? Yes No

Does your child have an Inhaler for Asthma? Yes No Does he/she have parent/physician authorization to self administer? Yes No

Are there any physical defects or congenital illnesses that may endanger his/her activity or safety? none

In case of emergency, if I, the parent, cannot be reached at _____ (Home phone) or 951-213-9500 (Cell phone/Work phone)

Please contact: Louides Romero at 951-213-9499

I accept the conditions described on this form and give my consent for my son/daughter to participate in the field trip.

Maria Herrera (Parent/Guardian Signature) Date: 6/17/15

N/A

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RIVERSIDE UNIFIED SCHOOL DISTRICT CONSENT FORM FOR FIELD TRIP

Please return this form to your child's school health office signed by the physician and the parent or guardian.

MEDICATION ORDER *TO BE COMPLETED BY THE PHYSICIAN*

Student's Name: _____ DOB: _____

Pursuant to California Code #49423 all medications including over the counter medication brought to the field trip must be accompanied by a physicians order signed by the Physician and the Parent.

These orders must include an administration time and cannot be general in nature. Any failure to comply with this code will result in the sent medication not being administered.

Student may carry Epi-Pen and/or Asthma Inhaler with physician and parent authorization.

Name of Medicine	Medication prescribed for which health condition:
PRN Medications • Symptoms _____ • Frequency _____ • Indications for Medical Evaluation _____	Time(s) to be taken:
	Dosage:
Method of Administration:	Precaution – Possible reactions:
Date to be Discontinued	Physician's Telephone Number
Name of Physician (Please Print)	Physician's Signature Date

MEDICATION ORDER *TO BE COMPLETED BY THE PHYSICIAN*

Student's Name: _____ DOB: _____

Pursuant to California Code #49423 all medications including over the counter medication brought to the field trip must be accompanied by a physicians order signed by the Physician and the Parent.

These orders must include an administration time and cannot be general in nature. Any failure to comply with this code will result in the sent medication not being administered.

Student may carry Epi-Pen and/or Asthma Inhaler with written physician and parent authorization.

Name of Medicine	Medication prescribed for which health condition:
PRN Medications • Symptoms _____ • Frequency _____ • Indications for Medical Evaluation _____	Time(s) to be taken:
	Dosage:
Method of Administration:	Precaution – Possible reactions:
Date to be Discontinued	Physician's Telephone Number
Name of Physician (Please Print)	Physician's Signature Date

7

RIVERSIDE UNIFIED SCHOOL DISTRICT HOLD HARMLESS AND WAIVER

PARENT/GUARDIAN AUTHORIZATION TO RELEASE THEIR OWN CHILD FOR TRANSPORTATION BY ANOTHER ADULT DESIGNEE TO OR FROM FIELD TRIP

Student's Name: Alex Herrera Date of field trip: August 2 - 7, 2015

School Name: Riverside STEM Academy Field trip location: Sendai, Japan

Parent/Guardian Name: _____ Relationship to student: _____

Authorized Adult Who Will Transport Student: Mrs. Rebecca Griffiths

Relationship to Student: Teacher

The parent/guardian of the student named above has elected to authorize Mrs. Rebecca Griffiths to pick up and transport his/her child from a district-sponsored field trip, although transportation is NOT provided by Riverside Unified School District to and from this event.

By electing to authorize another adult to pick up and provide alternate transportation, the parent/guardian agrees to defend, indemnify and hold harmless the Riverside Unified School District, the Board of Trustees, the individual members thereof, and all District officers, staff, agents, employees and volunteers from any and all loss, costs, and expense including legal fees, or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability, and damage to property, or any other loss, damage, injury or other claim of any kind or nature, arising out of the parent/guardian's decision to allow the above-named adult to pick up and provide alternate transportation for his/her child from the District-sponsored field trip.

Alex Herrera
Signature of Parent or Legal Guardian

6/17/15
Date Signed

Alejandro Herrera
(Print Name of Parent or Legal Guardian)

Rebecca Griffiths
Signature of Witness Print witness name

6-17-15
Date Signed

Nora Unrath
Signature of Witness Print witness name

6-17-15
Date Signed



RIVERSIDE UNIFIED SCHOOL DISTRICT CONSENT FORM FOR FIELD TRIP

Please return this form to your child's school health office signed by the physician and the parent or guardian.

To the Parent or Legal Guardian of: Student Nivedita Kanrar

Teacher/Designee in Charge: Mrs. Rebecca Griffiths

Single Date: Time: To:

Multiple Date/s: Aug 2 - 7, 2015 Time: To:

Destination: Tohoku University, Sendai Japan

Instructional Focus: STEM College Program Preparation

Transportation: Bus Private Auto Other Commercial Airline

Student will be returned to their school and must be picked up by an adult named on the student's emergency card, if they return after school hours.

Riverside USD does not provide medical insurance for students for school related injuries. On any occasion where student emergency medical care is deemed necessary, Parent/Guardian herein authorizes such emergency transportation and/or medical attention as may be required. Further, Parent/Guardian agrees to defend, indemnify and hold harmless the Riverside Unified School District, the Board of Trustees, the individual members thereof, and all District officers, staff, agents, employees and volunteers from any and all loss, costs, and expense including legal fees or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability, and damage to property, or any other loss, damage, injury or other claim of any kind or nature, arising out of participation in the field study trip and any medical or dental treatment which may be rendered to minor child student. Parent/Guardian agrees to assume the financial responsibility for such care as the treating doctor may consider necessary. This waiver shall not apply to any occurrences which may arise solely out of the negligence of the district, its employees or agents.

THE INFORMATION IN THIS SECTION MUST BE FILLED OUT AND RETURNED TO THE SCHOOL TWO (2) WEEKS PRIOR TO THE FIELD TRIP. NO PERMISSION FOR PARTICIPATING IN A FIELD TRIP CAN BE GRANTED OVER THE TELEPHONE. If your child will be taking medication on the field trip the information on the back of this form MUST be completed by the parent and physician, unless you have a CURRENT medication administration authorization form on file at school.

Health information: (Fill out if your child is on medication at home). NA

Name of medication: NA When and how often taken: NA Dosage amount: NA

Please add information that you feel we need to know about your child's health: NA

List any know allergies to insects, food, medicines, other NA

Does your child have an Epi-pen? Yes No Does he/she have parent/physician authorization to self administer? Yes No

Does your child have an Inhaler for Asthma? Yes No Does he/she have parent/physician authorization to self administer? Yes No

Are there any physical defects or congenital illnesses that may endanger his/her activity or safety? NO

In case of emergency, if I, the parent, cannot be reached at 951-240-5792 (Home phone) or 951-425-4971 (Cell phone/Work phone)

Please contact Dr. FeyerK Neqem at 951-827-5925

I accept the conditions described on this form and give my consent for my son/daughter to participate in the field trip.

Sudhanthe Kanman (Parent/Guardian Signature) Date: 06/15/2015

RIVERSIDE UNIFIED SCHOOL DISTRICT CONSENT FORM FOR FIELD TRIP

Please return this form to your child's school health office signed by the physician and the parent or guardian.

<p style="font-size: 2em; margin: 0;">NA</p> <p style="margin: 0;">MEDICATION ORDER <u>TO BE COMPLETED BY THE PHYSICIAN</u></p>	
Student's Name: _____ DOB: _____	
<p><i>Pursuant to California Code #49423 all medications including over the counter medication brought to the field trip must be accompanied by a physicians order signed by the Physician and the Parent.</i></p> <p><i>These orders must include an administration time and cannot be general in nature. Any failure to comply with this code will result in the sent medication not being administered.</i></p> <p><i>Student may carry Epi-Pen and/or Asthma Inhaler with physician and parent authorization.</i></p>	
Name of Medicine	Medication prescribed for which health condition:
PRN Medications	Time(s) to be taken:
• Symptoms _____	Dosage:
• Frequency _____	
• Indications for Medical Evaluation _____	
Method of Administration:	Precaution – Possible reactions:
Date to be Discontinued	Physician's Telephone Number
Name of Physician (Please Print)	Physician's Signature _____ Date _____

<p style="font-size: 2em; margin: 0;">NA</p> <p style="margin: 0;">MEDICATION ORDER <u>TO BE COMPLETED BY THE PHYSICIAN</u></p>	
Student's Name: _____ DOB: _____	
<p><i>Pursuant to California Code #49423 all medications including over the counter medication brought to the field trip must be accompanied by a physicians order signed by the Physician and the Parent.</i></p> <p><i>These orders must include an administration time and cannot be general in nature. Any failure to comply with this code will result in the sent medication not being administered.</i></p> <p><i>Student may carry Epi-Pen and/or Asthma Inhaler with written physician and parent authorization.</i></p>	
Name of Medicine	Medication prescribed for which health condition:
PRN Medications	Time(s) to be taken:
• Symptoms _____	Dosage:
• Frequency _____	
• Indications for Medical Evaluation _____	
Method of Administration:	Precaution – Possible reactions:
Date to be Discontinued	Physician's Telephone Number
Name of Physician (Please Print)	Physician's Signature _____ Date _____

RIVERSIDE UNIFIED SCHOOL DISTRICT HOLD HARMLESS AND WAIVER

PARENT/GUARDIAN AUTHORIZATION TO RELEASE THEIR OWN CHILD FOR TRANSPORTATION BY ANOTHER ADULT DESIGNEE TO OR FROM FIELD TRIP

Student's Name: Nivedita Kanrar Date of field trip: August 2 - 7, 2015

School Name: Riverside STEM Academy Field trip location: Sendai, Japan

Parent/Guardian Name: SIDDHARTHA KANRAR Relationship to student: Father

Authorized Adult Who Will Transport Student: Mrs. Rebecca Griffiths

Relationship to Student: Teacher

The parent/guardian of the student named above has elected to authorize Mrs. Rebecca Griffiths to pick up and transport his/her child from a district-sponsored field trip, although transportation is NOT provided by Riverside Unified School District to and from this event.

By electing to authorize another adult to pick up and provide alternate transportation, the parent/guardian agrees to defend, indemnify and hold harmless the Riverside Unified School District, the Board of Trustees, the individual members thereof, and all District officers, staff, agents, employees and volunteers from any and all loss, costs, and expense including legal fees, or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability, and damage to property, or any other loss, damage, injury or other claim of any kind or nature, arising out of the parent/guardian's decision to allow the above-named adult to pick up and provide alternate transportation for his/her child from the District-sponsored field trip.

Siddhartha Kanrar
Signature of Parent or Legal Guardian

06/15/2015
Date Signed

SIDDHARTHA KANRAR
(Print Name of Parent or Legal Guardian)

Jeremy Standerfer
Signature of Witness Print witness name

6-15-15
Date Signed

Rebecca Griffiths
Signature of Witness Print witness name

6-15-15
Date Signed

**RIVERSIDE UNIFIED SCHOOL DISTRICT FIELD TRIP
PARENT/GUARDIAN CONSENT, WAIVER AND HOLD HARMLESS
Alternate Transportation Consent
Airline – Cruise Ships – Public Transportation
Out of State Commercial Charter Vehicles
Metro Link - Amtrak – Railroad - Rental Vehicles**

Student Participate Name: _____ **School Name:** KING / STEM
Trip Date: 8-2-15 **Flight #** 283/3235 **From:** LAX / TOKYO **Destination:** TOKYO / SENDAI JAPAN
Return Date: 8-10-15 **Flight #** 636 **From:** TOKYO **Destination:** LAX
Instructional Focus: Cultural Exchange
Transportation: DELTA / AIRPORT SHUTTLE / CHARTER BUS / BULLET TRAIN FROM SENDI

By my signature below, I hereby give permission for my son/daughter to participate in the above-described field trip. I am aware that the District is not providing transportation on a school bus and give permission for my child to be transported on DELTA AIRLINES/ AIRPORT SHUTTLE / CHARTER BUS / BULLET TRAIN

I understand that this activity could cause serious illness and/or injury or death, and I assume all risks for any such illness and/or injury or death.

Riverside USD does not provide medical insurance for students for school related injuries. On any occasion where student emergency medical care is deemed necessary, Parent/Guardian herein authorizes such emergency transportation and/or medical attention as may be required. Further, Parent/Guardian agrees to defend, indemnify and hold harmless the Riverside Unified School District, the Board of Trustees, the individual members thereof, and all District officers, staff, agents, employees and volunteers from any and all loss, costs, and expense including legal fees, or other obligations or claims, arising directly or indirectly out of any liability or claim of loss or liability for personal injury, bodily injury to persons, contractual liability, and damage to property, or any other loss, damage, injury or other claim of any kind or nature, arising out of participation in the field study trip and any medical or dental treatment which may be rendered to minor child student. Parent/Guardian agrees to assume the financial responsibility for such care as the treating doctor may consider necessary. This waiver shall not apply to any occurrences which may arise solely out of the negligence of the district, its employees or agents. I am aware of the potential risks involved in this activity and I am fully aware of the legal consequences of signing this instrument. **Student will be dropped off and picked up at LAX by an adult named on the student's emergency card.**

THE INFORMATION IN THIS SECTION MUST BE FILLED OUT AND RETURNED TO THE SCHOOL PRIOR TO THE FIELD TRIP. NO PERMISSION FOR PARTICIPATING IN A FIELD TRIP CAN BE GRANTED OVER THE TELEPHONE.

Health information: (Fill out if your child is on medication)

Type of medication: _____ When and how often taken: _____

Dosage amount: _____ Please add information that you feel we need to know about your child's health: _____

Is there anything that may cause an allergic reaction, like a bee sting, penicillin, etc.? _____

Are there any physical defects or congenital illnesses that may endanger his/her activity or safety? _____

Do you have health/accident insurance? _____ Who is that carrier? _____

What is the group number? _____

In case of emergency, if I, the parent, cannot be reached at _____ or _____
Home Telephone Business Telephone

I want to be notified at _____ (Telephone Number)

If I cannot be reached, please contact: _____ at _____

Signature of Parent or Guardian _____ Date _____

I accept the conditions described on this form and give my consent for my son/daughter to participate.

Parent/Guardian Signature _____ Date _____ Participant Signature _____ Date _____

Parent/Guardian Name (Please Print) _____ Phone Number _____

Street address _____ City _____ State _____ Zip Code _____

Nippon Travel Agency America, Inc.

d.b.a.: NTA America, Inc.

110A Meadowlands Parkway, Suite 104, Secaucus, NJ 07094 Tel: (201) 325-8484, (800) 682-7872



DELTA AIRLINES E-TICKET CONFIRMATION

PASSENGERS	E-TICKET #	DL RECORD LOCATOR
GRIFFITHS/REBECCA SHOULTS	0067647687973	HBQYRW
HERRERA/ALEX	0067647687975	HBQYRW
KANRAR/NIVEDITA	0067647687976	HBQYRW

02 AUG 15 - SUNDAY

DELTA 283 - COACH CLASS - NONSTOP EQUIP-BOEING 777 JET
 LV: LOS ANGELES 12:50PM (TERMINAL-5)
 AR: TOKYO/NARITA 3:50PM ON: 03 AUG (TERMINAL-1) JOURNEY TIME-11:00
 SEAT ASSIGNED: 49D49E49F MEALS
 AISLE/CENTER/AISLE: 3 SEATS TOGETHER

03 AUG 15 - MONDAY

ALL NIPPON 3235 - COACH CLASS - NONSTOP EQUIP-BOEING 737 JET
 LV: TOKYO/NARITA 6:55PM (TERMINAL-1)
 AR: SENDAI 8:05PM JOURNEY TIME- 1:10
 SEAT ASSIGNED: 13H13J13K
 AISLE/CENTER/WINDOW : 3 SEATS TOGETHER

10 AUG 15 - MONDAY

DELTA 636 - COACH CLASS - NONSTOP EQUIP-BOEING 76W JET
 LV: TOKYO/HANEDA 12:30AM (TERMINAL-INTL)
 AR: LOS ANGELES 7:00PM ON: 09 AUG (TERMINAL-5) JOURNEY TIME-10:30
 SEAT ASSIGNED: 33A31A31B MEALS
 WINDOW/WINDOW/AISLE
 ✕check in at night of 09AUG.

Important Notes on travel documents:

- (1) A valid passport is required to enter Japan.
- (2) US passport holders are not required to obtain Japanese visas to enter the country for meeting purpose.

Important notes on the airfare:

- (1) This is a non-refundable coach class fare. No refund is available for voluntary cancellation.
- (2) You can change your travel dates by paying \$300 change fee to Delta Airlines. If the new airfare is more expensive than the original one, you also need to pay for the airfare difference.

Pending Japan

Tafoya, Patricia R.

From: Nelson, Marta M.
Sent: Wednesday, June 17, 2015 2:51 PM
To: Robertson, John S.
Cc: Tafoya, Patricia R.; Bedsworth, Linda
Subject: RE: Tohoku University Trip

Yes once I bless it ☺, it goes back to Patricia for final Board Approval

From: Robertson, John S.
Sent: Wednesday, June 17, 2015 2:30 PM
To: Nelson, Marta M.
Subject: Re: Tohoku University Trip

Sending the original package to you via district mail. Once you do your magic it can go back to Patricia Tafoya here.

Thanks

From: <Nelson>, "Marta M." <mnelson@rusd.k12.ca.us>
Date: Wednesday, June 17, 2015 at 2:13 PM
To: John Robertson <jrobertson@rusd.k12.ca.us>
Cc: "Griffiths, Rebecca S." <rgriffiths@rusd.k12.ca.us>, Dale Moore <dmoore@rusd.k12.ca.us>
Subject: RE: Tohoku University Trip

Just wanted to make sure there was something that showed how everyone was getting back to Tokyo for their flight.

From: Robertson, John S.
Sent: Wednesday, June 17, 2015 2:11 PM
To: Nelson, Marta M.
Cc: Griffiths, Rebecca S.; Moore, Dale F.
Subject: Tohoku University Trip

Hi Marta

Thanks for following up on this. The information I originally got is not as accurate as we would like. The teacher, Rebecca Griffiths is contacting the travel agent and getting more detailed information. The travel arrangements are all being made at the Japan end of the relationship so it may not be as fluid as we like. Right now based on discussion only, there will be a trip on a bullet train from Sendai to Tokyo on August 7. Hopefully we will get an itinerary confirming this today. If not Rebecca will be your point of contact for trip details.

Thanks

John

Riverside Unified School District
Elementary and Secondary Education Services

MULTIPLE-DAY FINAL CHECKLIST

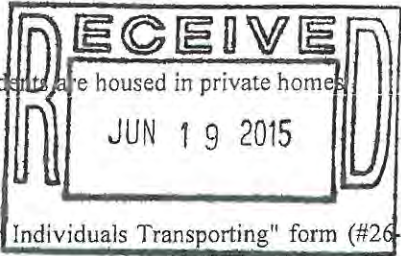
School: Riverside STEM Academy Name of Group: 4A

Field Trip: Future Global Leadership Date of Event: Aug 2 - 9 2015

Destination: California Within the United States Sendai, JAPAN
Out of the Country*

Following items must be completed and on file in the principal's office prior to departure:

- Itinerary listing daily time schedules
- Copy of notification sent to parents/legal guardian explaining purpose of event, funding, transportation, housing, supervision, all required permission forms, and emergency plans (include emergency telephone number of trip supervisor)
- List of all personnel (administrators, teachers, counselors, parents, etc.) who are responsible for students during multiple-day field trip
- Parent Consent form for each participating student (#26-9050)
- List of names, addresses and telephone numbers of students' host families if students are housed in private homes



Transportation: One of the following is required.

- School Bus Carrier (submitted through field trip program to reserve a bus)
- Rental or Privately Owned Vehicle (No. 2 below; Insurance Requirements for "Individuals Transporting" form (#26-9020) Declaration Page of Vehicle Insurance – DMV Drivers License Print-out.
- Common Carrier (commercial vehicle where passengers purchase a ticket to ride); alternate transportation waiver form required;

1. Charter Carrier Reserved through District

- a. If the charter carrier is a bus to be used in the State of California; a bus request must be submitted through field trip program to reserve a bus at least 30 days prior to the scheduled trip. A complete travel itinerary must be submitted with the request. The contractor provided services will book – reserve and bill for all Charter equipment required for the field trip.
- b. If, the charter carrier is out of State of California, The District must obtain a certificate of insurance from the carrier indicating that the carrier has current liability insurance in the amount that is requirements for Riverside Unified School District at least 2 months before the trip before.

2. Rental or Privately Owned Vehicle

- a. In no instance may a vehicle be used that is capable of holding more than ten persons (vehicles capable of carrying more than ten persons on school connected trips must be certified as a school bus and must have the driver certified as a school bus driver). A vehicle with seats removed to accommodate ten or less persons is not acceptable.
- b. All drivers must complete an "Insurance Requirements for Individuals Transporting Pupils" form certifying acceptance of responsibility and current liability insurance.

Principal's signature certifies that all items have been completed and are on file. Final approval is given for the trip to take place. *Out of Country field trips require Board approval. School sites are responsible for securing Board action.

Principal's Signature Del Moore Date 6/15/15

THIS FIELD TRIP IS **NOT APPROVED** UNLESS THIS CHECKLIST SIGNED BY THE PRINCIPAL, IN ACCORDANCE WITH RIVERSIDE UNIFIED SCHOOL DISTRICT POLICIES AND PROCEDURES.

Board Meeting Agenda
July 20, 2015

Topic: Out-of-State Field Trip – John W. North 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 John W. North High School Varsity Volleyball students are requesting approval to travel to Phoenix, Arizona, to participate in the Nike Tournament of Champions Volleyball Tournament at the Grand Ballroom at the Arizona Grand Resort on October 1-4, 2015.

DESCRIPTION OF AGENDA ITEM:

The John W. North High School Varsity Volleyball Team is requesting approval to travel to Phoenix, Arizona, to participate in the Nike Tournament of Champions Volleyball Tournament on October 1-4, 2015. The trip will be funded by fundraising activities. The assistant principal, Michael Breyer, will attend the trip. These students will miss two days of school to attend the field trip.

FISCAL IMPACT: None

RECOMMENDATION: Approval is requested for the John W. North High School multiple-day field trip to Arizona.

ADDITIONAL MATERIAL: Multiple-Day Field Trip Application, Itinerary and budget.

Attached: Yes



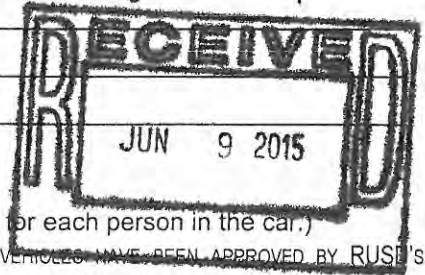
RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

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

School: JW North Grade Level: High School
Teacher's Name: L. McCardless Teaching (Subject): P.E. (VB) Phone #: 951-809-9089
Field Trip Dates: 10/21/15 - 10/04/15 Location (City and State): Phoenix, AZ
Number School Days Missed: 2 Number Students: 12 Number Adults: 2 Ratio Adult to Student: 1 To 6
Name and Title of Adults: Lillian McCardless - teacher, Mike Breyer - administrator

Administrator Accompanying Group Yes No Name(s): Mike Breyer
Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): Volleyball Team
Name of Event (ATTACH INFORMATION DESCRIBING EVENT): Nike Tournament of Champions
Link to course of study: Physical Education



Estimated cost per student: _____ Detailed Funding Plan: _____
Transportation By: Bus -- Check one: _____ RUSD or _____ Charter
 Plane
 Private Vehicle (The vehicle MUST have one seat and a seat belt for each person in the car.)
 NOTE: CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY RUSD'S TRANSPORTATION DEPARTMENT. Field trip will not be approved until private vehicle drivers have been approved.
 Other Rented Van McCardless Breyer Club

Insurance for Host Organization (if applicable): _____

Housing Accommodations: Arizona Grand Resort and Spa

SIGNATURES:
McCardless 6/2/15 Teacher Date
[Signature] 6/2/15 Director, Elementary - Secondary Education Date
[Signature] 6-29-15 *Deputy - Assistant Superintendent, Instruction Date
[Signature] 6/2/15 Principal Date
[Signature] 6-5-15 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.

**Funding Plan
Phoenix
Nike Tournament of Champions**

JW North

**Varsity Volleyball
10/1/15**

Earnings	Fundraisers	Location	Expected Profit	
Peach Fuzz Volleyball	5/15/2015	North gym	750	
Program Donation/Ads	June - Aug	Varies	\$1,600	
Volleyball Camp	6/15/15-6/19/15	North gym	\$1,200	
Volleyball Camp	7/20/15-7/24/15	North gym	\$1,200	
Volleyball Camp	8/3/15-8/7/15	North gym	\$1,200	
		Total	\$5,950	
Expenditures				
	Amt	# of rooms	# of nights	Total
Hotel Rooms	\$100	4	3	\$1,200
Hotel with Kitchen	\$399	3	1	\$1,197
Tournament Fees (LCAP funds)				\$585
Gas				\$500
Van Rental				600
Sub			2 days	\$280
Food	\$30/person/day	14 people	4 days	\$1,680
			Total	\$5,442

6,060



Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda

July 20, 2015

Topic: Out-of-State Field Trip – Riverside Polytechnic 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 Riverside Polytechnic High School Mock Trial Team is requesting approval to travel to Atlanta, Georgia, for a Mock Trial Team Competition on September 10-14, 2015.

DESCRIPTION OF AGENDA ITEM:

The Riverside Polytechnic High School Mock Trial Team is requesting pre-approval to travel to Atlanta, Georgia, to compete in the Empire Mock Trial Team Tournament 2015 on September 10-14, 2015. The trip will be funded by the Poly Mock Trial Parent Booster Club. Coach Matthew Schiller and Principal, Michael Roe, will attend the trip.

FISCAL IMPACT: None

RECOMMENDATION: Approval is requested for the Riverside Polytechnic High School multiple-day field trip to Atlanta, Georgia.

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

Attached: Yes



RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary and Secondary Education

MULTIPLE-DAY FIELD TRIP APPLICATION

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

School: Poly High School Grade Level: 9-12
Teacher's Name: Matthew Schiller Teaching (Subject): NA Phone #: 951-788-7203
Field Trip Dates: 9/10 - 9/14/2015 Location (City and State): Atlanta, GA.
Number School Days Missed: 3 Number Students: ~15 Number Adults: ~8 Ratio Adult to Student: 1 To 2
Name and Title of Adults: Matt Schiller (coach), Carlos Morgan (coach), Steve Whiting (coach),
Mr. & Mrs. MacArthur (parents), Mr. Wayne, Mrs. McLeod
Administrator Accompanying Group Yes No Name(s): Dr. Michael Roe (Principal)
Name of Group (i.e. Choir, Drill Team, Swim Team, etc.): Mock Trial
Name of Event (ATTACH INFORMATION DESCRIBING EVENT): Atlanta Empire Competition
Link to course of study: Mock Trial Competition

Estimated cost per student: \$60 Detailed Funding Plan: Booster Club

Transportation By: Bus -- Check one: RUSD or Charter
 Plane
 Private Vehicle (The vehicle MUST have one seat and a seat belt for each occupant.)
 NOTE: CHECK THIS BOX TO VERIFY THAT ALL DRIVERS OF PRIVATE VEHICLES HAVE BEEN APPROVED BY THE TRANSPORTATION DEPARTMENT. Field trip will not be approved until private vehicle drivers have been approved.
 Other _____



Insurance for Host Organization (if applicable): NA

Housing Accommodations: Omni Hotel Atlanta, Georgia

SIGNATURES:

M. Schiller 6/24/2015
Teacher Date
[Signature] 6/26/15
Director, Elementary - Secondary Education Date
[Signature] 6-29-15
*Deputy - Assistant Superintendent, Instruction Date

[Signature] 6/24/2015
Principal Date

Transportation Manager Date

*Superintendent Date

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

**Date of Board Action

DEPARTMENT USE ONLY

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

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

Completed 6-25-15
PJ

Riverside Unified School District
Instructional Services

MULTIPLE-DAY PRE APPROVAL CHECKLIST

School: Poly High School Name of Group: Mock Trial Team

Field Trip: Atlanta Empire Tournament Date of Event: Sept 10-14, 2015

Teacher or Administrator Requesting Pre-Approval: Matthew Schiller

Principal's Signature [Signature] Date 6/24/2015

Destination: California Atlanta, GA Within the United States Out of the Country*

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

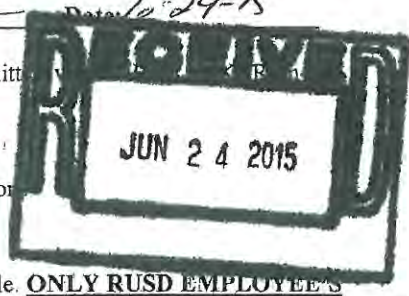
- ✓ 1. *Brochure or registration forms
- ✓ 2. *Itinerary
- ✓ 3. *Detailed funding plan that itemizes earnings and all expenditures, including sub costs
- ✓ 4. *A list of all eligible students attending
- ✓ 5. *Copy of notification to be used for parents/legal guardian explaining purpose of event, funding, 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)
- N/A 8. *List of names, addresses and telephone numbers of students' host families if students are housed in private homes

TYPE OF TRANSPORTATION: One of the following is required. *Private car only
 SCHOOL BUS CHARTER BUS RENTAL VEHICLE PRIVATE VEHICLE AIRLINE TRAIN

1. Charter / School Bus Transportation Manager Signature: [Signature] Date: 6-24-15

a. If the trip requires a bus, a "Request for Field Trip Transportation" must be submitted 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 6-29-15

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.

Revised 3/15

missing 3 days of school 15 students

Tentative Itinerary Atlanta, GA. Empire Mock Tournament 2015

Thursday, September 10, 2015 (estimated)

- 10:00 am → Parent drop off at Ontario Airport
- 12:00 pm → Flight leaves for Atlanta, GA.
- 5:00 pm → Arrive in Atlanta, take MARTA to Omni Hotel
- 7:00 pm → Welcome Ceremony at Hotel

Friday, September 11, 2015

- 10:00 am → Wake-up Call
- Day open

Saturday, September 12, 2015

- 8:00 am → Wake-up, get ready
- 9:30 am → Shuttle to Courthouse (Estimated)
- 10:30 am → Round 1 Captain's meeting
- 11:15 am → Round 1
- 2:15 pm → Lunch (provide by Empire)
- 3:45 pm → Round 2 Captain's meeting
- 4:15 pm → Round 2
- 8:00 pm → Shuttle back to Hotel, Dinner
- 10:00 pm → Lights out

Sunday, September 13, 2015

- 7:00 am → Wake-up, get ready
- 8:30 am → Shuttle to Courthouse (Estimated)
- 9:30 am → Round 3 Captain's meeting
- 10:15 am → Round 3
- 1:15 pm → Lunch (provide by Empire)
- 2:45 pm → Round 4 Captain's meeting
- 3:15 pm → Round 4
- 7:00 pm → Dinner
- 8:30 pm → Shuttle back to Hotel, Dance and Award Ceremony
- 11:00 pm → Lights out

Monday, September 14, 2015

- 7:00 am → Wake-up, get ready
- 8:30 am → Shuttle to Courthouse (Estimated)
- 9:30 am → Championship Round (fingers crossed)
- 12:45 pm → Announcement of Empire Atlanta Champion
- 2:00 pm → MARTA to airport
- 4:00 pm → Flight to Ontario, CA
- 8:00 pm → Arrive at Ontario Airport, parent pick-up

**Board Meeting Agenda
July 20, 2015**

- Topic:** Approval of Memorandum of Understanding and Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the California School Employees Association (CSEA) 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:** Consent
- Short Description:** Staff recommends that the Board of Education approve the three Tentative Agreements and the Memorandum of Understanding between the Riverside Unified School District and California School Employees Association Chapter 506 for employees represented by CSEA.
-

DESCRIPTION OF AGENDA ITEM:

The District has reached Tentative Agreements (TA) with one of its collective bargaining units, the California School Employees Association (CSEA) representing classified employees. The agreements are documented as 1) Tentative Agreement dated May 19, 2015, Automotive/Welder Mechanic II (Range 27) and 2) a Tentative Agreement dated May 19, 2015, Maintenance and Operations Specialist – Fleet Services Range 31 and 3) Tentative Agreement dated April 22, 2015, Elementary Library/Media Assistant Range 16, and Memorandum of Understanding dated June 2, 2015 – Article VII Pay and Allowances. The Agreements are the result of the collective bargaining process that began in September 2014.

The first Tentative Agreement, Class Title: Automotive/Welder Mechanic II (Range 27) incorporates a final job description for this position.

The second Tentative Agreement, Class Title: Maintenance and Operations Specialist Fleet Services (Range 31) incorporates a final job description for this position.

The third Tentative Agreement, Class Title: Elementary Library/Media Assistant (range 16) incorporates a final job description for this position.

The Memorandum of Understanding dated June 2, 2015 incorporates the following provisions: IN advance of the completion of the negotiations process involving a successor agreement to the 2015-2016 Classified Employee Bargaining Unit Agreement, the Riverside Unified School District and the California School Employees Association and its Chapter 506 agree to the following provisions, subject to ratification from the CSEA membership and the approval of the Board of Education.

This MOU is not be construed by the parties as having settled negotiations for a successor agreement or Article VII (Pay and Allowances).

In accordance with Article VII Section 7.0.1, bargaining unit members shall receive a 4.55% salary increase equal to the salary increase afforded to other employee groups, beginning July 1, 2015.

The financial impacts of the Tentative Agreements and Memorandum of Understanding were disclosed at a regular meeting of the Board of Education held on June 22 2015. It is anticipated that the Riverside County Office of Education will complete their review of the financial disclosures and related impacts before July 20, 2015.

FISCAL IMPACT: \$1,908,068.00

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 California School Employees Association Chapter 506. .

ADDITIONAL MATERIAL: Tentative Agreements dated May 19, 2015 and April 22, 2015, and Memorandums of Understanding dated June 2, 2015.

Attached: Yes

**RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
May 19, 2015**

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 revisions:

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: **AUTOMOTIVE/WELDER MECHANIC II** (Range 27)

BASIC FUNCTION:

Under the direction of **an assigned supervisor** ~~the Welder Mechanic Supervisor~~, perform journey-level mechanical work in the inspection, diagnosis, repair and maintenance of a variety of large and small District vehicles and equipment; perform journey-level welding work in the repair and maintenance projects of District vehicles, facilities and equipment; train and provide work direction to assigned staff.

DISTINGUISHING CHARACTERISTICS:

The **Automotive/Welder Mechanic II** classification is the lead level classification which prioritizes, assigns and provides work direction to shop staff. The **Automotive Mechanic I & the Welder Mechanic I** ~~is~~ are the entry-level classifications in the series. Incumbents perform journey-level mechanical work on District rolling stock and equipment and perform journey-level welding.

REPRESENTATIVE DUTIES:

Perform journey-level mechanical work in the inspection, diagnosis, repair and maintenance of a variety of large and small District vehicles and equipment. *E*

Repair and maintain vehicles and equipment, including heavy vehicles, trucks, backhoes, tractors, vans, cars and other large and small grounds equipment. *E*

Train and provide work direction to assigned staff; prioritize, schedule and assign the work to shop staff; review completed work and work in progress to assure compliance with District procedures and work order. *E*

Perform journey-level welding work in the repair and maintenance projects of District vehicles, facilities and equipment. *E*

Evaluate maintenance, servicing and repair needs and establish repair priorities; read and interpret schematics and diagrams; inspect and diagnose mechanical malfunctions. *E*

 CSEA
District

Determine necessary parts for repair; requisition equipment, tools, parts and materials according to established procedures. *E*

Repair worn or damaged fabricated, machined, cast, forged, or welded parts; perform skilled work using electric arc, Tungsten Ignition System (TIG), helium and oxygen-acetylene welding equipment. *E*

Perform routine maintenance safety checks and inspections. *E*

Overhaul, rebuild and tune engines and carburetors. *E*

Adjust and line brakes; maintain, rebuild and replace air and other brake system components; change and balance tires. *E*

Perform electrical and acetylene welding, brazing and soldering; fabricate special equipment, tools, parts and structures as needed. *E*

Overhaul, repair and adjust automatic and standard transmissions, drive shafts, differentials, universal joints, gears, valves, transfer cases, and rear ends. *E*

Maintain shop area, equipment and tools in a safe, clean and orderly condition. *E*

Operate a variety of specialized electronic diagnosis equipment and machinery. *E*

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Techniques and practices of maintenance and repair of heavy and light automotive vehicles and grounds maintenance equipment.

Materials, tools, and procedures used in performing skilled journey-level maintenance welding and metal fabrication.

Principles of training and providing work direction.

Operation theory and principles of gasoline powered engines.

Methods, equipment, tools and materials used in the repair and maintenance of vehicles and equipment.

Electric arc, Tungsten Ignition System (TIG), helium and oxygen-acetylene welding and equipment.

District organization, operations, policies and objectives.

Diagnostic procedures for vehicles and equipment.

Technical aspects of field of specialty.

Skilled welding safety practices and procedures.

Shop math applicable to vehicle maintenance.

Health and safety regulations.

ABILITY TO:

Diagnose, repair and maintain a wide variety of large and small gasoline powered equipment and small engines.

Utilize electric arc, Tungsten Ignition System (TIG), helium and oxygen-acetylene welding equipment and other tools associated with metal fabrication.

Train and provide work direction to others.
Diagnose and repair mechanical, electrical and computerized malfunctions.
Operate specialized equipment used in repairing or servicing of vehicles.
Read and apply technical and mechanical diagrams, schematics and repair manuals.
Plan and organize work.
Maintain current knowledge of program rules, regulations, requirements and restrictions.
Analyze situations accurately and adopt an effective course of action.
Maintain records related to safety, preventive maintenance and work performed.
Comply with safe welding practices and procedures.
Understand and follow oral and written directions.
Work cooperatively with others.
Observe legal and defensive driving practices.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and two years journey-level experience as a vehicle mechanic or a welder.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

ASE Certification.

Smog testing certification.

Valid EPA Refrigeration certificate within probationary period.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor environment.

Vehicle and equipment repair shop environment.

Driving a vehicle to conduct work.

Emergency call-out.

Exposure to adverse weather conditions.

PHYSICAL ABILITIES:

Pulling, pushing, lifting and carrying heavy objects.

Walking or standing for extended periods.

Standing for extended periods of time.

Bending at the waist.

Kneeling.

Reaching overhead, above the shoulders and horizontally.

Dexterity of hands and fingers to operate power tools and equipment.

Seeing to observe and perform repairs.

HAZARDS:

Subject to noise and fumes from equipment operation.

Exposure to fumes and vapors.

Working in a cramped or restrictive work chamber.


Working around and with machinery having moving parts.

Extreme heat and minor burns associated with welding.


AGREED:

For the District:

For CSEA:


Susan J. Mills
Assistant Superintendent, Human Resources
Riverside Unified School District

Date


Daniel S. Rudd
President, CSEA Chapter 506
Riverside Unified School District


Date

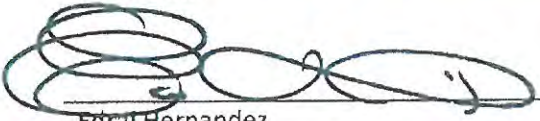

Vanessa Connor



Lynn Thompson
Labor Relations Representative
CSEA

5/27/15

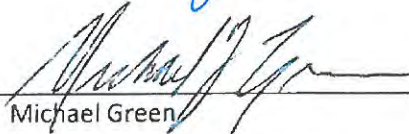

Shani Dahl

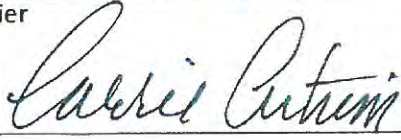

Caralyn Alldis


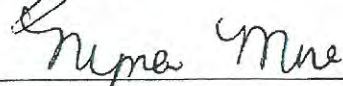

Edral Hernandez


Laura Egan


Jill Collier


Michael Green


Carrie Antrim


Joseph Baglio

Nyna Moore

**RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
May 19, 2015**

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 revisions:

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: MAINTENANCE AND OPERATIONS SPECIALIST +
FLEET SERVICES (Range 30 31)

BASIC FUNCTION:

Under the direction of an assigned supervisor, perform a wide variety of highly skilled tasks related to the automotive repair trade; evaluate work requests and distribute to assigned division staff; conduct inspections of work in progress and completed work to assure compliance with established guidelines and procedures; estimate time and material cost; schedule and assign work to assigned crews.

REPRESENTATIVE DUTIES:

Evaluate work requests and distribute to assigned division staff. *E*

Coordinate the work of Maintenance and Operations personnel in the automotive repair trade; conduct inspections of work in progress and completed work to assure compliance with established guidelines and procedures, as well as safety and traffic laws. *E*

Order and maintain inventory of equipment and supplies; conduct periodic physical inventory as assigned. *E*

Repair and maintain vehicles and equipment such as: heavy vehicles, trucks, backhoes, tractors, vans, cars, generators, and other large and small grounds equipment. *E*

Diagnose problems and arrange for repairs in the assigned maintenance area(s); travel to District locations to conduct inspections and prepare estimates. *E*

Retrieve vehicles wherever they break down. *E*


Develop or assist in the development of work schedules; assign tasks to workers. *E*

Evaluate welding projects and finish work. *E*

Provide in-service training for assigned personnel; train assigned staff in the proper operation of related equipment and safety techniques as assigned. *E*

Prepare and file regular reports on the condition of assigned vehicles and equipment. *E*

Diagnose, repair and maintain a wide variety of large and/or small gasoline, alternative electric and diesel equipment, vehicles and small engines. *E*

 CSEA
District

Repair worn or damaged fabricated, machined, cast, forged, or welded parts; perform skilled work using electric arc, Tungsten Ignition System (TIG), helium and oxygen-acetylene welding equipment. E

Perform electrical and acetylene welding, brazing and soldering; fabricate special equipment, tools, parts and structures as needed. E

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

The use and care of commonly used and specialized hand and power tools required in the repair and maintenance of District vehicles and equipment.

Basic record-keeping techniques.

Techniques and practices of maintenance and repair of heavy and light automotive vehicles and grounds maintenance equipment.

Materials, tools, and procedures used in performing skilled journey-level maintenance welding and metal fabrication.

Technical aspects of field of specialty.

ABILITY TO:

Drive/operate all vehicles and equipment within the District fleet.

Perform preventive maintenance on vehicles and equipment.

~~Diagnose, repair and maintain a wide variety of large and small gasoline and diesel equipment and small engines.~~

Perform welding as assigned.

Follow oral and written directions.

Read and interpret repair manuals and installation instructions.

Perform skilled automotive maintenance work.

Present oral and written reports.

Develop projected needs for labor, parts and equipment based upon estimated workload.

Operate light and medium weight vehicles.

Establish and maintain effective relationships with others.

Effectively operate a computer/laptop and commonly used job related software programs.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and four years' experience as a vehicle mechanic, including at least two years at a journeyman-level.

LICENSES AND OTHER REQUIREMENTS:

Possess and maintain a valid and appropriate California driver's license.

ASE Certification.

Smog Testing Certification.

Valid EPA Refrigeration certificate within probationary period.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor environment.

Vehicle and equipment repair shop environment.

Driving vehicles to conduct work.

Noise from equipment operation.

Exposure to adverse weather conditions.

PHYSICAL ABILITIES:

 CSEA
District

Seeing to diagnose problems.
 Dexterity of wrists, hands and fingers to operate assigned equipment.
 Perform heavy manual labor.
 Hearing and speaking to exchange information and train staff.
 Standing for extended periods of time.
 Lift, push, pull or carry heavy objects.
 Bending at the waist.
 Crawling, crouching and kneeling to conduct work.
 Reaching overhead, above the shoulders and horizontally.


HAZARDS:

Subject to noise and fumes from equipment operation.
 Exposure to fumes, vapors, gasoline, diesel, oil, and solvents.
 Working around machinery with moving parts.
 Extreme heat and minor burns associated with welding.


AGREED:

For the District:


For CSEA:




 Susan J. Mills Date
 Assistant Superintendent, Human Resources
 Riverside Unified School District



 Daniel S. Rudd Date
 President, CSEA Chapter 506
 Riverside Unified School District



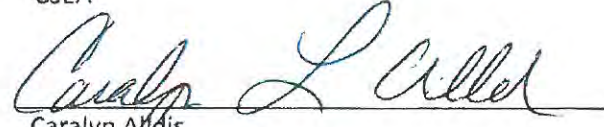
 Vanessa Connor



 Lynn Thompson Date
 Labor Relations Representative
 CSEA



 Shani Dahl




 Caralyn Aldis



 Edrai Hernandez



 Laura Egan



 Jill Collier



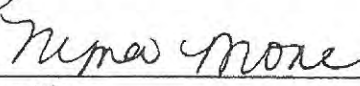
 Michael Green



 Carrie Antrim



 Joseph Baglio



 Nyna Moore



**RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
April 22, 2015**

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 revisions:

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: ELEMENTARY LIBRARY/MEDIA ASSISTANT (Range 16 44)

BASIC FUNCTION:

Under the direction of a Principal, perform a variety of library functions in support of an elementary school library or resources center involved with the circulation, maintenance and distribution of books, instructional materials, audio-visual materials and equipment; assist students and teachers using library/media resources.

REPRESENTATIVE DUTIES:

Perform a variety of library functions in support of an elementary school library or resources center involved with the circulation, maintenance and distribution of books, instructional materials, audio-visual materials and equipment; coordinate schedules with teachers for the use of the library. *E*

Receive and process textbooks, media equipment and band instruments. *E*

Assist students and teachers select and locate books, periodicals, articles and other media materials. *E*

Coordinate circulation of library and audio/visual materials; check library materials in and out to students and staff; process and shelve returned materials. *E*

Receive recommendations for new book selections from teachers and staff; order supplies according to established guidelines. *E*

Assist individuals and groups of students in the use of basic reference sources in finding and selecting materials. *E*

Maintain an inventory of print and non-print materials and media equipment; prepare related reports. *E*

Operate a variety of library/media center equipment, ~~including a typewriter~~, such as computers, VCR, tablets, printers, bar code scanners ~~tape duplicating equipment~~, and projectors. *E*

Operate a computer terminal to maintain record of overdue materials and send overdue notices to students and teachers; collect fines and payments for overdue and lost items; maintain appropriate files and records. *E*

 CSEA
District

Design and prepare appropriate library displays, decorations and bulletin boards; maintain a clean and orderly library/media center environment. *E*

Monitor and maintain acceptable student behavior. *E*

Repair and maintain damaged library materials and perform minor repair to audio/visual equipment as necessary. *E*

Select and read books aloud to classes to promote interest in reading as assigned.

Attend workshops and in-service meetings as required.

Train and oversee the work of student aides and parent volunteers.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Library practices, procedures and terminology.

Basic Dewey Decimal system and card/computer cataloging system.

Basic operation of a computer terminal and data entry and retrieval techniques.

Library reference materials and sources.

Filing, indexing and inventory procedures.

Modern office practices, procedures and equipment.

Record-keeping techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communications skills.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Learn, explain, and apply school and District rules and policies applicable to the library.

Check books and materials in and out at the circulation desk.

Shelve library/media materials.

Assist students and staff in the selection of library/media materials.

Perform clerical duties such as filing, duplications and typing.

Maintain library in a neat and orderly condition.

Make arithmetic calculations quickly and accurately.

Work independently with little direction.

Establish and maintain effective working relationships with others.

Maintain records and prepare reports.

Communicate effectively both orally and in writing.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school and one year clerical or instructional experience working with children in an organized setting, including ~~some~~ **two years'** experience in a library or media center environment.

LICENSES AND OTHER REQUIREMENTS:

Pass a basic library skills test with 75% proficiency.

WORKING CONDITIONS:

ENVIRONMENT:

Elementary school library and resources center environment.

Constant interruptions.

PHYSICAL ABILITIES:

Seeing to read books and media materials.

Lifting and carrying moderately heavy objects.

Pushing and pulling carts.

Walking and standing for extended periods of time.

Reaching horizontally and above the shoulders to shelve and reach books.


Bending and kneeling.

Dexterity of hands and fingers to operate a computer terminal and audio-visual equipment.

AGREED:

For the District:


For CSEA:


 4/29/15
Date

Susan J. Mills
Assistant Superintendent, Human Resources
Riverside Unified School District

 4/29/15
Date


Daniel S. Rudd
President, CSEA Chapter 506
Riverside Unified School District



Vanessa Connor



Lynn Thompson
Labor Relations Representative
CSEA

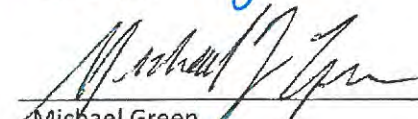

Shani Dahl


Caralyn Alldis


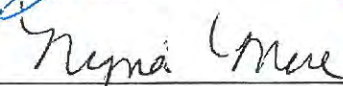

Edrai Hernandez


Laura Egan


Jill Collier


Michael Green


Carrie Antrim


Joseph Baglio

Nyna Moore



**Riverside Unified School District
and
California School Employees Association
and its Riverside Unified Chapter 506**

**Memorandum of Understanding
June 2, 2015**

In advance of the completion of the negotiations process involving a successor agreement to the 2015-2016 Classified Employee Bargaining Unit Agreement, the Riverside Unified School District ("District") and the California School Employees Association and its Chapter 506 ("CSEA") agree to the following provisions, subject to ratification from the CSEA membership and the approval of the Board of Education.

This Memorandum of Understanding is not to be construed by the parties as having settled negotiations for a successor agreement or Article VII (Pay and Allowances).


In accordance with Article VII section 7.0.1, bargaining unit members shall receive a 4.55% salary increase equal to the salary increase afforded to other employee groups, beginning July 1, 2015.



CSEA

District

AGREED:


For the District:

For CSEA:


Date June 2, 2015
Susan J. Mills
Assistant Superintendent, Human Resources
Riverside Unified School District


Date 6/2/15
Daniel S. Rudd
President, CSEA Chapter 506
Riverside Unified School District


Vanessa Connor


Date 6/2/15
Lynn Thompson
Labor Relations Representative
CSEA


Shani Dahl


Carolyn Alldis


Edral Hernandez


Laura Egan


Jill Collier


Michael Green


Carrie Antrim

Joseph Baglio

Nyna Moore

**Board Meeting Agenda
July 20, 2015**

Topic: Certificated Personnel Assignment Order – CE 15/16-01 and
Classified/Non-Classified Personnel Assignment Order CL 15/16-01

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:

Change in Status from Substitute Employee to Regular Employee, Change of Employment
Status, Increase in Hours/Work Year, New Hires, New Hires-Managers/Supervisors, New Hires-
Probationary 1, New Hires-Temporary Employees (E.C. §44909 and §44920), Non-
Reemployment of Employees on a Temporary Contract (E.C. §44920), Rehires-Probationary 1,
Resignations, Resignations-Managers/Supervisors, Retirements, Retirements-Managers/
Supervisors, School Nutrition Association (SNA) Certification, Temporarily Assigned to a
Higher Classification, Termination-Failure to Meet Intern Credential Requirements, Voluntary
Demotions/Reassignments/Reductions/Transfers, Voluntary Transfers, and Voluntary Transfers
and Increase in Hours.

FISCAL IMPACT: To be determined

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

ADDITIONAL MATERIAL: Certificated Personnel Assignment Order – CE 15/16-01 and
Classified/Non-Classified Personnel Assignment Order CL 15/16-01

Attached: Yes

CERTIFICATED PERSONNEL ASSIGNMENT ORDER #CE 15/16-01

July 20, 2015

CERTIFICATED PERSONNEL

Change of Employment Status

Patricia Beatty Elementary School Barajas, Ana	From: Teacher, Temporary §44909	To: Teacher, Probationary 2	08/18/15
Leyde, Taryn	From: Teacher, Temporary §44920	To: Teacher, Probationary 1	08/17/15
Bryant Elementary School Figueroa, Amanda	From: Teacher, Temporary §44920	To: Probationary 2	08/18/15
Abraham Lincoln High School Poteet, Sara	From: Teacher, Temporary §44920	To: Probationary 2	08/17/15
Henry W. Longfellow Elementary School Flores, Ricky	From: Teacher, Temporary §44920	To: Probationary 2	08/18/15
Madison Elementary School Bueno, Mayra	From: Teacher, Temporary §44920	To: Probationary 2	08/18/15
John W. North High School Gaynor, Courtney	From: Teacher, Temporary §44920	To: Probationary 2	08/18/15
Tomas Rivera Elementary School Alarcon, Monica	From: Teacher, Temporary §44909	To: Probationary 2	08/18/15
William Howard Taft Elementary School Lehrack, Virginia	From: Teacher, Temporary §44920	To: Probationary 2	08/18/15

Schunk, Joanna	From: Teacher, Temporary §44920	To: Probationary 2	08/18/15
Mark Twain Elementary School Buswell, Korrie	From: Teacher, Temporary §44909	To: Probationary 2	08/18/15
Woodcrest Elementary School Campbell, Ashley	From: Teacher, Temporary §44920	To: Probationary 2	08/18/15
Morales, Irma	From: Teacher, Temporary §44920	To: Probationary 2	08/18/15

Increase in Hours/Work Year

Magnolia Elementary School Macias, Mabel	Pre-School Teacher	From: 50% To: 100%	08/20/15
Psychological Services McGuire, Jane	School Psychologist	From: 06/12/15 To: 06/17/15	06/12/15
Riverside STEM Academy Ponce, Alexander	Teacher	From: 40% To: 100%	08/18/15

New Hires – Probationary 1

Central Middle School Mosqueda, Adrianna	Teacher		08/17/15
Riverside Polytechnic High School Nava, Yuridia	School Counselor		07/01/15
Riverside STEM Academy Luna, Yvette	Teacher		08/17/15

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

Emerson Elementary School Sharpe, Brandy	Teacher		08/17/15
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New Hires – Temporary Employees (E.C. §44920)

Henry W. Longfellow Elementary School Smith, Summer	Teacher		08/17/15
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Non-Reemployment of Employees on a Temporary Contract (E.C. §44920)

Elementary Schools 14/15-259926	Teacher		06/12/15
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Rehires – Probationary 1

Riverside Polytechnic High School Lowry, Alexander	Teacher		08/17/15
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Retirements

Louisa May Alcott Elementary School Landgraf, Shana	Teacher	18 years of service	04/13/15
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Termination – Failure to Meet Intern Credential Requirements

Secondary Schools 14/15-197731	Teacher		06/12/15
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Voluntary Transfers

Martinez, Erica	From: Sunshine Early Childhood Center	To: Patricia Beatty Elementary School	08/20/15
Sosa, Martha	From: Patricia Beatty Elementary School	To: Thomas Jefferson Elementary School	08/20/15
Walton, Kristen	From: Matthew Gage Middle School	To: Riverside Polytechnic High School	08/18/15

Voluntary Transfers and Increase in Hours

Shaibi, Diana	From: Magnolia Elementary School, 60%	To: Andrew Jackson Elementary School, 100%	08/17/15
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CLASSIFIED/NON-CLASSIFIED PERSONNEL ASSIGNMENT ORDER #CL 15/16-01
 July 20, 2015

CLASSIFIED PERSONNEL

Change in Status from Substitute Employee to Regular Employee

Highland Elementary
 School

Taylor, Roniece K.	Instructional Assistant – Special Education I	10 months, 6 hours	06/09/15
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Lake Mathews
 Elementary School

Stenson, Virginia J.	Cafeteria Worker I	10 months, 3 hours	06/08/15 <i>Amendment to 06/22/15 Board</i>
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Maintenance &
 Operations

Widmer, Joshua T.	Carpenter I	12 months, 8 hours	07/01/15
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Monroe Elementary
 School

Jimenez, Brenda M.	Cafeteria Worker I	10 months, 3 hours	08/24/15
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Increase in Hours/Work Year

Early Childhood

Thompson, Priscilla S.	Preschool Community Assistant	From: 8 hours, 11 months To: 8 hours, 12 months	07/01/15 <i>Amendment to 06/22/15 Board</i>
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Program Development &
 Extended Learning

Moya, Josefa	Community Assistant - Bilingual	From: 6 hours, 10 months To: 6 hours, 12 months	07/01/15
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New Hires

Arlington High School DeLeon Marquez, Hilda	Instructional Assistant – Special Education II	10 months, 6 hours	06/02/15
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New Hires – Management

Kakish, Mays	Chief Business Officer and Governmental Relations		07/02/15
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Promotions

Thompson, Priscilla S.	From: Program Development & Extended Learning, Preschool Community Assistant, 11 months, 8 hours	To: Monroe Elementary School, Elementary School Principal’s Secretary, 11 months, 8 hours	06/15/15
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Resignations

Central Middle School Mosqueda, Adrianna M.	Instructional Assistant – Special Education I	11 years, 5 months of service	06/12/15
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Resignations – Managers/Supervisors

Instruction Technology Arner, Tracy I.	Coordinator, Instructional Technology	12 years, 10 months of service	07/31/15
Superintendent’s Office Fine, Michael	Deputy Superintendent Business Services	13 years, 2 months of service	07/01/15

Retirements

Business Services – Risk Management Johnson, Gail D.	Employee Benefits Assistant	15 years, 2 months of service	07/01/15
John W. North High School Hollander, Nancy A.	Instructional Assistant – Special Education II	8 years, 3 months of service	06/12/15

Retirements – Managers/Supervisors

Technology Services Palmer, Stephen	Software Engineer	8 years, 2 months of service	08/01/15
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School Nutrition Association (SNA) Certification

Pachappa Elementary School Roberts, Carol R.	Elementary Kitchen Operator	From: Range 9-5 To: Range 10-5	08/01/15
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Temporarily Assigned to a Higher Classification

Business Services Harpster, Gloria	From: Attendance Technician	To: Accounting Technician	05/30/15 – 07/29/15
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Maintenance & Operations Mendoza, David	From: Lead Grounds Maintenance Worker II	To: Grounds Maintenance Supervisor	06/01/15 – 06/12/15
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Monroe Elementary School Robinson, Deanna K.	From: School Office Assistant	To: Elementary School Principal’s Secretary	05/04/15 – 6/12/15 <i>Amendment to 06/22/15 Board</i>
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Voluntary Demotions/Reassignments/Reductions/Transfers

Diaz, Eduardo	From: Riverside Polytechnic High School, Community Assistant – Bilingual, 10 months, 6 hours	To: Pupil Services, Community Assistant – Bilingual, 12 months, 8 hours	07/01/15
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DiBonaventura, Kathleen	From: Chemawa Middle School, Instructional Assistant – Special Education I, 10 months, 5.5 hours	To: Chemawa Middle School, Instructional Assistant – Special Education I, 10 months, 6 hours	05/18/15
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Voluntary Demotions/Reassignments/Reductions/Transfers - Continued

Ramirez, Miguel A.	From: Riverside Polytechnic High School, Cafeteria Worker I, 10 months, 3 hours	To: Highgrove Elementary School, Cafeteria Worker I, 10 months, 3 hours	06/08/15
Spears, Tyshana E.	From: Maintenance & Operations and Frank Augustus Miller Middle School, Custodian, 12 months, 8 hours (4 hours/site)	To: Maintenance & Operations, Custodian, 12 months, 8 hours	07/01/15

NON-CLASSIFIED PERSONNEL

New Hires

Barrett, Brian	Substitute Carpenter	06/11/15
Contreras-Rangel, Griselda	Substitute Attendance Assistant	06/11/15
Holmes, Matthew	Substitute Campus Supervisor	06/11/15
Michels Flores, Darla	Noon Playground Supervisor	06/11/15
Simmonds, Daniel	Substitute Carpenter	06/11/15
Tavarez, Ismael	Substitute Custodian	06/11/15
*Woods, Hollie	Substitute Secretary	06/09/15
Yanes Valladolid, Julmer	Substitute Custodian	06/11/15

**Pursuant to Board Policy #4112.8*

New Hires – **Athletic Coaches

Martin Luther King High School		
Albright, Robert	Basketball/Freshman Assistant	03/11/15
Ruiz, Raul	Baseball/J.V. Assistant	06/10/15
Ramona High School		
McPeace, Stephan	Basketball/Assistant	05/26/15
Norris, Jerry	Softball/J.V. Head	06/10/15
Young, Sara	Color Guard/Captain Head	06/05/15

**The temporary athletic coaches listed above are knowledgeable of the assigned sports and meet the qualifications and competencies required by law.

**Board Meeting Agenda
July 20, 2015**

Topic: Drought Response and Compliance with State and Local Water Agency Reduction Mandates

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

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

Type of Item: Report/Discussion

Short Description: Staff will present a report with the latest information with respect to California's current drought condition, water reduction mandates, RUSD's conservation strategies, and conservation measures under consideration.

DESCRIPTION OF AGENDA ITEM:

On May 29, 2015, the Operations\Board Subcommittee received a report from staff regarding the state's current drought conditions and water reduction mandates. Members were also informed about the District's conservation strategies and conservation measures under consideration. Staff has been in regular contact with Riverside Public Utilities and Western Metropolitan Water District representatives regarding specific water reduction requirements and potential water conservation strategies. Subcommittee members asked staff to present a comprehensive report to the Board of Education.

FISCAL IMPACT: Undetermined.

RECOMMENDATION: This is a report only item. No action is required.

ADDITIONAL MATERIAL: Drought Response and Compliance with State and Local Water Agency Reduction Mandates Presentation.

Attached: Yes

Drought Response and Compliance with State and Local Water Agency Reduction Mandates

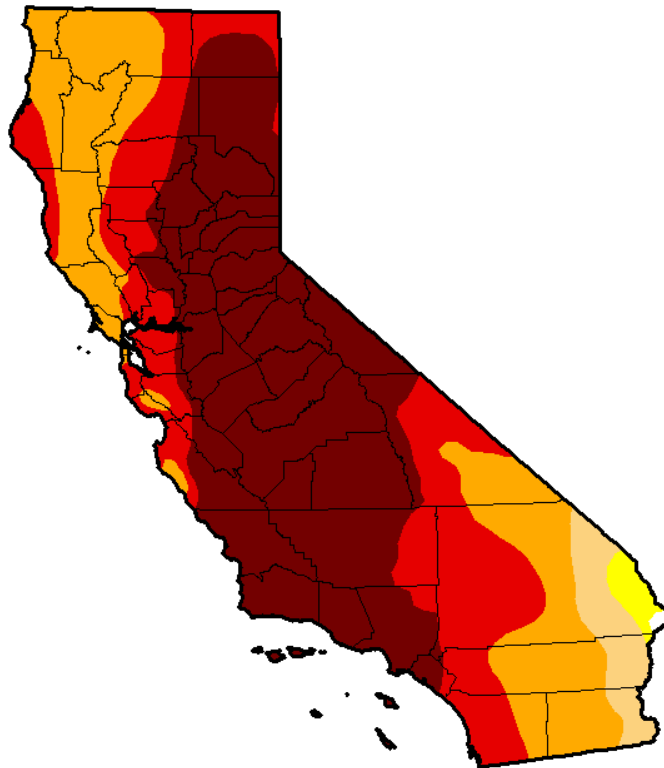
RIVERSIDE UNIFIED SCHOOL DISTRICT
Board of Education Meeting

July 20, 2015

Dr. Kirk Lewis, Assistant Superintendent - Operations

California's Current Drought Conditions

U.S. Drought Monitor California



June 30, 2015

(Released Thursday, Jul. 2, 2015)

Valid 8 a.m. EDT

Drought Conditions (Percent Area)

	None	D0-D4	D1-D4	D2-D4	D3-D4	D4
Current	0.14	99.86	98.71	94.59	71.08	46.73
Last Week <i>6/23/2015</i>	0.14	99.86	98.71	94.59	71.08	46.73
3 Months Ago <i>3/31/2015</i>	0.15	99.85	98.11	93.44	66.60	41.41
Start of Calendar Year <i>12/30/2014</i>	0.00	100.00	98.12	94.34	77.94	32.21
Start of Water Year <i>8/30/2014</i>	0.00	100.00	100.00	95.04	81.92	58.41
One Year Ago <i>7/1/2014</i>	0.00	100.00	100.00	100.00	78.97	36.46

Intensity:

- D0 Abnormally Dry
- D1 Moderate Drought
- D2 Severe Drought
- D3 Extreme Drought
- D4 Exceptional Drought

The Drought Monitor focuses on broad-scale conditions. Local conditions may vary. See accompanying text summary for forecast statements.

Author:

Brian Fuchs
National Drought Mitigation Center



<http://droughtmonitor.unl.edu/>

California State Water Reduction Mandate

Governor's Executive Order (Apr 1, 2015)

- Statewide 25% reduction in water use from 2013
- Commercial, Industrial, Institutional reductions
- Consistent with reduction targets of water supplier
- Prohibit turf irrigation in public medians
- Prohibit conventional irrigation in new construction
- Drip or microspray irrigation
- Direct suppliers develop conservation rate structures
- Monthly reporting use, conservation & enforcement
- In effect May 2015 – Feb 28, 2016

Riverside Public Utilities Water Reduction Mandate

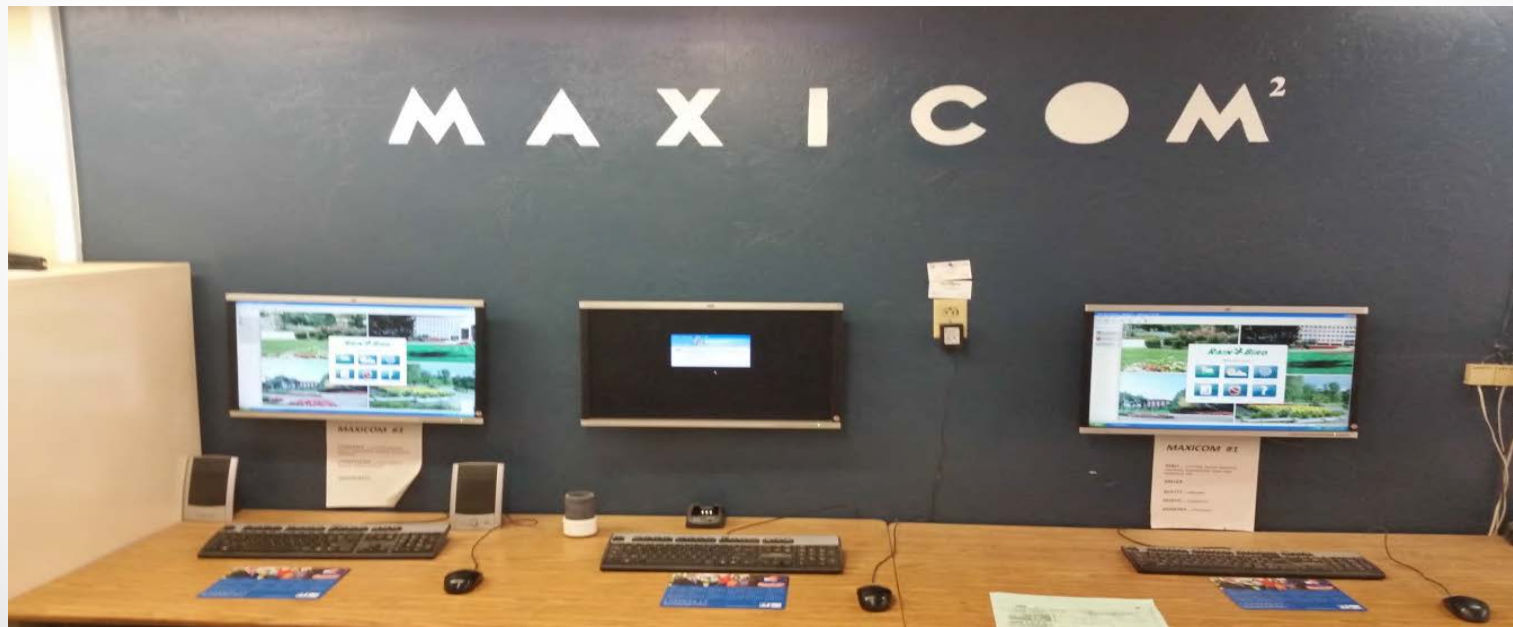
- RPU is requiring a 28% reduction in water use throughout its service area based on 2013 benchmarks
- RUSD had the highest reduction in water use (14%) as an organization in the RPU service area for 2014/15
- As a result, RUSD only needs to make up the difference of 14% reduction to meet the RPU mandate for 2015/16

Western Municipal Water District is Implementing a Reduction of 30% Irrigation and 10% Potable Water Use

- RUSD has 10 sites that receive water from WMWD. Lake Mathews, Woodcrest, Miller, Twain, Rivera, Earhart, Franklin, Kennedy, King and Taft.
- King , Miller and Twain use reclaimed water and are currently exempt from the water reduction mandates.

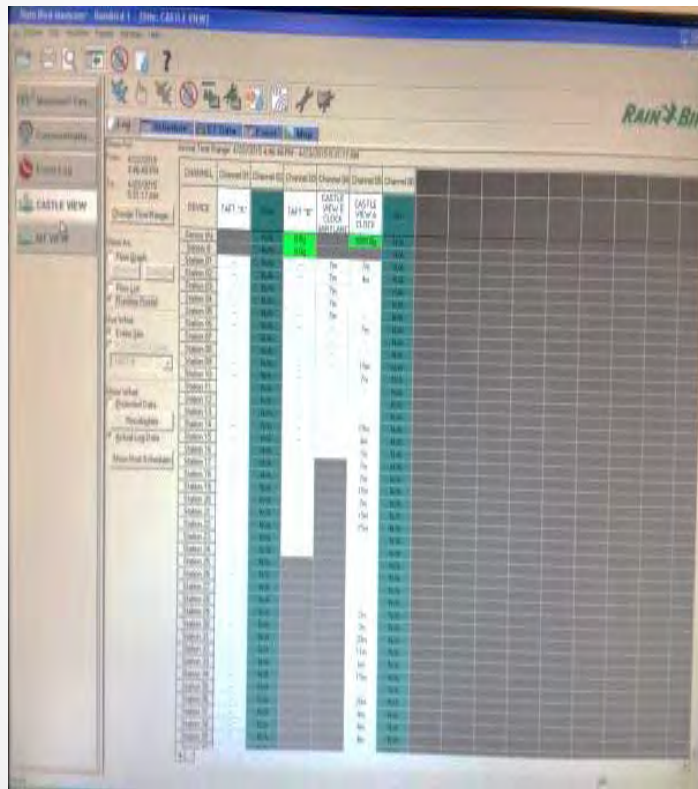
How has the Greenscape Department Addressed Water Conservation?

- Managing Irrigation Water from Central Irrigation Computers & Smart Controllers



Evapotranspiration Software

(Automatically schedules daily irrigation based on estimated data from the RUSD weather station)



Have Begun to Convert Planters from Spray to Drip Systems



Beginning to Install Artificial Turf in Small High Traffic Areas



Installing Subterranean Irrigation

(Irrigation water never reaches the atmosphere and is applied directly to the root zone - saving up to 30%)



What Impact will an Additional 14% Reduction Have on District Landscapes?

High use and direct sun exposed areas will have the greatest difficulty maintaining turf and plant life. We can expect stressed \ dry turf conditions.



What Impact will a 40% WMWD Reduction (30% Irrigation – 10% Potable) have on RUSD Sites

Percentage of Total Landscaped Areas (Sq. Ft.)

	Turf Areas	Planters	Athletic Fields
• Lake Mathews	24,849 -10%	53,894 -19%	194,264 -71%
• Earhart	59,660 -13%	42,141 - 9%	361,080 -78%
• Woodcrest	40,300 -16%	74,940 -31%	129,600 -53%
• Rivera	27,271 -10%	43,714 -17%	195,500 -73%
• Franklin	48,439 -29%	38,851 -23%	81,864 -48%
• Kennedy	34,528 -22%	29,050 -19%	92,344 -59%
• Taft	42,727 -18%	97,310 -36%	111,626 -46%

Lake Mathew Elementary School



Earhart Middle School



Current Actions

- Implemented an initial 10% RPU and 20% WMWD water reduction on ornamental turf areas
- Initiated a 50% reduction on athletic fields and playgrounds during the summer
- Begun to initiate custom irrigation schedules to “stress level” turf conditions
- Developing landscape modifications plans for each site

Current Actions (cont.)

- Diligently monitoring conditions at the irrigation zone level and applying adjustments as appropriate
- Evaluating and comparing monthly water consumption data of meters, Maxicom, and utility bills
- Installed water conservation signage and stickers



Additional Water Conservation Recommendations

- Strategic elimination of low priority ornamental turf areas
- Strategic play field reduction
- Encourage behavioral modifications of staff and students
 - Informational campaign about drought conditions and water conservation strategies
 - Encourage staff and students to eliminate the inefficient use of tap water
- Continue pursuing rebates for water wise landscapes – artificial turf, in-line flow restrictors, and high efficiency toilets

Additional Water Conservation Recommendations (cont.)

- Convert all planter areas to drip irrigation
- Expand installation of artificial turf in small high traffic areas
- Automate manual irrigation systems
- Continue pursuing reclaimed water
- Install low-flow toilet fixtures
 - Current 3.5 gpf to Low-flow 2.4 gpf with a potential savings of over 32 million gals. per year
- Reduce pool evaporation and 'backwashing'

Questions or Comments?

**Board Meeting Agenda
July 20, 2015**

Topic: Potential Use for Cleveland and Myers Property

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

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

Type of Item: Report/Discussion

Short Description: Staff will present a proposal for the potential use of the Cleveland and Myers property.

DESCRIPTION OF AGENDA ITEM:

On May 29, 2015, the Board Operations Subcommittee received information from staff regarding a proposal for the potential use for the Cleveland and Myers property for farming produce that would potentially provide produce for the Nutrition Services operation. Information was also provided about the tour of the Incredible Edible Farm at the Former El Toro Marine Airfield, operated by A.G. Kawamura, former California Secretary of Food and Agriculture. A letter of termination of the lease has been sent to the current tenant and initial conversation has been held with Mr. Kawamura regarding an agreement to farm the property and to provide student field trip opportunities.

FISCAL IMPACT: Unknown.

RECOMMENDATION: This is a report only item. No action is required.

ADDITIONAL MATERIAL: Potential Use of Cleveland and Myers Property Presentation.

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

POTENTIAL USE OF CLEVELAND AND MYERS PROPERTY

July 20, 2015
Board of Education Meeting

Kirk R. Lewis, Assistant Superintendent - Operations

Cleveland & Myers (20 ac.) Site



FARM OPTION

- May 11th -Tour of A.G. Kawamura's operation on the former El Toro Marine Base
Chris MacArthur, Joyce Jong (City of Riverside - GrowRiverside), Anthony Donaldson (CBU), Lisa Ciranna (Ramona High School Culinary Instructor), Rodney Taylor, Patricia Lock-Dawson, Kirk Lewis
- Arthur Gen "A.G." Kawamura is the former Secretary of the California Department of Food and Agriculture who now operates and specializes in farming on small parcels (20-40 acres) – typically “in-fill” areas on leased property.
- A.G. believes our Cleveland and Myers property would be an excellent location and that a cooperative relationship with RUSD and Nutrition Services' operation would be an exciting opportunity worth exploring.
- This concept will support the GrowRiverside initiative and could be an excellent source of local produce for Nutritional Services.
- A letter of termination of the lease has been sent to the current tenant and initial conversations have been held with A.G. regarding an agreement to farm the property and to provide student field trip opportunities.

A.G. Kawamura



200 Acres of green beans on a converted golf course at the Great Park in Orange County



Cucumber field he is growing next to the I-405 Freeway in Irvine, California

QUESTIONS?

**Board Meeting Agenda
July 20, 2015**

- Topic: Disclosure of Six Memorandums 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 Six Memorandums of Understanding for employees represented by the Riverside City Teachers Association.

DESCRIPTION OF AGENDA ITEM:

The District has reached Memorandums Of Understanding (MOU) with one of its collective bargaining units, the Riverside City Teachers Association (RCTA) representing certificated employees. The agreement is documented as 1) Memorandum of Understanding dated May 13, 2015, Elective Rotation at Frank Augustus Miller Middle School, 2) Memorandum of Understanding dated June 11, 2015, Common Core Staff Development Specialist, 3) Memorandum of Understanding dated June 11, 2015, Teacher On Special Assignment, 4) Memorandum of Understanding dated July 1, 2015, Faculty Members at Liberty Elementary School, 5) Memorandum of Understanding dated July 1, 2015, Faculty Members at Riverside STEM Academy High School, and 6) Memorandum of Understanding dated July 1, 2015, Staff Development Specialist work year calendar. The Memorandums of Understanding are the result of the collective bargaining process that began in September 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.”

FISCAL IMPACT: None

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

ADDITIONAL MATERIAL: Memorandums of Understanding dated May 13, 2015, June 11, 2015, and July 1, 2015.

Attached: Yes

Riverside Unified School District
And
Riverside City Teachers Association
May 13, 2015

The Riverside Unified School District (RUSD) and the Riverside City Teachers Association (RCTA) enter into the provisions of this Memorandum of Understanding (MOU) to specifically address the Elective Rotation at Frank Augustus Miller Middle School for the 2015-2016 school year.

It is understood by both parties that Frank Augustus Miller desires to continue their practice of implementing an A/B week electives rotation schedule. In this rotation, students are simultaneously enrolled in a pair of one- semester elective classes that are taught during the two semesters of the school year. The majority of the paired classes include a foreign language class with a VAPA class.

- Students attend the "A" week class one week and the "B" week class the next week and follow this rotation pattern for the duration of the school year.
- Students attend each class for a total of 18 weeks (one semester in total) which is spread across the school year.
- During the course of a week, elective teachers only teach 25 sections and only have contact with a maximum, of 175 students.
- Each rotation elective class is worth 2.5 units per semester.
- When the total GPA is calculated in AERIES, both elective classes combined equal 5.0 units and the GPA is calculated accordingly.

FOREIGN LANGUAGE ROTATION CLASSES

Currently FAMMS offers the following foreign language classes:

- o **Spanish 1 Rotation:** students complete the Spanish 1 curriculum spread over their 7th and 8th grade years and earn high school credit
- o **Intro to Spanish Rotation:** no high school credit

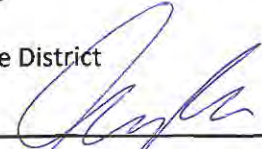
VAPA ROTATION Classes

Currently FAMMS offers the following VAPA classes:

- o Piano Lab Rotation
- o Art Rotation
- o Choir
- o Technology

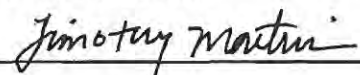
Agree:

For the District



Date: 06-11-15

For the Association



Date: 06-11-15

Cc: Mike Fine
Susan Mills
Tim Martin
Payroll

RIVERSIDE UNIFIED SCHOOL DISTRICT

And

RIVERSIDE CITY TEACHERS ASSOCIATION

Re: Common Core Staff Development Specialist Site Assignment

June 11, 2015

The Riverside Unified School District (District) and Riverside City Teachers Association (RCTA) agree to:

- The assigned Common Core Staff Development Specialists for the 2015-2016 school year will be allowed to return to the site were assigned prior to becoming a Common Core Staff Development Specialist for the 2016-2017 school year .
- The District will place a Temporary Contracted (44909) teacher at their prior site based on their categorically funded position as a Common Core Staff Development Specialist. This will allow them to return to the site they were previously assigned to for the 2016-2017 school year.
- This agreement shall remain in place for the 2015-2016 school year.
- The work year calendar for the Common Core Staff Development Specialists shall be the teacher agreed upon number of work days and by mutual agreement they shall work a flexible work year in order to provide trainings and be available before the commencement of the student school year as well as after the conclusion of the student school year which is the current teacher contract year.
- The bargaining unit member must submit his/her proposed modified work year calendar to their immediate supervisor, in writing, by July 1 of each year. The structure of the modified work year calendar shall be by mutual agreement between the employee and the District.

Agree:

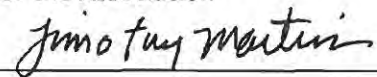
For the District



Date:

6-11-15

For the Association



Date:

06.11.15

Cc: Mike Fine
Susan Mills
Tim Martin
Payroll

RIVERSIDE UNIFIED SCHOOL DISTRICT

AND

RIVERSIDE CITY TEACHERS ASSOCIATION

Re: Teacher on Special Assignment, Special Projects


The Riverside Unified School District (District) and Riverside City Teachers Association (RCTA) agree to:

1. The work year calendar for the two Teacher On Special Assignment, (TOSA) Special Projects shall be the teacher agreed upon number of work days and by mutual agreement they shall work a flexible work year in order to provide trainings and be available before the commencement of the student school year as well as after the conclusion of the student school year which is the current teacher contract year.
2. The bargaining unit member must submit his/her proposed modified work year calendar to their immediate supervisor, in writing, by July 1 of each year. The structure of the modified work year calendar shall be by mutual agreement between the employee and the District.
3. This agreement shall remain in place for the 2015/2016 and 2016/2017 school years.

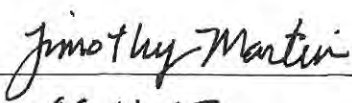
AGREE:

For the District

For the Association



Date: 06-11-15



Date: 06.11.15

RIVERSIDE UNIFIED SCHOOL DISTRICT
And
RIVERSIDE CITY TEACHERS ASSOCIATION
Liberty Elementary School Change in PD Day Rotation
July 1, 2015

Riverside Unified School District (District) and Riverside City Teachers Association (RCTA) agree to:

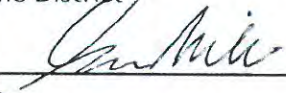
As a result of approval from the faculty members at Liberty Elementary, the Riverside City Teachers Association and the Riverside Unified School District mutually agree to the following change in Professional Development and Teacher Work Day calendar for the 2015-2016 school year:

- August 18th work day designated for each school site as the Article X, Section 1.
- August 19th and August 21st will be Liberty's professional development days for instructional technology (August 19th), and site staff collaboration time (August 21st) agreed to by the district and RCTA.
- August 20th work day designated for each school site as the under Article X, Section 1.

This agreement is not intended to establish a precedent or to modify the bargaining unit agreement in any way, without the consent of both parties.

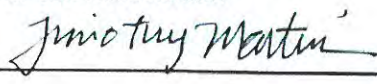
Agree:

For the District



Date: 05-26-15

For the Association



Date: 05.26.15

Cc: Mike Fine
Susan Mills
Tim Martin
Payroll

RIVERSIDE UNIFIED SCHOOL DISTRICT
And
RIVERSIDE CITY TEACHERS ASSOCIATION
Regarding Riverside STEM Academy High School Block Scheduling
July 1, 2015

Riverside Unified School District (District) and Riverside City Teachers Association (RCTA) agree to:

As a result of approval from the faculty members at Riverside STEM Academy High School, the Riverside City Teachers Association and the Riverside Unified School District mutually agree to the implementation of a Modified Block Schedule commencing with the 2015-2016 school year. The parties agree to meet and review the effectiveness of the Modified Block Schedule at the end of the initial school year.

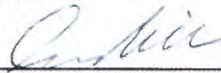
The parties agree that the implementation of the Modified Block Schedule shall not increase the length of the teacher workday, work year or modify the class size provisions contained in the collective bargaining agreement. The teachers will have a conference period every other day versus every day based on this Modified Block Schedule.

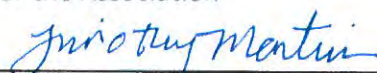
This agreement only applies to the Modified Block Schedule proposed for Riverside STEM Academy High School. This agreement is not intended to establish a precedent or to modify the bargaining unit agreement in any way, without the consent of both parties.

Agree:

For the District

For the Association





Date: 5-26-15

Date: 05.26.15

Cc: Mike Fine
Susan Mills
Tim Martin
Payroll

RIVERSIDE UNIFIED SCHOOL DISTRICT

And

RIVERSIDE CITY TEACHERS ASSOCIATION

Re: Staff Development Specialist

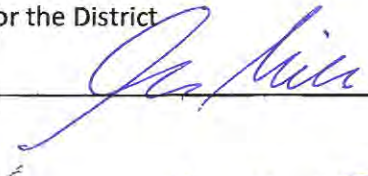
July 1, 2015

The Riverside Unified School District (District) and Riverside City Teachers Association (RCTA) agree to:

1. The work year calendar for Staff Development Specialists shall be the same number of days as classroom teachers. Staff Development Specialists shall have a flexible work year in order to conduct trainings during the summer.
2. The Staff Development Specialists must submit their proposed modified work year calendars to their immediate supervisors, in writing, by May 1st of each year. The structure of the modified work year calendar shall be by mutual agreement between the employees and their immediate supervisors.
3. This agreement shall remain in place for the 2015/2016 school year.

Agree:

For the District



Date:

6-11-15

For the Association



Date:

06.11.15

Cc: Mike Fine
Susan Mills
Tim Martin
Payroll

Board Study Session Agenda
July 20, 2015

Topic: Personalized Learning Update

Presented by: Renee Hill, Assistant Superintendent, Instructional Support

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

Type of Item: Report/Discussion

Short Description: Staff will provide a status report on the progress of Personalized Learning within Riverside Unified School District.

DESCRIPTION OF AGENDA ITEM:

Renee Hill, Assistant Superintendent, Instructional Support, will report on the progress of Personalized Learning in Riverside Unified School District. This information will include a timeline of actions beginning in 2013 through the awarding of additional grant monies in 2015. The report also includes the current status of our first cohort of five schools, a second cohort of three schools, details of the new grant, additional opportunities for growth, and an overview of the 5 Design Criteria that are a hallmark of RUSD Personalized Learning.

- Learner Profiles
- Personalized Learning Plans
- Competency Based Advancement
- Flexible Environments
- Socially Engaged Contributors

FISCAL IMPACT: Granted \$2.9 million over 2 years

RECOMMENDATION: Report only. No action is requested.

ADDITIONAL MATERIAL:

PowerPoint presentation

Attached:

Personalized Learning Update

July 20, 2015

Presented by:
Assistant Superintendent
Renee Hill



What is Personalized Learning?

“RUSD prepares students to become purposeful contributors to a global society through learning experiences that promote student ownership of the path and pace of their education.”

- Learner Profiles
- Personalized Learning Plans
- Competency Based Advancement
- Flexible Environments
- Socially Engaged Contributors

Personalized Learning Timeline

	2013-2014 Phase I	2014-2015 Phase II	2015-2016 Phase III
BMGF	District Committee Developed	5 Pilot Schools: Hawthorne, Liberty, Gage, Sierra, Uni 6 Working Groups Named Talent and Curriculum Groups Plan	5 School Launch Talent & Curriculum Committees Convene Additional Working Groups Plan
RUSD	Ramona Digital HS RVS Technology Integration	Explore-On-Your-Own Schools Online Courses Credit Recovery Digital Citizenship & Literacy	3 Pilot Schools: Arlington, Poly, Monroe Explore-On-Your-Own Schools

2015-16: Five Schools Launch

Hawthorne ES

Teacher led model based on their ArTech grant, adding learner profiles, goal setting and individualized paths.

Liberty ES

Combines No Excuses University principles with makerspaces (green room, garden, and Lego/LittleBits).

Gage MS

Supports growth mindset. Embeds site practice of essential questions.

Sierra MS

Flex schedule time with profiles supported through Career Cruising.

University MS

Designs learning paths, modeled on behavior plan implementation.

Grant Details

- \$ 2.9 million over two years
- 8.6 FTE for two years to support PL
 - Project Managers, Instructional Coaches, Staff Developers
- Release time to collaborate and develop
- Work with Consultants
- Professional Development
- Visit events in other Gate's districts and host them at sites and December Summit

Considerations

- Visits to Denver, Dallas, Henry County, Lake County, and Pinellas County
- Host Personalized Learning Summit
 - December 10-11
- Pilot classes will take pre- post-tests in fall and spring, one hour each reading and math
(Northwest Evaluation Association's Measures of Academic Progress)
- Research interviews throughout grant

Board Input and Comments



RUSD Custom Schools: 5 Design Criteria

Learner profiles: Profiles identify strengths, gaps, development areas, interests, and aspirations. They are aggregated from all activities of the user, and are a tool for goal setting and advising.

Personalized learning plans: Learning plans are constructed in collaboration with learners, peers and educators to provide a set of activities that fit the interests and development needs of every student.

Competency Based Advancement: Learning is continuously evaluated and progress is based on educator input and individual readiness, not on seat time or age cohort.

Flexible environments: All components of the learning environment (teacher time, instructional delivery, physical plant, learning resources, assessments, etc.) are adapted to most effectively support student competency.

Socially engaged contributors: Students are active contributors to other's learning as well as their own and contribute positively to family (given or chosen), community, nation, and world.



RUSD Custom Schools

implementing personalized learning

Cohort 1 – Fall 2015 Launch

- Hawthorne Elementary
- Liberty Elementary
- Gage Middle
- Sierra Middle
- University Heights Middle

Cohort 2 – Pilot in 2015 - 16

- Monroe Elementary
- Arlington High School
- Riverside Poly High School



**Board Meeting Agenda
July 20, 2015**

Topic: Approval of Memorandum of Understanding between Riverside Unified School District and Encore Education Corporation d/b/a Encore School for the Arts - Riverside

Presented by: Gloria Cowder, Director, Program Development and Extended Learning

Responsible

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

Type of Item: Action

Short Description: Memorandum of Understanding between Riverside Unified School District and Encore Education Corporation d/b/a Encore School for the Arts - Riverside

DESCRIPTION OF AGENDA ITEM:

The Charter Schools Act of 1992 provides for the establishment and operation of publicly funded charter schools in the State of California. Petitioners for Encore Education Corporation d/b/a Encore High School for the Arts - Riverside (“Encore”) submitted a charter petition on October 17, 2014.

The Riverside Unified School District (“RUSD”) Board of Education (the “Board”) held a public hearing on the provisions of the Charter Petition on November 17, 2014, as required by law.

On December 8, 2014, the Board of Education granted the Charter Petition for the establishment of Encore High School for the Arts - Riverside.

As part of its approval, the Board requested staff to negotiate, and bring back for approval prior to Encore’s commencement of operations, a Memorandum of Understanding (“MOU”) between RUSD and Encore. The purpose of the MOU is to clarify areas of operation, which include, but are not limited to: special education, student discipline, facilities, fiscal operations, insurance, and indemnification.

In response to the Board’s request, and in advance of Encore’s scheduled first day of school (August 27, 2015), staff is presenting the attached MOU for approval. The MOU addresses the outstanding concerns of staff and the Board regarding Encore’s proposed operations.

FISCAL IMPACT: Loss of Average Daily Attendance (“ADA”) for approximately one hundred thirty-three (133) students in Year 1. Encore-enrolled middle school students will result in a loss of \$6,543/student and high school students will result in a loss of \$6,735/student, which will be offset in part by potentially lower staffing costs. The amount of loss revenue will vary from year-to-year, depending on the charter ADA.

RECOMMENDATION: It is recommended that the Board of Education approve the Memorandum of Understanding between Riverside Unified School District and Encore Education Corporation d/b/a Encore High School for the Arts - Riverside

ADDITIONAL MATERIAL: Memorandum of Understanding between Riverside Unified School District and Encore Education Corporation d/b/a Encore High School for the Arts - Riverside

Attached: Yes



MEMORANDUM OF UNDERSTANDING

Between
Riverside Unified School District
And
Encore Education Corporation
d/b/a Encore High School for the Arts - Riverside

July 20, 2015

This Memorandum of Understanding (“MOU”) is made and entered into as of the 1st day of June, 2015 by and between the Riverside Unified School District (“RUSD”), and Encore Education Corporation d/b/a Encore High School for the Arts - Riverside (“ENCORE”). Hereinafter, RUSD and ENCORE shall be collectively referred to as “the Parties.”

SECTION I: PURPOSE

The State of California enacted the Charter Schools Act of 1992 (hereinafter “the Act”) authorizing the creation of charter schools with the intent that schools improve student learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents, and performance-based accountability.

The Act authorizes school districts to grant charter petitions under specified circumstances. On December 8, 2014, RUSD granted a charter petition for the operation of ENCORE (“Charter”) for a five-year period beginning July 1, 2015 through June 30, 2020, pursuant to the Act, and by doing so, is the chartering authority of ENCORE.

The fundamental interest of RUSD is to be reasonably assured that ENCORE is:

- Implementing the provisions of the Charter as approved;
- Obeying all requirements of federal, state, and local law that apply to ENCORE;
- Being operated prudently in all respects;
- Providing a sound education for all of its students.

The Parties recognize that there are matters related to the operation of ENCORE, and to the effective oversight of ENCORE, which go beyond the provisions included in the Charter. RUSD also acknowledges that the general operation of ENCORE is appropriately carried out by the faculty and staff of ENCORE. This MOU is intended to address those matters that have not been covered in the Charter and to provide guidance on the oversight policies and procedures of RUSD. Further, this MOU is intended to outline the Parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationships.

SECTION II: TERM

This MOU, provided it is fully executed by all Parties, shall cover the term of the Charter: five (5) fiscal years commencing on July 1, 2015, and ending on June 30, 2020. This MOU is subject to termination during the term as specified by law or as otherwise set forth in this MOU.

Any modification of this MOU must be in writing and executed by duly authorized representatives of both Parties.

- a) The duly authorized representatives of ENCORE are the governing board president or Chief Executive Officer or designee.
- b) The duly authorized representative of RUSD is the Riverside Unified School District's Superintendent or designee. For purposes of material amendments to the charter, such amendments may only be made upon the approval of ENCORE's governing board, and take effect only if approved by the Riverside Unified School District Board of Education (hereinafter "RUSD Board of Education").

This MOU shall be reviewed at least annually, and may be amended or augmented by addendum at any time with mutual agreement. This MOU (including any addenda) shall automatically expire if ENCORE becomes non-operational.

SECTION III: TERM OF CHARTER / RENEWAL

ENCORE is a public school that shall operate pursuant to the approved Charter and any conditions imposed by the RUSD Board of Education as part of that approval. The Charter is approved for a five-year term commencing July 1, 2015 and ending June 30, 2020, subject to termination or revocation pursuant to law. Prior to the end of the five-year term, ENCORE may seek a renewal of the Charter by submitting a renewal charter petition to RUSD at least six (6) months prior to the expiration of the Charter term. ENCORE may only seek renewal of its Charter after concluding its fourth school year of operation.

SECTION IV: TRANSPARENCY

At all times it is operational, ENCORE will have the following information posted on the Internet and will update the posting as quickly as possible whenever the information changes:

- ✓ Phone numbers and e-mail addresses for ENCORE's principal contacts;
- ✓ Parent/Student Handbook;
- ✓ School calendar and bell schedule;
- ✓ Student Discipline Policies;
- ✓ Statement regarding non-sectarian, in its programs, admissions policies, employment practices and all other operations;
- ✓ Procedures for application, the public random drawing, enrollment, and admission;
- ✓ Evidence of public random drawing preferences consistent with the charter petition;
- ✓ Descriptions of outreach and recruitment activities that have been conducted to ENCORE target population;
- ✓ School Health and Safety Plan, as approved by RUSD;
- ✓ ENCORE governing board adopted policies, meeting agendas and minutes;

- ✓ Articles of Incorporation;
- ✓ Bylaws approved by the ENCORE governing board;
- ✓ Roster and biographies of current governing board members;
- ✓ Annual calendar of governing board meetings;
- ✓ Information concerning the rights of parents and guardians under the federal No Child Left Behind (NCLB) and the Family Educational Rights and Privacy Acts (FERPA).

ENCORE governing board adopted policies, meeting agendas and minutes will be in compliance with the Ralph M. Brown Open Meetings Act (Government Code Section 54950 *et seq.*).

School Accountability Report Card (SARC): On, or before, April 30 of each year, ENCORE will post its SARC on School website.

SECTION V: EDUCATIONAL PERFORMANCE

A Student Learning Plan (SLP) is required to be submitted to RUSD by October 15 in any year of operation, starting in Year 2 (July 1, 2016), if ENCORE fails to meet academic Schoolwide Outcomes as detailed in the Charter. The SLP will reflect specific goals and intentional actions ENCORE will take to improve student academic achievement and ensure that stated Schoolwide Outcomes are realized. The SLP will assist RUSD in making the determination that the school is on track to meet its student achievement targets.

SECTION VI: UPDATES TO RUSD BOARD OF EDUCATION

In addition to the ENCORE Leadership Academy Annual Report required by the Charter, ENCORE will present updates to the RUSD Board of Education, up to twice per school year, in the fall and spring, based on the RUSD Board of Education meeting calendar.

Updates are to include:

1st Annual Board Meeting

- Starting Enrollment
- Student Outcomes
- New Programs
- Financial Update
- Charter Highlights
- Status of New Initiatives

2nd Annual Board Meeting

- Ending Enrollment
- Participation in the Smarter Balanced Assessment Consortium (SBAC)
- Report on successes/challenges of programs
- Financial Update
- Charter Highlights
- New initiatives considered for next school year

At the discretion of RUSD, ENCORE may be requested to present additional updates and or reports during the year.

SECTION VII: FACILITIES / SITE VISIT

During the term of this MOU, ENCORE will be located at 3460 Orange Street in Riverside, California (“Site”). Any proposed change in location, or the addition of facilities or any kind, including resource centers, must be submitted to RUSD in advance of securing use of such location(s), and may require RUSD Board approval as a material revision under Education Code Section 47607 prior to use.

ENCORE shall ensure that the Site and any facilities to be used by ENCORE students and/or staff are compliant with applicable state and local building and safety codes, and that all required governmental approvals are obtained prior to the commencement of instruction or activities on the Site. In addition, ENCORE shall provide staff supervision of students walking or otherwise traveling between the Site and other locations during the school day or for school/afterschool activities.

RUSD will conduct at least one (1) scheduled site visit annually. The primary focus of the visit will be on student learning and fulfillment of the terms of the Charter.

The Site visit may include review of the facility, review of records maintained by ENCORE, interviews with the Chief Executive Officer, staff, and parents, and observation of instruction in the classroom. The evaluations for each year are one component of oversight that constitutes the basis upon which a renewal decision will be made at the end of the term of the charter. Any deficiencies will be reviewed with School administration. RUSD reserves the right to make unannounced visits to ENCORE.

SECTION VIII: SPECIAL EDUCATION SERVICES

LEA Designation. ENCORE shall be its own local educational agency (“LEA”), pursuant to Education Code Section 47641(a), and hold membership in a special education local plan area (“SELPA”) approved by the State Board of Education, for the purposes of compliance with federal law and for eligibility for federal and state special education funds. ENCORE has confirmed its membership in the Desert Mountain Charter SELPA prior to the commencement of instruction. ENCORE shall inform RUSD in writing if it appears it may either lose membership in the Desert Mountain Charter SELPA, or may change to another SELPA.

Identifying, Assessing, and Serving Students. ENCORE shall be solely responsible for identifying, assessing, and serving all students with disabilities who enroll in ENCORE, whether directly, through its SELPA, or by contracting with qualified service providers, and complying with the Individuals with Disabilities Education Act and implementing regulations. ENCORE shall be fully responsible for the costs of providing special education services to students enrolled in ENCORE, and shall receive and retain all state and federal special education revenues generated by students attending ENCORE. ENCORE shall not deny enrollment of any student, or advise against enrollment, as a result of the student’s disability, including but not limited to ENCORE’s inability to properly serve that child. ENCORE shall provide RUSD with a contact for special education purposes. ENCORE agrees that it will be responsive to any requests or inquiries made by RUSD with respect to its special education program, and will share any records, including student records, upon request.

Legal or Administrative Proceedings. ENCORE shall promptly notify RUSD of any special education due process filings, or other legal or administrative complaints or proceedings in which ENCORE and/or RUSD is a party relating to students with disabilities and/or its special education program. ENCORE shall be fully responsible for its own representation in any special education due process complaints, California Department of Education (CDE) compliance complaints, U.S. Department of Education Office of Civil Rights (OCR) complaints, or other administrative or legal proceedings, and shall be fully liable for any resulting decisions, orders, and/or judgments.

Indemnification. ENCORE shall indemnify, defend upon request, and hold harmless RUSD, its officers, officials, employees and agents, from and against any and all liability, costs, complaints and claims arising from acts or omissions of ENCORE, its directors, officers, employees or agents, related to the provision of special education services to students enrolled, or seeking to enroll, in ENCORE. This includes, but is not limited to: a failure of a staff member of ENCORE to follow the policies and procedures of the SELPA and/or RUSD, and/or a failure of a staff member of ENCORE to adhere to the requirements of the Individuals with Disabilities Education Act (IDEA) or of this MOU. This indemnification shall include the legal defense of RUSD and its officers, officials, employees and agents against special education due process hearing requests and/or complaints to state or federal agencies. ENCORE shall also indemnify RUSD against any remedies or damages, including compensatory education, reimbursement, and/or money damages that may be awarded or agreed to, for ENCORE's failure to provide appropriate and/or compliant special education and related services. This indemnification is in addition to, and does not replace, any indemnification rights or obligations contained in ENCORE's approved Charter, this MOU, or in other MOUs or agreements between the Parties. For purposes of this paragraph, "ENCORE" also means the "Corporation."

SECTION IX: STUDENT DISCIPLINE

ENCORE shall revise its Charter to incorporate by reference, and attach as an exhibit, RUSD's Suspension/ Expulsion Board Policy and Administrative Regulation No. 5144.1 as the policy and procedure it will follow when considering the suspension and/or expulsion of students. The Charter shall also be revised to specify when a dismissal (not expulsion) process will be applied, and the specific due process that will be afforded to students prior to dismissal. These revisions must be made, and acceptable to the District Superintendent or designee, prior to commencing operations.

SECTION X: HOMELESS EDUCATION

ENCORE understands that it is required to comply with all applicable provisions of the federal McKinney-Vento Homeless Assistance Act and implementing regulations in order to assist homeless children and youth in accessing public education. This could require, among other things, transportation services.

SECTION XI: INDEPENDENT STUDY

ENCORE may, on a case-by-case basis, use short-term independent study contracts for students who receive prior approval for absences due to travel or extended illness of five or more days in duration. Any such independent study will be limited to occasional, incidental instances of extended absences, and must be fully compliant with all independent study statutes and regulations applicable to charter schools.

SECTION XII: SUPERVISORY OVERSIGHT

RUSD is responsible for providing supervisory oversight as set forth in Education Code Section 47604.22. The costs for these duties shall be funded with the supervisorial oversight fees collected pursuant to Education Code Section 47613. RUSD will estimate the supervisory oversight fee due to RUSD and will withhold that amount from the in-lieu property tax revenue

due to ENCORE under Education Code Section 47635. RUSD will make necessary adjustments at year-end, within sixty (60) days of available unaudited actuals.

SECTION XIII: CONTRACTING FOR ADDITIONAL SERVICES

ENCORE may choose to contract with RUSD for additional services not provided as part of regular supervisory oversight. These additional services may include, but not be limited to, food services, fingerprinting and criminal background checks, and professional development, based upon the terms and conditions set forth in any separate agreement entered into between the Parties for such services.

SECTION XIV: GOVERNANCE/ POLITICAL REFORM ACT / CONFLICTS OF INTEREST / OPEN MEETINGS

ENCORE is operated by Encore Education Corporation (“Corporation”), the corporate purpose of which is to develop and operate educational programs in the state of California with arts enhancement. The Corporation currently operates, or plans to operate, one or more existing or proposed charter schools, an arts university, and other organizations and/or projects and property holdings. ENCORE and the Corporation, its board members, and administrators shall ensure that all public funds apportioned to ENCORE for its operations, as well as all private funds donated to ENCORE charter school, or to the Corporation for the benefit of ENCORE charter school, shall be used solely for the purpose and benefit of the students enrolled at ENCORE charter school. Such funds shall not be commingled with, or used to supplement or finance, other schools, programs, or assets of the Corporation and/or its subsidiaries. ENCORE shall develop, and make available to RUSD upon request, fiscal and accounting policies, procedures and/or protocols designed to safeguard ENCORE funds from commingling, or improper use or lending, including, but not limited to, protocols for approving expenditures and for accepting donations.

ENCORE acknowledges and agrees that it will be responsible for complying with the provisions of the Political Reform Act, Government Code Section 81000 *et seq.* and Fair Political Practices Commission implementing regulations, Title 2, California Code of Regulations, Section 18110 *et seq.* This includes specific disclosure and disqualification requirements. This legal requirement exists independent from, and in addition to, any conflicts of interests requirements specifically set forth in the Charter. In addition, ENCORE will comply with Government Code § 1090 *et seq.* prohibiting self-dealing in contracts. At least annually, the ENCORE governing board and management shall receive conflicts of interest training from legal counsel experienced in that area.

In addition, ENCORE acknowledges and agrees that it will be responsible for complying with the provisions of the Ralph M. Brown Act, Government Code Section 54650 *et seq.*, to ensure that its meetings are properly noticed, open, and public, subject to limited exceptions specified in the act. At least annually, the ENCORE governing board and management shall receive Brown Act compliance training from legal counsel experienced in that area.

SECTION XV: PUBLIC RECORDS ACT

ENCORE will comply with the provisions of the California Public Records Act, Government Code Section 6250 *et seq.*, with respect to any records maintained by or for the Charter School.

SECTION XVI: INSURANCE

ENCORE will maintain, at its own expense, its own insurance policies for the operation of the charter school, consistent with the approved charter. Policy types and amounts will be at least commensurate with the recommendations of amounts and types determined by RUSD’s insurer for a school of similar type and size in the area, and shall be subject to approval by the RUSD Superintendent or designee. This includes, but is not limited to, General Liability Insurance, Automobile Insurance to the extent applicable, and Workers’ Compensation in the amounts required by law.

Additional insurance may also be obtained by ENCORE as necessary or required by law. ENCORE must provide RUSD certificates of insurance each school year before commencing instruction to students. RUSD shall be named as an additional insured under all insurance carried on behalf of ENCORE. ENCORE shall provide RUSD with certificates of insurance upon request by RUSD and whenever changes are made. Any insurance carrier providing insurance coverage to the Charter School, as required by the terms of the Charter or this MOU, shall be admitted to the State of California and acceptable to the District.

SECTION XVII: GENERAL INDEMNIFICATION

ENCORE shall indemnify, defend upon request, and hold harmless RUSD, its officers, officials, employees and agents, to the fullest extent permitted by law, from and against any and all liability, costs (including attorney’s fees), complaints and claims arising from acts or omissions of ENCORE, its directors, officers, employees or agents, related to the provisions of its charter and/or the operation of its charter school. ENCORE shall also indemnify RUSD against any remedies or damages, including compensatory education, reimbursement, and/or money damages that may be awarded or agreed to in legal or administrative proceedings, or in settlement of claims. This indemnification is in addition to, and does not replace, any indemnification rights or obligations contained in ENCORE’s approved Charter, this MOU, or in other MOUs or agreements between the Parties. For purposes of this paragraph, “ENCORE” also means the “Corporation.”

SECTION XVIII: NOTICES

All notices, requests, and other communications under this MOU shall be in writing and mailed to the proper addresses as follows:

RUSD
Riverside Unified School District
3380 14th Street
Riverside, California 92501
Attn: Chief Business Officer

ENCORE
Encore Education Corporation d/b/a Encore High School for the Arts - Riverside
3800 Main Street

Riverside, California 92501
Attn: Chief Executive Officer

SECTION XIX: EFFECT OF BREACH

Any violation by ENCORE of the terms of this MOU may result in a Notice of Violations being issued by District staff or by the RUSD Board of Education. Failure to cure the violation(s) within a reasonable period of time may result in formal revocation proceedings and/ or serve as grounds for non-renewal of the Charter.

SECTION XX: REPRESENTATIONS, WARRANTIES, WAIVERS

This document contains the entire Memorandum of Understanding of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings, agreements or MOUs between the Parties with respect to the subject matter of this MOU. No person or party is authorized to make any representations or warranties except as set forth herein, and no MOU, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the Parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. The Parties further recognize that this MOU shall only be modified in writing by the mutual agreement of the Parties.

A waiver of any provision or term of this MOU must be in writing and signed by both Parties. Any such waiver shall not constitute a waiver of any other provision of this MOU. All Parties agree that neither party to this MOU waives any of the rights, responsibilities, or privileges established by the Charter Schools Act of 1992.

If any provision or any part of this MOU is for any reason held to be invalid and or unenforceable or contrary to public policy, or statute, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

[Signatures provided on following page]

SECTION XXI: SIGNATURES

Date

*Denise Griffin
Chief Executive Officer
Encore Education Corporation
d/b/a Encore High School for the Arts - Riverside*

Date

*Mays Kakish
Chief Business Officer
Riverside Unified School District*



Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda July 20, 2015

Topic: Secondary Courses Proposed for Adoption

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: Action

Short Description: Request for approval for the following twenty-nine (29) secondary courses is being submitted for approval.

DESCRIPTION OF AGENDA ITEM:

The following secondary courses have been reviewed by the Instructional Services subcommittee along with the RUSD credentials analyst and are submitted for approval:

Walking for Lifetime Fitness - PE

This physical education class is a course designed to introduce fitness walking as a lifetime activity to benefit one's overall health. Assignments and assessments will expose students to a variety of fitness walking activities; including but not limited to change of elevation, increase in speed, different terrain and directional changes. Students will learn the basic elements of biomechanics when walking and how the extremities work together synergistically to promote efficiency. The fitness walking process will be emphasized as students practice brisk walking, stretching, walking up and down hills, taking and recording heart rates weekly and using their own data to chart and graph how fitness levels improve.

Digital Arts - CTE

This Introductory Career Technical Education (CTE) course begins by looking at art and the various art creation processes, technologies, and mediums throughout history. Students will investigate the importance of art as a means of expression and communication and the way art impacts society and culture. Significance of the fine artwork by masters and contemporary innovators and the materials, tools, techniques and methods used to create their art is strongly emphasized. Basic elements of art and principles of design will be taught as a foundation for creating artworks by hand and digitally. Critical thinking skills will be developed in order to examine art and designs for content, artistic skill and aesthetic value. Lessons include class lectures, demonstrations and hands-on art activities. Students will use studio art supplies and the

computer as tools to visually articulate, express, and communicate ideas, concepts and personal experiences in creative meaningful ways. Industry standard design software will be used to produce a variety of high quality digital art projects that include digital illustration, digital painting, digital photo manipulation and graphic design.

Commercial Art - CTE

This Career Technical Education (CTE) course is designed for students in grades nine through twelve who have an interest in computer-based and saleable art. Student will explore and design basic computer-based two-dimensional works of art with an emphasis on modern and post-modern artwork with a socially-conscious edge. Students are introduced to the elements and principals of visual design, through the use of various digital media. Students will develop design skills that can be applied to real-world applications by creating a range of artworks using industry standard design software such as Adobe Photoshop and Illustrator. This course will teach students how to analyze, create, and learn about the commercial art that exists in the world today. Students will also develop a professional student portfolio derived from projects completed in this course. Through the successful completion of this coursework, students will be able to apply the digital skills to advanced graphic design courses, commercial art, and a variety of other digitally-based art courses and careers.

ONLINE ELECTIVE COURSES: (26 courses, all A-G eligible)

Microsoft IT Academy I

This is a year-long CTE course in introduction to the Information Technology Industry. Students will learn the basic concepts of working as a customer service person in the IT Business field. Students will also learn office software skills that will work across the industry. Students will choose a career certification and begin working towards that certification.

Research Methodology

Students will trace the history of science and major turning points in the development of science. Students will explore epistemology and different ways of knowing. Students will study the various steps in scientific research and examine how to minimize scientific error. Students will be introduced to basic statistical fallacies. Students will prepare original research History Day, Science Fair, or an independent project. This year-long course supports the Scholar's Diploma.

Veterinary Science: The Care of Animals

Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

Social Problems I: A World in Crisis

Students will learn more about the challenges facing societies and the relationships between societies, governments, and individuals in these areas. Each unit will focus on a particular area of social concern, often with a global view, and examine possible solutions at both a structural and individual level.

Social Problems II: Crisis, Conflicts & Challenges

The Social Problems II course continues to examine the social problems that affect individuals and societies in the world today. Students learn about the overall structure of the social problem as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. Students examine the connections in each issue between societies, individuals, governments, and the global area.

Sociology II: Your Social Life

Sociology is the study of people, social life and society. The development of a sociological imagination will enable students to examine how society shapes human actions and beliefs, and how such actions and beliefs in turn shape society. Exciting online video journeys to different areas of the sociological world are also presented in the course.

Introduction to Anthropology: Uncovering Human Mysteries

The aim of anthropology is to use a broad approach to gain an understanding of our past, present, future and address the problems humans face in biological, social and cultural life. This course will explore the evolution, similarity and diversity of humankind through time. It will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys to different areas of the world will also be presented in the course.

Anthropology II: More Human Mysteries Uncovered

This course continues the study of global cultures and the ways that humans have made sense of their world. We will examine some of the ways that cultures have understood and gave meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

Digital Photography I: Creating Images with Impact!

This course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up, and action photographs.

Digital Photography II: Discovering Your Creative Potential

In this course, we will examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas that professional photographers may choose to specialize in, such as wedding photography and product photography. We will also learn more about some of the most respected professional photographers in history and we will learn how to critique photographs in order to better understand what creates an eye catching photograph.

Forensic Science II: More Secrets of the Dead

This course focuses on the analysis of evidence and testing that takes place within this setting. We will examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.

Personal Psychology II: Living in a Complex World

Enrich the quality of your life by learning to understand the actions of others! Topics include the study of memory, intelligence, emotion, health, stress and personality. This course offers exciting online psychology experiments about the world around us.

World Religions: Exploring Diversity

This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.

Mythology & Folklore

This course focuses on the many myths and legends woven into cultures around the world. Starting with an overview of mythology and the many kinds of folklore, the student will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how they are still used to shape society today.

History of the Holocaust

In this course, students will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times.

Criminology: Inside the Criminal Mind

In this course, we will explore the field of criminology or the study of crime. In doing so, we will look at possible explanations for crime from psychological, biological, and sociological standpoints, explore the various types of crime and their consequences for society, and investigate how crime and criminals are handled by the criminal justice system. Why do some individuals commit crimes but others don't? What aspects in our culture and society promote

crime and deviance? Why do individuals receive different punishments for the same crime? What factors shape the criminal case process, from arrest to punishments?

Human Geography: Our Global Identity

Students will explore the diverse ways in which people affect the world around them and how they are affected by their surroundings. Students will discover how ideas spread and cultures form, and learn how beliefs and architecture are part of a larger culture complex. In addition to introducing students to the field of Human Geography, this course will teach students how to analyze humans and their environments.

Gothic Literature: Monster Stories

This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

Hospitality & Tourism: Traveling the Globe

This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

Introduction to Sports & Entertainment Marketing

In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, as well known entertainers are marketed as commodities and how some of them become billionaires as a result.

International Business: Global Commerce in the 21st Century

This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected.

Fashion and Interior Design

In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you'll develop the essential communication skills that build success in any business. At the end of the course, you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

Astronomy: Exploring the Universe

This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

Archaeology: Detectives of the Past

This course focuses on the techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

Great Minds in Science

This course focuses on ten of today’s greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow’s world.

Forensic Science: Secrets of the Dead

This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

FISCAL IMPACT: None

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

ADDITIONAL MATERIAL: Twenty-nine course outlines.

Attached: Yes

Riverside Unified School District

SECONDARY COURSES PROPOSED FOR ADOPTION

July 20, 2015

PHYSICAL EDUCATION

Walking for Lifetime Fitness

CAREER TECHNICAL EDUCATION

**Digital Arts
Commercial Art**

ONLINE ELECTIVE COURSES

26 Courses

Physical Education

- **Current Need:** Provide additional year-long PE class that adds variety and promotes life-long fitness, without impacting facilities
- **Walking for Fitness** (submitted by Martin Luther King HS)
 - Students will develop personal fitness through active participation in a safe and effective walking program.
 - Students will learn, apply and be assessed on the F.I.T. principles as it relates to overall fitness
 - Access for students with medical conditions
 - Recommended prerequisite: PE 9

Career Technical Education (CTE) and Visual Arts

- **Current Need**
 - Bolster current CTE/A-G courses to better prepare students for graduation, 21st century workplace, and improve student transition into post secondary education
 - California Career Pathways Trust Implementation Grant
 - Improve existing or create new collaborative relationships
 - Develop career relevant sequenced curriculum following industry-themed pathways
 - *Manufacturing and Product Development-Graphic Production Technologies*
 - Provide Articulated pathways to post secondary education aligned with regional economies

Career Technical Education (CTE) and Visual Arts

■ Courses Proposed (submitted by Martin Luther King HS)

■ **Digital Arts**

- Industry standard design software will be used to produce a variety of high quality digital art projects that include digital illustration, digital painting, digital photo manipulation and graphic design.
- Introductory course

■ **Commercial Art**

- Students will be introduced to the fundamentals of digital art making, bridging the gap between the visual arts and real world, career and technical applications. This course will prepare students for advanced commercial arts courses and careers.
- Recommended prerequisite: Digital Arts

ONLINE ELECTIVE COURSES




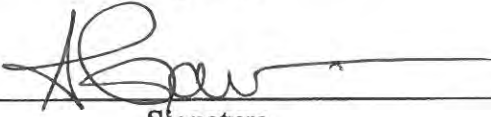
26 A-G eligible courses

- | | |
|---|---|
| ■ Microsoft IT Academy I (CTE) | ■ Mythology & Folklore |
| ■ Research Methodology | ■ History of the Holocaust |
| ■ Veterinary Science: The Care of Animals | ■ Criminology: Inside the Criminal Mind |
| ■ Social Problems I: A World in Crisis | ■ Human Geography: Our Global Identity |
| ■ Social Problems II: Crisis, Conflicts & Challenges | ■ Gothic Literature: Monster Stories |
| ■ Sociology II: Your Social Life | ■ Hospitality & Tourism: Traveling the Globe |
| ■ Introduction to Anthropology: Uncovering Human Mysteries | ■ Introduction to Sports & Entertainment Marketing |
| ■ Anthropology II: More Human Mysteries Uncovered | ■ International Business: Global Commerce in the 21 st Century |
| ■ Digital Photography I: Creating Images with Impact! | ■ Fashion and Interior Design |
| ■ Digital Photography II: Discovering Your Creative Potential | ■ Astronomy: Exploring the Universe |
| ■ Forensic Science II: More Secrets of the Dead | ■ Archaeology: Detectives of the Past |
| ■ Personal Psychology II: Living in a Complex World | ■ Great Minds in Science |
| ■ World Religions: Exploring Diversity | ■ Forensic Science: Secrets of the Dead |

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u>Lucinda Brewer</u> Signature 	Date <u>Dec. 4, 2014</u>
Principal 	Date <u>2/23/15</u>
Secondary Education Manager 	Date <u>5/28/15</u>
Director, Secondary Education <u>Charles L. Hunt</u> Signature	Date <u>5/28/15</u>
Assistant Superintendent, Secondary Education 	Date <u>5/28/15</u>
Education Board Subcommittee Review	Date <u>6/3/15</u>
Adopted by Board of Education	Date _____
Title of Course <u>Walking for Lifetime Fitness</u>	Course Number _____

Date Jan. 30, 2015

Name of person submitting request Lucinda Brewer

Position Department Chair, P.E. School: King H.S.

**RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education**

High School Course Proposal

COURSE TITLE: Walking for Lifetime Fitness

DEPARTMENT: Physical Education

**HIGH SCHOOL SUBMITTING REQUEST: Martin
Luther King High School**

DATE OF SUBMISSION:

COURSE NUMBER:

LENGTH OF COURSE: 1 Year

NUMBER OF CREDITS:10

**HIGH SCHOOL GRADUATION CREDIT: Physical
Education**

TARGETED GRADE LEVELS: 10-12

TARGETED STUDENT POPULATIONS: ALL

RECOMMENDED PREREQUISITE: P.E. 9

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes _____
No X _____

High School Course Proposal

Course Purpose: This unit will introduce students to walking as a lifetime fitness activity. Students will be introduced to the health-related components of fitness that are associated with walking, learn how to use pedometers as well as smart phone apps, and begin a weekly fitness routine in walking activities. Subject matter from Math and English will be incorporated in this unit via worksheet tasks, journal entries and homework assignments. Tasks include reviewing and discussing benefits of walking throughout a lifetime, completing a step estimation worksheet, calculating how fast they walk, looking into how many calories do you burn by walking, completing a scavenger hunt, and designing a walking map for home and class use. Finally, we would like our students to design a walking route that begins on campus, walks in the community and ends back on campus.

- I. **Course Description:** This course is designed to introduce fitness walking as a lifetime activity to benefit one's overall health. Assignments and assessments will expose students to a variety of fitness walking activities; including but not limited to change of elevation, increase in speed, different terrain and directional changes. Students will learn the basic elements of biomechanics when walking and how the extremities work together synergistically to promote efficiency. The fitness walking process will be emphasized as students practice brisk walking, stretching, walking up and down hills, taking and recording heart rates weekly and using their own data to chart and graph how fitness levels improve.
- II. **Course Goals and/or Major Student Outcomes:** Students will develop personal fitness through active participation in a safe and effective walking program. Students will learn, apply and be assessed on the F.I.T. principals as it relates to overall fitness, fitness program design and mind/body connection. Through journal entries, online research and cooperative learning, the student will have the opportunity to connect fitness walking as a great way to manage stress and enhance personal fitness.
- III. **California Physical Education Standards Addressed:**
 - 1.2 Demonstrate proficient movement skills in aquatic, dance/Rhythm, and dual activities.
 - 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in aquatic, rhythms/dance, and individual and dual activities.
 - 1.12 Demonstrate independent learning of movement skills.
 - 2.1 Participate in moderate to vigorous physical activity at least four days each week.
 - 2.2 Participate in enjoyable and challenging physical activities that develop and maintain the five components of physical fitness.
 - 2.5 Improve and maintain physical fitness by adjusting physical activity levels according to the principles of exercise.

3.1 Accept personal responsibility to create and maintain a physically and emotionally safe and nonthreatening environment for physical activity.

3.2 Act independently of negative peer pressure during physical activity.

3.4 Describe the enjoyment, self-expression, challenge, and social benefits experienced by achieving one's best in physical activities.

IV. Course Outline:

Big Idea: Fit For Life

Class Understandings

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self expression, and/or social interaction.

Class Understandings

- Open-ended questions designed to guide student inquiry and learning.
- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Students will know...

- Proper stretching for walking
- The health-related components of fitness specifically related to walking
- How to use a pedometer
- How many steps they need to take daily to maintain fitness levels
- The health and social benefits of walking

Students will be able to...

- Use a pedometer correctly including reading and recording data/use of smart phone apps
- Explain why walking is an important lifetime activity
- Plan a walking route based on their personal environment and step needs

Suggested Class Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

Students will design a walking route for use outside of school use. This route will entail mile markers as well as time markers and directions. Students will discuss why they created this route, will this route become part of their weekly activity, and how do they see themselves staying active in the future. Finally, the culminating activity will be done through cooperative learning by designing a walking route that begins on campus, walks off campus and ends back on campus. These routes will be implemented into the weekly fitness walking activities done in class.

Rubric(s)

4	3	2	1
Map contains all required parts of map including distances, timing and direction.	Map contains most required parts of map.	Map contains basic required parts.	Map is not turned in or is missing required parts.
Student explains appropriateness of map route including potential safety issues. Student also personalized how map will be used now and in the future to help establish a healthy lifestyle.	Student explains most of the map route and the application of it but omits personalizing for lifetime health.	Student has logical reason for creating the map route and can explain why someone would want to make using the map a part of their daily life.	Student cannot explain how map can affect overall health and cannot relate use of map to personal lifetime health.

Other Evidence

- Performance Assessment(s) for student understanding found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).

Journal Prompts

- Guess Your Steps Worksheet
- Scavenger Hunt Worksheet
- Individual Walking Logs
- Teacher observation of proper pedometer usage

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self editing—based on ongoing formative assessments)
- What activities do you do after school to keep yourself healthy?
- Can you see yourself staying active another 5 years, 10 years, and 15 years?
- Semester self-reflection on walking program (non-graded).

V. Texts and Supplemental Materials: The teacher will design the applicable worksheets, map apps, target heart rate zones worksheets, journal entry forms, walking website references, walking MPH conversion information, etc. Recommendation to include attachment page with the above material.

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

UNIT 1: Walk for Lifetime Fitness

Vocabulary/Keywords: pedometer, target heart rate, calories, aerobic activity, exercise levels of intensity—light, moderate and vigorous

California Physical Education Standards addressed: 1.2, 1.8, 1.12, 2.1, 2.2, 2.5, 3.1, 3.2, 3.4

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Class Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction

Key Assignment: Home Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student pedometer log sheets—see attachment page
- Measured mile either inside or outside

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none">• Wear and read a pedometer correctly• Figure out their Target Heart Rate• Know the difference between light, moderate, and vigorous intensity	<p>Students will know:</p> <ul style="list-style-type: none">• How many steps they should take daily to maintain a healthy lifestyle• How fast they need to walk to increase their heart rate• That walking is a form of aerobic activity• That walking can be done throughout one's lifetime
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log steps needed to walk a mile

Lesson Sequence

Warm-up

- **Worksheet – How Fast Do You Walk?** – Students will calculate their walking pace into miles per hour (mph). Their pace will be calculated for a normal walk (as I state “how you walk through the hallways”) and a power walk (keeping the same pace, as fast as you can walk) for a minute
 - Students are in groups of 3, 4, or 5 depending on the size of your class and how many stopwatches you have.
 - **Materials needed** – 1 stopwatch, 1 calculator, 1 pencil, and 1 handout per group. See attachment page.
 - After completing handout, discuss with your students about light, moderate, and vigorous activity levels. A power walk would be considered a vigorous level of working out as long working out as long as you keep up the intensity.

Introduction

- Discuss idea that walking is an aerobic activity—which they are building up cardiorespiratory endurance through walking. They can feel their heart rate increase.
- Discuss that 2,000 steps usually equals one mile
- Explain that adults should walk 10,000 steps per day.
- **Target Heart Rate (THR)**—Discuss why students should know about THR as well as how to get your range and how to take your pulse

Content

- Show students pedometers, how to put them on, how to read, rules for using pedometers—no shaking, jumping, etc., to increase step count—“You shake it, I take it”
- Once students have pedometers on, move to marked mile area. Have students clear pedometers and walk a mile. Allow students to walk with friends and talk but remind students that they should walk their normal stride at a medium pace (may play music during this if appropriate).

Closure

- Record each student’s steps for the mile as they return pedometer.
- Closure questions revolve around making connections to walking as exercise and how to incorporate it into their lives—examples:
 - How do you feel after walking today?
 - Is that the most you ever walked at one time? Could you have done more or walked faster?
 - Why do you think you should walk every day?
 - How do you think you could get your 10,000 steps in each day?

Accommodations/Differentiation Ideas and Tips

- Label each pedometer with a number and assign each number to a particular student to help keep track of them.
- Visually impaired students walk with a partner.

Unit Two: Walk for Lifetime Fitness

Vocabulary/Keywords: review – target heart rate, aerobic, calories, exercise levels of intensity—light, moderate, and vigorous

California Physical Education Standards addressed: 1.2, 1.8, 1.12, 2.1, 2.2, 2.5, 3.1, 3.2, 3.4

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Class Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction

Key Assignment : Scavenger Hunt

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student pedometer log sheets—see attachment page

Lesson Goals

Students will be able to: <ul style="list-style-type: none">• Wear and read a pedometer correctly• Discuss how participating in daily walking has helped their fitness level	Students will know: <ul style="list-style-type: none">• That walking can be a part of daily life• That daily walking is beneficial to a healthy life
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Log of steps needed to walk a mile
3. Scavenger hunt answer sheets
4. Oral discussion at closure

Lesson Sequence

Warm-up

- Instant activity
 - Pedometers on
 - Students walk continuously for 6 minutes
 - Record steps and clear pedometer

Introduction

- Discuss your rules to follow during the scavenger hunt.
- You do not need to follow the numbers in order.
- Explain that you walk everywhere as a group, i.e., up to the top of the football bleacher, down to the far end of the tennis courts as well as all the way out to center field.
- You cannot share answers with other groups.
- At the end of the hunt, all of your group steps will be added up to find the winner.
- Depending on your school situation, you can create a scavenger hunt within the building too.

Content

- Clear pedometers.
- Complete scavenger hunt activity—see attachment page.

Closure

- Cool down—have student go through stretching series.
- Closure questions revolve around how walking is a part of our daily life and how we can make it even more so—examples:
 - Thinking about the number of steps you take to walk a mile, how far do you estimate you walked today?
 - What do you think would happen to your body if you walked every day?

Accommodations/Differentiation Ideas and Tips

- The scavenger hunt has students moving at different times to different places. Keep visible to all students. Make the hunt interesting to your students.
- Label each pedometer with a number and assign each number to a particular student to help keep track of them.

Unit Three: Walk for Lifetime Fitness

Vocabulary/Keywords: calorie, caloric intake, caloric expenditure, metabolism—review exercise levels of intensity—light, moderate, vigorous

California Physical Education Standards addressed: 1.2, 1.3, 1.12, 2.1, 2.2, 2.5, 3.1, 3.2, 3.4

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Class Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self-expression, and/or social interaction

Key Assignment: How many calories do you burn walking?

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- LCD projector
- Computer with internet access – if necessary schedule computer lab/library for students to have access

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none">• Wear and read a pedometer correctly• Discuss how participating in daily walking has helped their fitness level• Evaluate their Caloric Intake vs. Caloric Expenditure• Go on the Internet and find various websites to find out their calories in and calories out• Use of smart phone/devices to record caloric intake/caloric expenditure	<p>Students will know:</p> <ul style="list-style-type: none">• Walking is an activity that helps develop lifetime fitness• Moderate to vigorous walking will burn calories• Calories in vs. Calories Out determines weight loss or gain
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Assessment Plan

1. Teacher observation for correct use of pedometers.
2. Oral discussion of why walking is a lifetime fitness activity.

Lesson Sequence

Warm-up

- Instant activity
 - Worksheet – How many calories do you burn by walking? See attachment page.
 - Materials needed: 1 worksheet per student, pencil.
 - In two groups, have students lined up across the gym. The second group lined up behind the first. On your command, have the first group walk at a normal pace for 10 seconds. Have each student count his or her steps. Repeat with the second group. See handout for mph.
 - Have students set up again and walk at a faster pace. See handout for mph.
 - Finally have students walk as fast as they can. See handout for mph.

Introduction

- Begin appropriate stretch routine as introduction of lesson is discussed.
- Discuss various walking sites on the web.
- Using an LCD projector, bring up the various sites and give details of each to students.
- Explain about homework of Walking Map and details wanted.

Content

- Explain about calories in vs. calories out.
- Look into common foods and the amount of exercise needed to burn off those calories. Look at handout – Common Fast or Snack Foods, Calories and Activity Required
- Website to review with students:
 - CALORIES OUT – sites to calculate calories burned after exercising:
 - ❖ <http://calorielab.com/burned/>
 - ❖ www.walking.about.com/cs/howtoloseweight/a/howcalburn.htm

- ❖ www.walking.about.com/od/calorie1/calorie_calculators.htm
- ❖ www.everydayhealth.com/calories-burned-walking.htm
- CALORIES IN – sites listing amount of calories in various foods:
- ❖ <http://www.howmanycaloriesin.com/>
- ❖ http://www.freedieting.com/tools/calories_in_food.htm

Wellness Center – Nutritionist

Have your Wellness Center Nutritionist come in and have an Eat This and Not That session. Or trade this snack for that one. This session is created to show students examples of what 200 calories of different foods looks like. For example, have 200 calories of potato chips on one plate and 200 calories of rice cakes on another. Have a small bag of M&Ms, and for each piece you eat, you have to walk the length of one football field to burn off those calories. Use choices from the handout. Students can eat the healthy snack foods when activity is finished. See handout Common Fast or Snack Food, Calories Consumed and Activity Required to burn off.

Closure

- Handout for homework: Food Labels—students are asked to examine a food item that they consumed. Attach label to handout. Answer questions relating to that label. Collect next day.
- Assign walking map project: Your project assignment will consist of you designing a walking map that you can walk around your house/neighborhood. With all maps, show markers such as $\frac{1}{4}$ mile, $\frac{1}{2}$ mile, $\frac{3}{4}$ mile; the direction to walk; and approximately how long one lap will take. Be creative.

Unit 4: Nordic Walking

Vocabulary/Keywords: Nordic walking, trekking, 2-wheel drive vs. 4-wheel drive, double pole plant, unison

California Physical Education Standards addressed: 1.2, 1.8, 1.12, 2.1, 2.2, 2.5, 3.1, 3.2, 3.4

Big Idea: Fit for Life

Essential Questions

- What can I do to be physically active throughout my life?
- How can I include physical fitness into my life?
- What personal meaning do I find through participation in physical activity?

Class Understandings

- Everyone needs to be physically active.
- Physical fitness contributes to quality of life.
- Physical activity provides a variety of opportunity for health, enjoyment, challenge, self expression, and/or social interaction.

Key Assignment: Walking Map

Materials/Equipment

- Music
- Pedometers (one for each student)
- Student log record sheets
- Nordic walking poles – store purchased or try making with wooden dowels and straps, things from garage/home to make walking poles

Lesson Goals

<p>Students will be able to:</p> <ul style="list-style-type: none">• Wear and read a pedometer correctly• Use Nordic walking poles and perform proper technique and skills while walking• Reflect on how walking can be a lifetime fitness activity	<p>Students will know:</p> <ul style="list-style-type: none">• Correct procedure and technique when Nordic walking• Proper terminology used• Walking is an activity that helps develop lifetime fitness
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Assessment Plan

1. Teacher observation for correct use of pedometers
2. Homework questions

Lesson Sequence

Warm-up

- Instant activity
 - Pedometers on and continuous walk for 5 minutes
 - Record steps and clear pedometers

Introduction – History of Nordic Walking

- Nordic walking was designed to help winter Nordic skiers stay in shape in the off-season.
- 1997 Finland – Company Exel designed special fitness walking poles. The poles included specially designed wrist straps, which were key to the technique and are still used today.
- Tom Rutlin from USA, in 1988, created Exerstriding, which had similar poles without the wrist straps.

Nordic Walking vs. Trekking

- Nordic Walking – poles are engaged to the sides and behind the body while walking, tips of the poles are used to push off the ground to engage the whole body, poles are in two sections.
- Trekking – Poles are used in front of your body to absorb stress from joints, used for balance and stability on steeper slopes and poles are usually 3 sections.
 - Have students become familiar with the different types of Nordic walking poles—Leki, Nordic Walkerz
 - Benefits – Time efficient and less stress, total body workout, 40% more calories burned—over 400 calories per hour while normal walking 280 calories per hour.

Common Mistakes

- Staying in “2-wheel drive” – not involving upper-body with poles
- Planting the poles too far from body – lower effectiveness of Nordic walking
- Walking with closed hands – does not allow for proper blood circulation
- Walking with open hands – not getting power from push off

Content

- Depending on the amount of poles you have, team up the students in pairs. This will give them a true feeling of the difference between the two, that is power walking and Nordic walking. During the activity, one student is power walking; the other student will use the poles. Then repeat the activity and see/feel the difference.
 - *Activity* - Students will walk a designated course. Make sure the course entails flat surfaces, i.e., walking path, parking lot, tennis courts, grassy area, and incline or hills. This will allow the students to really use their poles.

Closure

- Discussion – How does Nordic walking differ from power walking?
 - Did you work harder, go faster during your walk?
 - Is this an activity that you enjoyed and would continue?
 - Instead of buying a pair of Nordic walking poles, could you make a pair at home and with what materials would you need?
 - Could you use the Nordic walking poles on the home course your designing?

Walk for Fitness - Scavenger Hunt

Pedometer Activity

Design a course that will have your students walking all over your campus. Make sure they stay visible to you. Give them an adventure. If the identifiable area you are using does not have a sign or word, just place an index card with a number on it.

Just do not make it 1–10

Prior to handing out the worksheet to the students, walk the course yourself to get an idea of how long it should take as well as how many steps.

Do not forget to remind them that everyone needs to walk to the spot and that a total step count will be recorded for each member of the group as well as a group total.

Now have your students get into groups of 2 or 3. Hand them a Scavenger Hunt worksheet that you created of your campus with all of your questions on them. Have a spot for them to place their names as well as a spot to place their answers. This will hold them accountable. Now add a few extra minutes to the time it took you, and have the students complete the sheet in that time. Give bonus points for groups who get under that time and add time to total group time for groups who go over the time. Give out prizes for students who completed the worksheet with all correct answers and steps. Make it is fun and be creative.

Example: Please adapt to your school.

1. When walking into the gym lobby, what is the name of the wrestling coach who is on a plaque by the Fitness Room?
2. On the Fitness Trail, there is a tree dedicated to a former soccer player. What was that player's name?
3. On the back softball field there is a yellow equipment box. What word is on that box?
4. On the football field there is an announcer's box at the top of the bleachers. What number is on the door?
5. On the tennis courts one of the courts has a number on the net. What is that number?
6. At the pitcher's mound of the baseball field, what number is on the rubber?
7. On the football field, visitor's side bleachers, what number is at the top?
8. In the pool, how many lanes are there?
9. On the field hockey field, what is the number on the player's side?
10. If you would walk to the varsity softball field, there is a large scoreboard behind the fence. There is a number on the bottom of it. Can you find the number and record it?

VIII. **Instructional Methods and/or Strategies: Incorporation of Listening and Speaking skills, Demonstration of movement skills, Cooperative Learning**

- IX. **Assessment Methods and/or Tools:** .Weekly assessment for time; application of technology to map routes in the community to build awareness of fitness opportunities close to home, journal entries, walking logs, pedometer reads;

RESOURCES AND TEACHING TIPS

_ Include a variety of resources (texts, print, media, and web links) that best supports the unit.

- www.creativewalking.com
- <http://walking.about.com/cs/measure/a/webwalkingusa.htm>
- www.webwalking.com
- www.discoverytrail.org
- www.anwa.us

Teaching Tips

_ Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

1. When teaching this unit, you may want to see if you can get a volunteer to help on the days you introduce pedometers to cut down time.
2. Note that this unit has two introductory lessons and then two more that should be spaced throughout the rest of the semester. Lessons 3 and 4 are used at two different places during the rest of the semester to revisit walking with the students
3. Work with social studies and math teachers to incorporate developmentally appropriate math and social studies/geography skills and information.
4. Be sure you have introduced the health-related components of fitness to your students prior to this unit. This will simplify making the connections to aerobic fitness and flexibility.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information.

Students will utilize charts, maps, computers, pedometers, and calculators to solve problems and chart progress in this unit.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

- Mathematics
- Social studies
- Family and consumer sciences
- Could connect to local Parks, recreation areas, and other community partners

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	<u>Billie Anne F. My</u> Signature	Date <u>5/28/15</u>
Principal	<u>[Signature]</u> Signature	Date <u>5/26/15</u>
Secondary Education Manager	<u>[Signature]</u> Signature	Date <u>6-1-15</u>
Director, Secondary Education	<u>[Signature]</u> Signature	Date <u>6-1-15</u>
Assistant Superintendent, Secondary Education	<u>[Signature]</u> Signature	Date <u>6/1/15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course	<u>Digital Arts</u>	Course Number _____

Date 5/19/15

Name of person submitting request Nick Mugridge

Position Visual Arts Teacher School: Martin Luther King HS

1 Credential: CTE: Manufacturing & Product Dev **442**

**RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education**

High School Course Proposal

COURSE TITLE: Digital Arts

DEPARTMENT: Visual Arts/CTE Graphics Production Technologies

HIGH SCHOOL SUBMITTING REQUEST: Martin Luther King HS

DATE OF SUBMISSION: 5/19/15

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS: 10

HIGH SCHOOL GRADUATION CREDIT: VAPA, CTE

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: All

RECOMMENDED PREREQUISITE: None

**SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes Will submit for "F" Credit

No _____

**Riverside Unified School District
Instructional Services 7-12**

High School Course Proposal

I. Course Purpose:

In an ever-changing digital world, artists are forced to find new ways to stay updated with the newest art-making methods.

II. Course Description:

This introductory course begins by looking at art and the various art creation processes, technologies, and mediums throughout history. Students will investigate the importance of art as a means of expression and communication and the way art impacts society and culture. Significance of the fine artwork by masters and contemporary innovators and the materials, tools, techniques and methods used to create their art is strongly emphasized. Basic elements of art and principles of design will be taught as a foundation for creating artworks by hand and digitally. Critical thinking skills will be developed in order to examine art and designs for content, artistic skill and aesthetic value. Lessons include class lectures, demonstrations and hands-on art activities. Students will use studio art supplies and the computer as tools to visually articulate, express, and communicate ideas, concepts and personal experiences in creative meaningful ways. Industry standard design software will be used to produce a variety of high quality digital art projects that include digital illustration, digital painting, digital photo manipulation and graphic design.

III. Course Goals and/or Major Student Outcomes:

Students will become increasingly aware of art and design in our everyday environment and realize that all manmade surroundings have, to some degree, been designed or created by an artist. Students will understand and recognize current trends in art and design, how they are influenced by culture and impact everything from fashion to music to advertisements, etc. Skills learned will relate to current careers in visual arts. Students will build a portfolio that showcases their best work and learn how to communicate professionally as artists.

IV. Course Objectives:

Objectives	Standards (optional)
1. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	
2. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	
3. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	
4. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	
5. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative	

skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	
6. Apply the basic graphic design principles to achieve effective visual communication.	
7. Demonstrate an understanding of the psychology of color and color theory as it relates to visual communication.	
8. Apply graphic design software and desktop publishing as a means of creating effective communication.	
9. Demonstrate technical illustration and vector drawing skills.	
10. Adhere to the prepress process and procedures required to reproduce single-color and multicolor printing.	
11. Apply the processes and procedures involved in producing image files for the reproduction of single-color and multicolor products.	
12. Understand the analog and digital photographic applications.	
13. Demonstrate a proficiency in digital video production and the postproduction process.	
14. Understand and apply integrated graphic multimedia technologies, combining graphics, photographic imagery, motion graphics and animation, video, and special effects.	
15. Identify the different industries that utilize graphic design and identify other potential business opportunities for graphic design applications.	

V. Course Outline:

1. Art History & Art Classifications

Students will analyze, discuss, and analyze art in historical contexts and how technology has changed art throughout history including mediums, tools, and techniques. They will analyze the change in technology of print-based art, digital art, and its industrial applications. Students will complete an art project from an art period and analyze the cultural influences and products of art. They will discuss and write about works created by traditional and digital artists. Students are expected to participate in daily discussions, activities, and planning through sketching.

2. Art Subjects Figurative, Portrait, Landscape, Still Life, Fantasy, Abstract, Conceptual, Commercial
Students will discuss and examine examples of works by traditional master artists and pioneer digital artists. They will investigate how various artists, identifying key similarities and differences between artists and movements, treat the same subject matter differently.

3. Art Materials, Tools, Methods, And Techniques

Students will view demonstrations and videos of various artists using a variety of materials, tools, and techniques including digital imaging software. They will participate in hands-on art activities experimenting with various materials, tools, techniques and methods covered in class including introduction to digital

imaging software. Students will prepare a research paper and presentation on contemporary digital artists or designers.

4. Traditional Art Versus Digital Art

Students will view demonstrations and compares and contrasts differences in traditional versus digital art. They will participate in hands-on art activities to create a simple drawing by hand, then recreate them using industry-standard digital design software, noting advantages and disadvantages as well as similarities and differences of both methods. Students will discuss and debate relative art topics such as art displays in fine museums, digital painting expressed as canvas, sculpture modeled in 3-D software and its relativeness to real life.

5. The Foundations And Principles Of Art

Students will discuss the elements of art and principles of art and how they are implemented in a variety of artworks. They will identify and discuss the impact and meaning of principles of design used in artworks. Students will use studio art materials and tools as well as industry-standard digital software such as Adobe Photoshop and Illustrator art tools including: line tools, shape tools, pattern swatches, color swatches, texture filters, lighting filters, and perspective grid tools.

6. Purpose Of Art In Society

Students will view demonstrations using digital imaging software such as Adobe Photoshop and Illustrator. They will analyze the purposes of art in contemporary and historical cultures as well as how art serves as a form of cultural communication and preservation. Students will create a public service announcement poster.

7. Art And Culture

Students will compare notes and examples on art influences and cultural influences and actively participate in class discussion on art in our everyday works and where we see it. They will research layouts, style trends, and non-traditional application of art. Students will look at fashion and the cultural impact clothing has on specific demographics in various cultures. They will design, create, and produce a T-shirt illustration art project.

8. Art As Visual Method Of Communication

Students will view demonstrations using digital imaging software that relates to self-portraiture including layers, blending modes, filters, special effects. During the process, they will create logbook entries, brainstorming exercises, and sketchbook activities that promote self-reflection and introspection. Students will explain how materials used in art examples shown contribute to their expressiveness. They will explain the difference between a symbol, an icon and a glyph and gives examples of each. In this unit, students will create a symbolic self-portrait art piece that includes symbolism associated with the psychology of color.

9. Art Movements: Impressionism, Surrealism, Symbolism, and Expressionism

Students will describe what an "art movement" is and describe key movements in simple terms along with related visual examples. They will view digital imaging tutorial relating to a select art movement, then articulate techniques related to a select art movement using digital imaging software. Students will give an example of how artwork from one genre influenced the creation of another art piece by identifying a style/art movement category based on an art work show. Students will also demonstrate proficiency of specific techniques in Photoshop and Illustrator. They will create an interpretation project that is based on a specific art movement throughout history.

10. Art Criticism

Students will complete a writing assignment critique of artist work found on virtual galleria. Then they will prepare, create and present a multimedia research group presentation with peers demonstrating an understanding of the art criticism process.

11. The Creative Process

Students will submit evidence of creative process for art projects including, but not limited to written concepts, brainstorming techniques, sketches, journaling, note taking, and revisions. They will complete daily drawings and sketches throughout the course.

12. Digital Imaging Arts Skills Applied To A Career

Students will apply elements of art and principles of design to graphic designs that are relevant to industry standard practices. They will view demonstrations and uses tutorials of vector based art software as well as hear professional guest speakers and presenters from the relevant career pathways.

13. Typography

Students will view demonstrations using vector based art software and tutorials utilizing vector-based software such as Adobe Illustrator to create typographical artworks and type centered imagery. They will learn how to choose and pair appropriate font families, styles, and uses for typefaces. Students will choose an appropriate type style for imagery based on tone, mood, shape, and desired effects. They will identify and analyze the anatomy of type, tracking, kerning, leading, and type hierarchy.

14. Designing Graphics, Style Guides, And Logos.

Students will view demonstrations using vector based art software and utilize tutorials using vector and pixel-based software. They will complete a case study of a successful, well-recognized logo designs, define terms relating to lessons on typography and list the seven key rules for successful graphic design tips.

15. Print Production Process

Students will explore the vast array of print production methods and work hands-on with the instructor to complete various printed projects. They will identify production methods of multi-color, multi-panel products for screen, offset, digital printing, and flexography. Students will complete estimating, ordering, inventory, quality control, job scheduling and management of print productions. They work collaboratively to produce a capstone printing project, utilizing skills developed in courses.

16. Role Of The Designer

Students will view demonstrations and tutorials using vector based and pixel-based art software and complete a company identity logo/business card design project that incorporates the elements of art and the principles of design.

17. Digital Art Careers

Students will compile and analyze notes from guest speakers/industry professional demonstrations using vector based art software. They will take tutorials using vector based software, complete product design class projects, participate in group digital arts career presentations, and complete a student portfolio..

VI. **Texts and Supplemental Materials:** (If the textbook is NOT district-adopted or if you are unsure, please contact instructional service immediately. Textbooks require a public display 30 days prior to course adoption)

VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
1. Art History & Art Classifications	
2. Art Subjects Figurative, Portrait, Landscape, Still Life, Fantasy, Abstract, Conceptual, Commercial	
3. Art Materials, Tools, Methods, And Techniques	
4. Traditional Art Versus Digital Art	
5. The Foundations And Principles Of Art	
6. Purpose Of Art In Society	
7. Art And Culture	
8. Art As Visual Method Of Communication	
9. Art Movements: Impressionism, Surrealism, Symbolism,	

Expressionism	
10. Art Criticism	
11. The Creative Process	
12. Digital Imaging Arts Skills Applied To A Career	
13. Typography	
14. Designing Graphics, Style Guides, And Logos.	
15. Print Production Process	
16. Role Of The Designer	
17. Careers	

VIII. **Instructional Methods and/or Strategies:**

- Self and teacher led instruction for multimedia technology.
- Visual demonstration of equipment use, software techniques, and exercises prior to execution of projects.
- Visual presentation of digital and analog video clips with similar themes.
- Visual presentation of samples of expected outcomes.
- Internet and library research as required for various essays and projects.
- On-site interviews, virtual tours, and field trips for real-life exposure.
- Instructor evaluation and self reflection of projects.

IX. **Assessment Methods and/or Tools:**

Assessment for this course is based on several formative and summative assessments. First, the student's work for each completed lesson (including note taking, research, worksheets, sketches, and revision of written work) are collected and graded with high rigorous standards. For each of the project-based lessons, students receive a rubric in which they are given very clear expectations and the goals/objectives of the unit. Students self evaluate by and monitor their own progress based on this rubric. Students are then expected to participate in verbal and written critiques of famous works of commercial art, as well as their own productions. Students receive mid project feedback from their teachers and classroom assistants, allowing students the best possible end product. Finally, at the completion of digital art projects, students complete a short answer reflection worksheet that highlights their understanding of unit concepts. Additionally, students are required to take quizzes, tests, create hand-on technology based products, write essays on various research topics and assemble a comprehensive portfolio which professionally displays the work they have produced in this two-semester long course.

X. **Pacing Guide:**

California Content Standards	Number of Teaching Days Allotted	Topic(s) to be Covered	Unit/Chapter/Pages from Text
3.1, 1.3, 1.5, 1.6, 3.3, 3.4, 4.1, 4.2, A1.0, A2.0	15	1. Art History & Art Classifications	
1.3, 1.4, 3.4, A1.0, A10.0	10	2. Art Subjects Figurative, Portrait, Landscape, Still	

		Life, Fantasy, Abstract, Conceptual, Commercial	
1.5, 3.2, 2.2, 2.3, 2.4, A4.0	10	3. Art Materials, Tools, Methods, And Techniques	
1.6, 1.2, 1.5, 3.2, 3.3, A3.0, A10.0	10	4. Traditional Art Versus Digital Art	
1.1, 1.2, 2.1, 2.3, 2.4, A1.0, A2.0	10	5. The Foundations And Principles Of Art	
1.3, 3.3, A1.0, A2.0	10	6. Purpose Of Art In Society	
4.2, 3.1, A1.0, A2.0	10	7. Art And Culture	
1.3, 4.1, 4.2, A1.0, A2.0	10	8. Art As Visual Method Of Communication	
2.6, 3.1, A1.0, A2.0	10	9. Art Movements: Impressionism, Surrealism, Symbolism, Expressionism	
4.3, 4.5, A10.0, A14.0	10	10. Art Criticism	
4.3, 4.4, 2.1, 2.3, 2.4, A3.0	10	11. The Creative Process	
2.3, 2.4, 5.4, A1.0, A2.0, A3.0, A4.0, A14.0, A10.0	10	12. Digital Imaging Arts Skills Applied To A Career	
2.1, 2.5, A1.3, A1.4	10	13. Typography	
2.1, 5.4, 4.3, 1.4, A1.2, A1.3, A1.4	10	14. Designing Graphics, Style Guides, And Logos.	
2.5, 5.4, A2.2, A3.2, A6.0, A5.0, A8.0, A9.0,	10	15. Print Production Process	
5.1, 4.4, A13.0, A12.0	15	16. Role Of The Designer	
5.4, 2.2, A14.0	15	17. Careers	

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	<u>Billi Spivey Hardy</u> Signature	Date <u>5/28/15</u>
Principal	<u>[Signature]</u> Signature	Date <u>5/26/15</u>
Secondary Education Manager	<u>K. Cox-Leland</u> Signature	Date <u>6-1-15</u>
Director, Secondary Education	<u>[Signature]</u> Signature	Date <u>6-1-15</u>
Assistant Superintendent, Secondary Education	<u>[Signature]</u> Signature	Date <u>6/1/15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course	<u>Commercial Art</u>	Course Number _____

Date 5/27/15

Name of person submitting request Nick Mugridge

Position Visual Arts Teacher School: MLK High School

**RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education**

High School Course Proposal

COURSE TITLE: Commercial Art

DEPARTMENT: Visual Arts/CTE

**HIGH SCHOOL SUBMITTING REQUEST: Martin
Luther King**

DATE OF SUBMISSION: 5/12/15

COURSE NUMBER:

LENGTH OF COURSE: 1 year

NUMBER OF CREDITS: 10

HIGH SCHOOL GRADUATION CREDIT:

TARGETED GRADE LEVELS: 10-12

TARGETED STUDENT POPULATIONS: All

RECOMMENDED PREREQUISITE: Digital Arts

**SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes Will submit

No _____

High School Course Proposal

- I. **Course Purpose:** The purpose of this course is to introduce students to the fundamentals of digital art making, bridging the gap between the visual arts and real world, career and technical applications. The course will begin with an initial foundation of the visual arts elements and graphic design vocabulary, as well as the technical terminology needed to navigate the design software. It will focus on the integration of those basic elements and skills to design commercial products using the design principles. Also, this course will provide students with the necessary skills to discuss, analyze and critique their own and other's artwork in a professional manner. Finally, this course will prepare students for advanced commercial arts courses and careers, as well as provide them with an opportunity to develop professional digital art portfolios for post-secondary endeavors.

- II. **Course Description:** This two-semester long course is designed for students in grades nine through twelve who have an interest in computer-based and saleable art. Students will explore and design basic computer-based two-dimensional works of art with an emphasis on modern and post-modern artwork with a socially-conscious edge. Students are introduced to the elements and principals of visual design, through the use of various digital media. Students will develop design skills that can be applied to real-world applications by creating a range of artworks using industry standard design software such as Adobe Photoshop and Illustrator. This course will teach students how to analyze, create, and learn about the commercial art that exists in the world today. Students will also develop a professional student portfolio derived from projects completed in this course. Through the successful completion of this coursework, students will be able to apply the digital skills to advanced graphic design courses, commercial art, and a variety of other digitally-based art courses and careers.

- III. **Course Goals and/or Major Student Outcomes:**
 - Demonstrate ability to solve problems and think critically by effectively completing challenging group and individual projects and assignments.

 - Acquire artistic knowledge, perception and technical skills to express and communicate ideas graphically.

 - Create, produce, respond to, and make connections with artistic work.

 - Demonstrate an understanding of printing and manufacturing processes and systems common to careers in the graphic arts and printing technology industries.

IV. Course Objectives:

Objectives	Standards (optional)
<p>Unit 1 Objectives:</p> <ol style="list-style-type: none"> 1. Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts 2. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. 3. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. 4. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. 5. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. 6. Apply the basic graphic design principles to achieve effective visual communication 7. Apply graphic design software and desktop publishing as a means of creating effective communication 8. Demonstrate technical illustration and vector drawing skills 	<p>CA State Visual Arts Standards: 1.0, 2.0, 2.3, 3.0, 4.0, 5.0 GPT Pathway Standards: A1.0, A3.0, A4.0</p>
<p>Unit 2 Objectives:</p> <ol style="list-style-type: none"> 1. Analyze the material used by a given artist and describe how its use influences the meaning of the work. 2. Review and refine observational drawing skills 3. Identify and describe the role and influence of new technologies on contemporary works of art. 4. Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of 	<p>CA State Visual Arts Standards: 1.5, 2.3, 2.4, 2.6, 3.2, 3.3, 3.4 MPD Pathway Standards: A1.2, A4.1, A13.1</p>

<p>art.</p> <ol style="list-style-type: none"> 5. Discuss the purposes of art in selected contemporary cultures. 6. Create technical illustration and vector drawings. 7. Demonstrate the graphic design principles and the utilization of the grid system in applying those principles. 	
<p>Unit 3 Objectives:</p> <ol style="list-style-type: none"> 1. Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. 2. Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. 3. Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts. 4. Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 5. Create an expressive composition, focusing on dominance and subordination 6. Employ the conventions of art criticism in writing and speaking about works of art. 7. Create and choose font styles 8. Create a basic layout applying imagery, text, and typography 	<p>CA State Visual Arts Standards: 1.1, 1.3, 1.6, 2.1, 2.3, 2.4, 2.5, 4.5 GPT Pathway Standards: A1.3, A1.4, A13.1</p>
<p>Unit 4 Objectives:</p> <ol style="list-style-type: none"> 1. Analyze the material used by a given artist and describe how its use influences the meaning of the work. 2. Develop and refine skill in the manipulation of digital imagery 3. Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. 4. Employ the conventions of art criticism in writing and speaking about works of art. 5. Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician). 6. Understand the science of color spectrum and other aspects of color as it relates to hue, value, and chroma. 7. Explain the differences between methods used to describe color 	<p>CA State Visual Arts Standards: 1.5, 2.3, 2.4, 4.2, 4.5, 5.4 GPT Pathway Standards: A2.1, A2.2, A10.1, A10.2, A10.3, A13.1</p>

<p>8. Employ various photographic technology, processes, and materials used in graphic design.</p> <p>9. Apply the principles of composition and lighting used in photography.</p>	
<p>Unit 5 Objectives:</p> <p>1. Describe the principles of design as used in works of art, focusing on dominance and subordination.</p> <p>2. Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.</p> <p>3. Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.</p> <p>4. Develop and refine skill in the manipulation of digital imagery (either still or video).</p> <p>5. Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p>6. Create technical illustration and vector drawings</p> <p>7. Identify the variables that affect the image transfer process for reproduction</p>	<p>CA State Visual Arts Standards: 1.2, 1.4, 1.6, 2.3, 2.4, 3.3 GPT Pathway Standards: A4.1, A6.1, A13.1</p>
<p>Unit 6 Objectives:</p> <p>1. Apply graphic design software and desktop publishing as a means of creating effective communication.</p> <p>2. Adhere to the process and procedures required to reproduce single-color and multicolor printing.</p> <p>3. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art featuring texture.</p>	<p>CA State Visual Arts Standards: 2.3, 2.4 GPT Pathway Standards: A3.4, A5.1, A13.1</p>
<p>Unit 7 Objectives:</p> <p>1. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p>2. Solve a visual arts problem that involves the effective use of the elements of art and principles of design.</p>	<p>CA State Visual Arts Standards: 1.4, 2.1, 2.3 GPT Pathway Standards: A3.4, A5.1, A13.1</p>
<p>Unit 8 Objectives:</p> <p>1. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p>2. Solve a visual arts problem that involves the effective use of the elements of art and principles of</p>	<p>CA State Visual Arts Standards: 1.4, 2.1, 2.3 GPT Pathway Standards: A3.4, A5.1, A13.1, A13.2</p>

design.	
<p>Unit 9 Objectives:</p> <ol style="list-style-type: none"> 1. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. 2. Apply research methodologies and business and entrepreneurial principles to identify potential business opportunities to apply graphic and multimedia design. 3. Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. 	<p>CA State Visual Arts Standards: 3.3, 2.1, 2.3, GPT Pathway Standards: A8.1, A3.4, A13.1, A13.2, A14.1</p>
<p>Unit 10 Objectives:</p> <ol style="list-style-type: none"> 1. Identify the variations, characteristics, and functions of binding and finishing operations in the production of printed products. 2. Create a visually effective layout that communicates an intention using graphic software that integrates graphics, text, photographic imagery, and color. 3. Demonstrate the graphic design principles and the utilization of the grid system in applying those principles. 4. Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. 5. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. 6. Apply research methodologies and business and entrepreneurial principles to identify potential business opportunities to apply graphic and multimedia design. 	<p>CA State Visual Arts Standards: 2.1, 2.2, 2.3, 2.6, 4.5 GPT Pathway Standards: A8.1, A3.4, A1.2, A3.2, A1.3, A1.4, A5.1, A10.3, A13.1, A13.2, A14.1</p>

V. Course Outline:

Unit 1: Introduction to Art Elements & Design Software

This Unit will begin the semester long look at what makes up the art form of graphic art, how we develop good designs and the artistic process. Students are introduced to the computer and the software programs and basic tools within them used during the course. Students learn basic art vocabulary and how dominance and subordination are used in principles of design through the elements of art. Within this unit, students are required to develop an artistic planning process and workflow, including keeping a daily sketchbook, which will be used as the basis for the subsequent units of work. Students learn to create a name, details about trademarks, copyright, and digital designs. Students go on to learn

about the history and evolution of graphic design, from hand-drawn artworks to the most modern digital designs. Students will develop observational drawing skills and use drawing pens, graphite pencils, and colored pencils.

Unit 2: Line

This Unit will cover the element of line and the various line qualities that are used digitally and in traditional art forms. After studying works by artists such as Albrecht Durer, Keith Haring, Pablo Picasso, and Leonardo Da Vinci, as well as technical drawings and schematics, they will practice their own line artwork utilizing pen and pencil, then scan them digitally using industry standard scanning hardware to create finished artworks using line-based software tools in programs such as Adobe Illustrator. Students will learn document setup, measure tool, pen tool, pencil tool, stroke options, transform tool, layers palette, character window and options, guides, line tool, and selection tools. In this Unit, students will create a vector blind contour portrait and a labeled technical line drawing.

Unit 3: Shape, Form, & Typography

In this Unit, students will learn about the elements of shape and form and will create artworks featuring the element of shape that require them to be proficient in design software such as Adobe Illustrator. Students will learn how artists have used shape and form in iconic artworks including those from Georges Braque, Piet Mondrian, Henri Matisse, Edward Steichen, and Edward Weston. Students will learn about and practice using shapes in traditional mediums such as collage, and then they will create a one-color logo using the shape tools in a program such as Adobe Illustrator. Students will also learn about the history of typography including hand-written calligraphy, the Johannes Gutenberg printing press, and modern typeface design and its role in shaping world history. They will learn about the anatomical components of typography and identify the shapes in individual letterforms and explain how those shapes affect the meaning and interpretation of the written word. Students will learn the shapes tools, character options, gradient tool, and pathfinder window. Students will finish the Unit by designing a type study composition and a national flag.

Unit 4: Value, Color, & Photography

One of the most valuable resources in understanding light, color, and value, as well as creating modern digital artwork is the photograph. Students will study the light spectrum, color theory, and the psychology of color, as well as artists who studied light and color such as Rembrandt Van Rijn, Claude Monet, and Henri Matisse. They will learn about the science and history of black and white as well as color photography, and how photography affected the art movements in the mid to late 19th century. They also will learn about the influential photography pioneers including Eadweard Muybridge, Dorothea Lange, and Ansel Adams as well as contemporary photographers such as Annie Leibovitz and Erik Johansson. Students will distinguish and analyze how artists use their photography for specific purposes and applications including the purposes of photography over time from mugshots to selfies to late 19th century photos without smiling. They will take their own photographs using professional-grade industry-standard digital cameras employing a variety of lighting techniques and equipment. Students will be introduced to a pixel-based image editing software, such as Adobe Photoshop, to digitally manipulate images. In this unit, students will create an original digital still life based on self-taken photographs.

Unit 5: Space & Gestalt

Students will learn about the use of space on a two-dimensional surface and how imagery can be interpreted sub-consciously based on Gestalt Theory psychology. They will derive meaning through the use of positive and negative space and investigate the various methods for creating the illusion of three-dimensional space on a two-dimensional surface such as linear perspective, aerial perspective, and relative size. Students will learn about the development and implementation of these techniques by artists such as Leonardo Da Vinci, Gustave Caillebotte, Frank Lloyd Wright, and Banksy. Students will learn how to use a myriad of tools in design programs such as Adobe Photoshop and Illustrator to create the illusion of space digitally. In this Unit, students will design a unique logo and identity, as well as a corporate style guide.

Unit 6: Texture

In this Unit, students will learn about how the element of texture has been used in famous artworks by artists such as Chuck Close, Auguste Rodin, Salvador Dali, and Robert Rauschenberg. Students utilize the element of implied texture to create artworks that appear real and tangible through tools and filters in design programs such as Adobe Photoshop. They will photograph samples of real textures to manipulate digitally and integrate into their two-dimensional designs and analyze how they make artworks more effective. In this unit, students will create a cereal package design and a surrealist-style animal machine, focusing on texture.

Unit 7: Balance

This Unit refreshed and expands the student's use of the language of visual art and graphic design through the study of elements *and* principles of design. Students will review and expand their knowledge of the art elements and are challenged to implement them to produce the design principle Balance. They will analyze way balance is achieved in the classic artworks made by Alexander Calder, Paul Cezanne, Piet Mondrian. Students will also learn how to use the rule of thirds and a variety of gridding techniques found in print and web design. In this unit, students will create a magazine cover and design a unique currency.

Unit 8: Contrast

In this Unit, students will learn how to identify and create the principle of Contrast through the synthesis of the art elements. They will learn how modern artists such as Shepard Fairey and Blek le Rat use various types of contrast through the stenciling and screenprinting process, creating desired effects to influence an audience. Students will also learn about traditional artforms such as Japanese Notan and Turkish ebru painting. In this unit, students will design a movie poster.

Unit 9: Emphasis, Movement, & Pattern

In this Unit, students will explore the design principle of Emphasis and how to emphasize specific elements of a design. They will learn how to create visual hierarchy in their work. Students study the principle of movement and create artwork that focuses on the actual and implied movement found in their environments including newspapers, illustrated books, and magazine layouts. In this Unit, students research various applications of design that rely on the principle of pattern from textiles and cardstock, to web-design and paper goods. They will make traditional patterns on paper before constructing them digitally using a grid system and software tools. They will learn how to create designs with digital software such

as Adobe Photoshop that can be used across various electronic platforms and applications. In this unit, students will design a cross-curriculum instructional poster and a travel brochure.

Unit 10: Unity

In this Unit, students will learn about establishing branding and identity, which creates unity through a company’s image. They will examine how artists have created a unique style that continues throughout a body of work. Using their knowledge of art and design elements and principles in addition to what they are learning in the area of technology, students will develop various publications that include written and visual content which will be created through a variety of media from drawing to photography to computer generated images. The creation of multi-paged print and web publications will put the student’s skills to the test throughout this course, and especially in this Unit. Students will integrate artwork created in multiple programs such as Photoshop, Illustrator, and InDesign. The goals of the assignments in this unit are to demonstrate an understanding of consistency and theming across multiple platforms and mediums. In this unit, students will design and create an art history website and a cultural menu.

VI. Texts and Supplemental Materials:

Exploring Visual Design

ISBN: 978-16152-8022-3

Communicating Through Graphic Design

ISBN: 978-08719-2988-4

Supplemental Materials

Graphic Design Basics, 6th Ed.

ISBN:0495912077

ISBN-13:9780495912071

Graphic Design Solutions, 5th Ed.

ISBN10: 1-133-94552-X

ISBN13: 978-1-133-94552-9

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
Unit 1	Introduction to Design Software, Art Elements, and Design Principles/ Design Your Name Project
Unit 2	Element of Line/ Line Portrait Project, Technical Drawing Project
Unit 3	Element of Shape & Form, Typography/ Type Study Poster Project, Design a National Flag Project

Unit 4	Value, Color, and Photography/ Digital Still Life & Lighting Project
Unit 5	Space & Gestalt Theory/ Design a Logo & Identity Project, Corporate Style Guide Project
Unit 6	Element of Texture/ Cereal Box Package Design Project, Surrealism Project
Unit 7	Principle of Balance/ Magazine Cover Design Project, Design a Currency Project
Unit 8	Principle of Contrast/ Film Genre Poster Project
Unit 9	Principles of Emphasis, Movement, and Pattern/ Cross-Curriculum Instructional Poster Project, Art History Time Period Brochure Project
Unit 10	Principle of Unity/ Famous Artist Social Media Site Project, Cultural Menu Project

VIII. **Instructional Methods and/or Strategies:**

- Self and teacher led instruction for multimedia technology.
- Visual demonstration of equipment use, software techniques, and exercises prior to execution of projects.
- Visual presentation of digital and analog video clips with similar themes.
- Visual presentation of samples of expected outcomes.
- Internet and library research as required for various essays and projects.
- On-site interviews, virtual tours, and field trips for real-life exposure.
- Instructor evaluation and self reflection of projects.

IX. **Assessment Methods and/or Tools:**

Assessment for this course is based on several formative and summative assessments. First, the student's work for each completed lesson (including note taking, research, worksheets, sketches, and revision of written work) are collected and graded with high rigorous standards. For each of the project-based lessons, students receive a rubric in which they are given very clear expectations and the goals/objectives of the unit. Students self evaluate by and monitor their own progress based on this rubric. Students are then expected to participate in verbal and written critiques of famous works of commercial art, as well as their own productions. Students receive mid project feedback from their teachers and classroom assistants, allowing students the best possible end product. Finally, at the completion of digital art projects, students complete a short answer reflection worksheet that highlights their understanding of unit concepts. Additionally, students are required to take quizzes, tests, create hand-on technology based products, write essays on various research topics and assemble a comprehensive portfolio which professionally displays the work they have produced in this two-semester long course.

X. Pacing Guide:



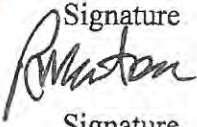

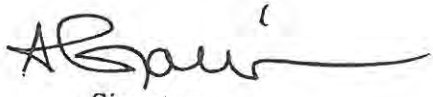
California Visual Art & CTE Standards	Number of Teaching Days Allotted	Topic(s) to be Covered	Unit/Chapter/Pages from Text
CA State Visual Arts Standards: 1.0, 2.0, 3.0, 4.0, 5.0 GPT Pathway Standards: A1.0, A3.0, A4.0	10	Copyright, plagiarism, basic software functions, digital responsibility, art making processes, workflow	Unit 1 CTGD Chapter 1-3
CA State Visual Arts Standards: 1.5, 2.4, 2.6, 3.2, 3.3, 3.4 GPT Pathway Standards: A1.2, A4.1	15	Element of line, life drawing Adobe Illustrator, line tools, technical drawings	Unit 2 EVD Chapter 1
CA State Visual Arts Standards: 1.1, 1.3, 1.6, 2.1, 2.5, 4.5 GPT Pathway Standards: A1.3, A1.4	15	Element of Shape, Form, and Typography	Unit 3 EVD Chapter 2
CA State Visual Arts Standards: 1.5, 2.3, 4.2, 4.5, 5.4 GPT Pathway Standards: A2.1, A2.2, A10.1, A10.2, A10.3	20	Element of Value, Color, and Photography	Unit 4 EVD Chapter 3-4
CA State Visual Arts Standards: 1.2, 1.4, 1.6, 2.3, 3.3 GPT Pathway Standards:	20	Element of Space, Gestalt Theory, Logo Design	Unit 5 EVD Chapter 5

A4.1, A6.1			
CA State Visual Arts Standards: 1.2, 1.4, 1.6, 2.3, 3.3 GPT Pathway Standards: A4.1, A6.1	15	Element of Texture	Unit 6 EVD Chapter 6
CA State Visual Arts Standards: 1.2, 1.4, 1.6, 2.3, 3.3 GPT Pathway Standards: A4.1, A6.1	20	Principle of Balance	Unit 7 EVD Chapter 7
CA State Visual Arts Standards: 1.2, 1.4, 1.6, 2.3, 3.3 GPT Pathway Standards: A4.1, A6.1	15	Principle of Contrast	Unit 8 EVD Chapter 9
CA State Visual Arts Standards: 1.2, 1.4, 1.6, 2.3, 3.3 GPT Pathway Standards: A4.1, A6.1	25	Principle of Emphasis, Movement, and Pattern	Unit 9 EVD Chapter 10-12
CA State Visual Arts Standards: 1.2, 1.4, 1.6, 2.3, 3.3 GPT Pathway Standards: A4.1, A6.1	30	Principle of Unity, multi-paged designs, theming, branding	Unit 10 EVD Chapter 8

(Ref: Policy 6141 a-b)
(Ref: Rules and Regulations #6141 a-g)

RIVERSIDE UNIFIED SCHOOL DISTRICT
NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	 Signature	Date <u>5-2-15</u>
Principal	 Signature	Date <u>5-12-15</u>
Secondary Education Manager	 Signature	Date <u>5-15-15</u>
Director, Secondary Education	 Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education	 Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review		Date
Adopted by Board of Education		Date
Title of Course <u>Microsoft IT Academy 1</u>		Course Number <u>TBA</u>

Date: 5/11/15

Name of person submitting request Scott Hanes

Position Teacher / Dept Chair

School: Riverside Virtual School

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: Microsoft IT Academy 1

DEPARTMENT: CTE

HIGH SCHOOL SUBMITTING REQUEST: EOC / Riverside Virtual school

DATE OF SUBMISSION:

COURSE NUMBER: To be created

**LENGTH OF COURSE: 1 Year Microsoft IT
Academy 1 Integration Pathway (Completer Course)**

NUMBER OF CREDITS: 5.0 per semester

HIGH SCHOOL GRADUATION CREDIT: 10.0

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: All

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes
No

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

- I. **Course Purpose:** Students interested in a career pathway involved with IT support and Computer networking can take these courses to move down a personalized certification pathway to a career in the IT and computer networking field. Students learn the basic vocabulary, acronyms and concepts of the computer support industry. They will learn the principles of team work and leadership as it relates to business, What it means to be successful person in today's society, basics of the IT business industry and accounting. Students will explore the different career options and educational background needed in each job in the Information Technology pathway. All students will earn basic MOS(Microsoft Office Specialist) / MTA office certifications in Word, Excel, PowerPoint and Outlook. Students will begin to work on Microsoft certifications in their chosen IT path . Students will personalize their career pathway and instruction by choosing their certification pathway in the Microsoft IT Academy.. Options for Certification are Client Support, Server support, database management, application development. Final goal for each student is to finish with a MCSA(Microsoft Certified Solutions Associate) or MCSE(Microsoft Certified Solutions Expert) certification in one or more of the above pathways.
- II. **Course Description:** This is a year long course in introduction to the Information Technology industry. Students will learn the basic concepts of working as a customer service person in the IT Business field. Students will also learn office software skills that will work across the industry. Students will choose a Career certification and begin working towards that certification.
- III. **Course Goals and/or Major Student Outcomes:** Students will learn the principles of team work and leadership as it relates to business. Students will Learn what it means to be successful person in today's society, Students will compare the different career pathways in the Information technology field. Students will learn the basic concepts of Business and customer service. Students will all learn to use and be MOS certified in basic Microsoft office software and have the opportunity to certify as an MOS (Microsoft Office Specialist) Expert. Students, parents and instructor will plan and develop the students own individualized Microsoft career certification pathway and begin working toward those certification's and that final career goal.
- IV. **Course Objectives:**

Objectives
<i>Unit 1</i> <ul style="list-style-type: none">● <i>Understand the principles of team work and leadership as it relates to business</i>● <i>Learn what it means to be a successful person in Business in today's society,</i>● <i>Learn what it means to be a Professional in the IT Field</i>
<i>Unit 2</i>

<ul style="list-style-type: none"> ● <i>Explore the Information Technology Career</i> ● <i>Choose an IT Industry pathway</i> ● <i>Define and understand IT acronyms</i> <p><i>Unit 3</i></p> <ul style="list-style-type: none"> ● <i>Learn Business basics, and accounting</i> ● <i>compare business philosophies and best practices</i> ● <i>Learn Accounting principles of Business</i> ● <i>Learn Customer service best practices</i> <p><i>Unit 4</i></p> <ul style="list-style-type: none"> ● <i>Learn and Certify in Microsoft office Business software (word, Excel, PowerPoint, Outlook)</i> <p><i>Unit 5</i></p> <ul style="list-style-type: none"> ● <i>Choosing an IT Industry Learning pathway</i> ● <i>Create a personalised Industry certification pathway using Microsoft certifications and CISCO certifications</i> <p><i>Unit 6</i></p> <ul style="list-style-type: none"> ● <i>Learn course material and begin personalized Certification work</i>
--

V. **Course Outline:**

Unit 1: Principles of a successful person

Unit 2: IT Career Exploration

Unit 3: Business basics

Semester 2

Unit 4: Business software

Unit 5: Create a Personalized learning Plan in the IT Industry Field, begin working toward personalized certification

Unit 6: Complete first certification course

VI. **Texts and Supplemental Materials:**

Microsoft Curriculum is available to students online through Password Protected LMS on Microsoft It Academy Website.

<https://www.microsoft.com/en-us/education/training-and-events/it-academy/default.aspx#fbid=VOH4H0RUfOm>

VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
Semester 1 Unit 1 Principles of a Successful person	<ul style="list-style-type: none"> ● discussion- principles of team work and leadership as it relates to business- video- and discussion ● research about what it takes to be a successful person and or employee in the Business IT field - video and discussion ● Project based group assignment- wiki
Unit 2 IT Careers and salaries	<ul style="list-style-type: none"> ● Research and guest speakers ● Research paper and data on chosen career.
Unit 3 Business basics	<ul style="list-style-type: none"> ● Discussion and guest speaker ● Understanding how business works , accounting, book keeping, record keeping, payroll research and project
Semester 2 Unit 4 Business Software and Certifications.	<ul style="list-style-type: none"> ● MOS Certifications in Word , excel, PowerPoint, outlook
Unit 5 Creating a Personalized learning plan in an IT Career.	<ul style="list-style-type: none"> ● Create a Learning Plan of a chosen IT career and begin to take certification preparation courses.
Unit 6 Begin and Complete first certification course.	<ul style="list-style-type: none"> ● Earn certifications in a beginning pathway.

VIII. **Instructional Methods and/or Strategies:** Information for the class will be disseminated via Microsoft IT Academy LMS and from the class Haiku page, as well as direct instruction during class time. Students will work independently, in pairs, and in small groups on various projects throughout the course.

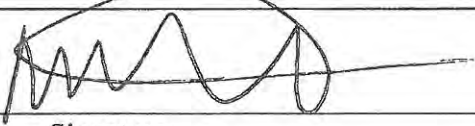

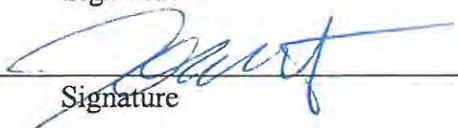
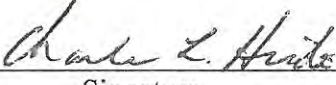
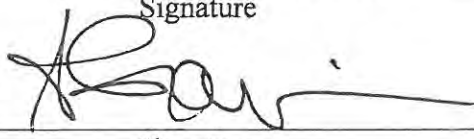
IX. **Assessment Methods and/or Tools:** Discussion Boards, Essays, Group Projects (2-4 students), and Quizzes as Formative Assessments. Essays, Individual Projects, and a Final Exam as Summative Assessments.

X. **Pacing Guide:**
Each Unit is designed to be approximately four (6) weeks in length, with four (3) Units per semester.

RIVERSIDE UNIFIED SCHOOL DISTRICT

**NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson		Date <u>5-12-15</u>
	Signature	
Principal		Date <u>5-12-15</u>
	Signature	
Secondary Education Manager		Date <u>6/10/15</u>
	Signature	
Director, Secondary Education		Date <u>5/15/15</u>
	Signature	
Assistant Superintendent, Secondary Education		Date <u>6-29-15</u>
	Signature	
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course <u>Research Methodology</u>		Course Number _____

Date 5/11/15

Name of person submitting request David Dillon and James Stroud

Position History Teacher and Science Teacher

School: Riverside Virtual School

**RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education**

High School Course Proposal

COURSE TITLE: Research Methodology

DEPARTMENT: Interdisciplinary (Science and Social Science)

HIGH SCHOOL SUBMITTING REQUEST: EOC

DATE OF SUBMISSION: May 2015

COURSE NUMBER:

LENGTH OF COURSE: 1/2 Year (1 semesters)

NUMBER OF CREDITS: 5 (5 per semester)

HIGH SCHOOL GRADUATION CREDIT:

Physical Science (UC/CSU “d” and “g”)

TARGETED GRADE LEVELS:9 & 10

TARGETED STUDENT POPULATIONS:

9th graders who want to satisfy their A-G Requirements.

RECOMMENDED PREREQUISITE:

None

**DISSATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes XX

No _____

**Riverside Unified School District
Instructional Services
Secondary Education Department**

High School Course Proposal

- I. **Course Purpose:** The purpose of this course is to offer students an introduction to scientific methodology, qualitative research, and qualitative research. The course will prepare students to participate in original research during their high school career.
- II. **Course Description:** Students will trace the history of science and major turning points in the development of science. Students will explore epistemology and different ways of knowing. Students will study the various steps in scientific research and examine how to minimize scientific error. Students will be introduced to basic statistical fallacies. Students will prepare original research History Day, Science Fair, or an independent project/

III. **Course Goals and/or Major Student Outcomes:**

Students will compare a variety of epistemologies.

Students will develop their ability to problem solve by use of scientific inquiry and critical thinking skills.

Students will develop the skills to identify statistical falsies and misrepresentations of data.

Students will develop the ability to conduct original research.

IV. **Course Objectives:**

Objectives
Unit 1: History of Science <ul style="list-style-type: none">• Differentiate between science and pseudoscience• Determine when scientific generalization is justified• Analyze the role of interpretation in science• Compare and contrast rationalism and empiricism• Examine the role of religion and science• Compare various scientific paradigms• Differentiate between descriptive and normative science• Compare and contrast art and science
Unit 2: Types of Research – How do we do science? <ul style="list-style-type: none">• Examine how science works

- Explain the concept of falsification
- Describe the tension between reason and experience
- Demonstrate the difference between qualitative and quantitative science
- Critique the pros and cons of qualitative and quantitative science
- Explain and demonstrate an understanding of validity and reliability
- Explain the relationship between a population and a sample
- Create a random sample for a study
- Demonstrate the purpose of each of the following research designs: case studies, natural and controlled observations, surveys, secondary and content analysis.
- Differentiate between historical research and scientific research
- Explain the historical research methodology and the five areas of historical inquiry
- Engage in sourcing and close reading of primary and secondary sources
- Examine pitfalls to avoid in historical research
- Develop an understanding of the ethical issues when doing research

Unit 3: Understanding and Evaluating the Use of Statistics

- Introduced to statistics and statistical analysis
- Distinguish between mean, mode, and median
- Evaluate how different averages can be used for different purposes
- Compare the concept of the ideal type with the average
- Identify the inherent issues in scientific measurement
- Develop operational definitions
- Explain what hyper-accuracy is
- Explain the relationship between range, deviation, variance, and standard deviation
- Examine ways data can be manipulated in graphs and charts
- Examine ways percentages can be manipulated in research
- Examine the problems that one can have with sampling
- Distinguish between correlation and causation

Unit 4: Research Project

- Identify a topic for research
- Review literature on the topic
- Develop a hypothesis or research question
- Determine the appropriate data collection designs
- Collect data insuring for reliability and validity
- Analyze data that is collected
- Draw conclusions based on data

V. **Course Outline:**

Unit 1: History of Science

Section 1: History of Science

Section 2: Paradigm Shifts – The Struggle for Scientific Capital

Section 3: Role of Science and Art in Society

Section 4: Unit Project – How do we know what we know?

Unit 2: Types of Research – How do we do science?

Section 1: What is the scientific method

Section 2: How do we do scientific research?

Section 3: Ethics of research and informed consent.

Section 4: Historical Research

Section 5: Unit Project – Critiquing Famous Experiments

Unit 3: The Meaning of Statistics – Evaluating the Proper Use of Statistics

Section 1: Basic Statistics – Mean, Mode, and Median

Section 2: Measurement

Section 3: Cheating Charts

Section 4: Percents

Section 5: Sampling

Section 6: Correlation and Causality

Section 7: Unit Project – Becoming a Master Statistical Critic

Unit 4: Research Project

Section 1: Identify the Question

Section 2: Review the Literature

Section 3: Choose the Research Design

Section 4: Gather the Data

Section 5: Drawing Conclusions

VI. **Texts and Supplemental Materials:**

None

Course is housed in Haiku using open source web based content.

Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
Unit 1: History of Science	Focus Notes on Video and Readings Class Discussion Boards Short Essay of Selected Topics Wiki Project Seminar Unit Project – How do we know what we know?
Unit 2: Types of Research – How do we do science?	Focus Notes on Video and Readings Class Discussion Boards Short Essay of Selected Topics Seminar Practice Quiz Reliability and Validity Lab Sampling Simulation Wiki Project Unit Project – Critiquing Famous Experiments
Unit 3: The Meaning of Statistics – Evaluating the Proper Use of Statistics	Focus Notes on Video and Readings Class Discussion Boards Short Essay of Selected Topics Seminar Practice Quiz Mean, Mode, and Median Lab Measurement Lab Understanding Percentages Manipulation of Data on Charts Sampling Issues Unit Project – Becoming a Master Statistical Critic
Unit 4: Research Project	Identify the Question Review the Literature Choose the Research Design Gather the Data Drawing Conclusions Unit Project – Participation in History Day, Science Fair, or Independent Project

VIII. **Instructional Methods and/or Strategies:**

- Focused Notes
- Graphic Organizers
- Concept Mapping
- Group Discussion
- Technology
- Inquiry Laboratory Experiments
- Research Projects/Report

IX. **Assessment Methods and/or Tools:**

Formative Assessments:

- Assignments
- Pretest
- Class discussions
- Laboratory exercises
- Seminars

Summative Assessments:

- Test
- Quizzes
- Projects/Presentations
- Lab Based Hands on tests
- Projects/Presentations
- Teacher Student Mentoring

X. **Pacing Guide:**

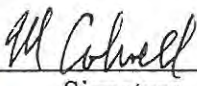

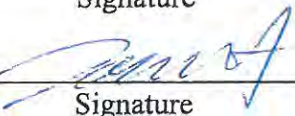
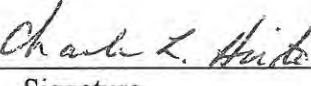
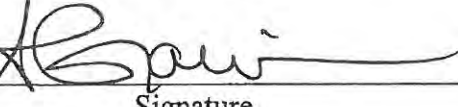
Unit of Study	Number of Teaching Days Allotted
Unit 1: History of Science	20 Days
Unit 2: Types of Research – How do we do science?	25 Days
Unit 3: The Meaning of Statistics – Evaluating the Proper Use of Statistics	25 Days
Unit 4: Research Project	20 Days This project will be worked on throughout the semester. This will

	allow for application of course content as appropriate.
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RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u></u> Signature	Date <u>5/12/15</u>
Principal <u></u> Signature	Date <u>5-12-15</u>
Secondary Education Manager <u></u> Signature	Date <u>6/12/15</u>
Director, Secondary Education <u></u> Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education <u></u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Veterinary Science: The Care of Animals</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

Credential: 477 Science

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Veterinary Science: The Care of Animals*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: *None*

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

This course explores the world of veterinarian science and how this medical profession differs from traditional human medicine.

II. Course Description:

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

III. Course Goals and/or Major Student Outcomes:

Students will learn the difference between large and small animal medicine, how toxicology and parasitic organisms can affect animals (and at times humans), and the introduction of exotic animals as pets.

IV. Course Objectives:

Objectives
<i>Unit 1: Introduction to Veterinary Science</i> <ul style="list-style-type: none">• Discuss what the areas of veterinary science and medicine include and how these areas differ from each other.• Learn about the history of veterinary science and medicine.• Examine some of the research areas that veterinary scientists are working on today.• Investigate the educational and other requirements for veterinarians and veterinary scientists.• Discuss some of the ethics in the profession and some of the controversial issues.
<i>Unit 2: Small Animal Medicine</i> <ul style="list-style-type: none">• Learn what the nervous, endocrine, and gastrointestinal systems consist of and what they do for the body.• Examine how skeletal and muscle disorders can affect animals.• Discuss several infectious diseases that animals can catch from infected animals.• Investigate the causes and symptoms of the diseases discussed in the unit.• Learn about some of the treatments and preventative measures that veterinary scientists have discovered for these diseases.
<i>Unit 3: Large Animal Medicine</i> <ul style="list-style-type: none">• Discuss why the health of horses, cattle, and swine is important for public health.• Learn about several diseases that can affect horses and how they are treated.

- Examine what mad cow disease is and why it is such a feared disease for cattle.
- Investigate several diseases that affect cattle and the impact that they have.
- Discuss some diseases that affect swine and how they are treated.

Unit 4: Exotic Animal Medicine

- Discuss what exotic animals are and why treating them may take additional education and training.
- Learn about some of the diseases that affect birds and what treatments are used for these diseases.
- Learn about some of the diseases that affect reptiles and what treatments are used for these diseases.
- Examine what roles veterinary scientists may fill in zoological parks and sanctuaries.
- Investigate what challenges veterinary scientists face when working with animals at zoological parks and sanctuaries.

Unit 5: Poisoning & Toxicology

- Discuss what toxicology, toxicity, and toxicosis are and how these concepts relate to veterinary science and medicine.
- Learn how acute toxicosis differs from chronic toxicosis.
- Discuss how exposure to toxins can occur and what factors affect toxicity.
- Examine some of the natural forms of poisoning, such as poisoning from certain plants and fruits and bites from poisonous snakes.
- Investigate some artificial substances that can cause poisoning, such as rodenticides.

Unit 6: Veterinary Parasitology

- Learn what parasites are and how they relate to hosts.
- Discuss several different types of parasites and how they differ.
- Examine how animals may become infected with parasites and how parasites may be transferred from animal to animal.
- Investigate some of the different symptoms that animals experience due to parasites.
- Investigate some of the different life cycles for common parasites.

Unit 7: Zoonotic Diseases

- Learn about zoonoses and why they are a concern to veterinary scientists and public health officials.
- Discuss Hantavirus and how it is transmitted to humans.
- Examine the plague and how this zoonotic disease has impacted human societies throughout history.
- Investigate anthrax and how it can be transmitted to humans.
- Discuss ringworm and the symptoms of this zoonotic infection.

Unit 8: Holistic Veterinary Science and Medicine

- Learn about holistic and allopathic veterinary treatments and how they differ.
- Discuss the use of acupuncture for the treatment of animal diseases.
- Examine how hydrotherapy can benefit horses and dogs.
- Investigate how herbs and botanicals are used to treat animal diseases.
- Learn about the use of essential oils with animals.

V. Course Outline:

Unit 1: Introduction to Veterinarian Science

Unit 2: Small Animal Medicine

Unit 3: Large Animal Medicine

- Unit 4: Exotic Animal Medicine
- Unit 5: Poisoning & Toxicology
- Unit 6: Veterinary Parasitology
- Unit 7: Zoonotic Diseases
- Unit 8: Holistic Veterinary Science and Medicine

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: Introduction to Veterinary Science	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Small Animal Medicine	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Large Animal Medicine	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Exotic Animal Medicine	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Poisoning & Toxicology	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz

Unit 6: Veterinary Parasitology	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Zoonotic Diseases	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Holistic Veterinary Science and Medicine	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u>M. Colwell</u> Signature	Date <u>5/12/15</u>
Principal <u>[Signature]</u> Signature	Date <u>5-2-15</u>
Secondary Education Manager <u>[Signature]</u> Signature	Date <u>6-10-2015</u>
Director, Secondary Education <u>Charles Z. Haid</u> Signature	Date <u>5/12/15</u>
Assistant Superintendent, Secondary Education <u>[Signature]</u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Social Problems I: A World in Crisis</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Social Problems I: A World in Crisis*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

This course explores the topic of social problems, including an understanding of social problems, some of the characteristics common to many of them, and how those problems evolve.

II. Course Description:

Students will learn more about the challenges facing societies and the relationships between societies, governments, and individuals in these areas. Each unit will focus on a particular area of social concern, often with a global view, and examine possible solutions at both a structural and individual level.

III. Course Goals and/or Major Student Outcomes:

Students will examine the problem of poverty and its root causes, as well as problems in education. It also examines the problem of crime, what has historically succeeded and failed in addressing it, and how to move society forward in effectively mitigating the problem. Other topics such as healthcare and war and terrorism will also be examined.

IV. Course Objectives:

Objectives
<i>Unit 1: Analyzing Social Problems</i> <ul style="list-style-type: none">• Understand social problems and what elements are commonly found in social problems.• Review the different stages of a social problem.• Discuss some of the issues in studying social problems.• Examine the two types of social problems.• Discuss two approaches to social problems.
<i>Unit 2: Mass Media</i> <ul style="list-style-type: none">• Understand what makes up the mass media.• Discuss how the media affect what is seen as a social problem.• Learn how gatekeeping, agenda setting, and framing affect the perceptions of social problems.• Examine how the media was used in the Rwandan genocide.• Investigate claims that the media are connected to social problems like violence and racism.
<i>Unit 3: Poverty</i> <ul style="list-style-type: none">• Understand the different ways of defining poverty and deprivation.• Understand the extent of poverty in North America and around the world.• Examine the possible causes of poverty.• Investigate the costs of poverty for individuals and society.

- Discuss potential ways to decrease poverty.

Unit 4: Education

- Understand some of the social problems affecting the educational system.
- Discuss the benefits of desegregation and the issues in implementing desegregation.
- Understand what tracking is and the effects of the solutions that have been suggested.
- Investigate some of the solutions that have been suggested for educational problems.

Unit 5: Health Care

- Understand the global AIDS epidemic and the patterns of transmission.
- Discuss the abortion and euthanasia controversies.
- Investigate how health is related to economics.
- Examine some of the problems in the United States health care system.
- Discuss how health care might become more equal throughout society.

Unit 6: Crime

- Review the different types of crime in society.
- Discuss the history of crime and how urbanization affects crime rates.
- Investigate theories on why individuals commit crimes.
- Understand how social issues like poverty influence crime rates.
- Think about how to decrease crime rates in society.

Unit 7: Population & the Environmental Crisis

- Examine the effects that overpopulation has on individuals and society.
- Investigate how many people the earth can support and feed.
- Discuss different ways to reduce population growth globally.
- Learn how cultural values and practices influence environmental problems.
- Discuss the social consequences of environmental issues.

Unit 8: War and Terrorism

- Examine various theories on what causes war.
- Understand the costs of war for individuals, societies, and countries.
- Discuss how the arms race began and what form it currently takes.
- Investigate some of the different types of terrorism.
- Look at the weapons that terrorists might use and what effects they might have on individuals and society.

V. Course Outline:

- Unit 1: Analyzing Social Problems
- Unit 2: Mass Media
- Unit 3: Poverty
- Unit 4: Education
- Unit 5: Health Care
- Unit 6: Crime
- Unit 7: Population & the Environmental Crisis
- Unit 8: War and Terrorism

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: Analyzing Social Problems	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Mass Media	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Poverty	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Education	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Health Care	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Crime	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Population & the Environmental Crisis	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2

Unit 8: War and Terrorism	Unit 7: Quiz Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
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VIII. **Instructional Methods and/or Strategies:**

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	<u>Bill Chell</u> Signature	Date <u>5/12/15</u>
Principal	<u>[Signature]</u> Signature	Date <u>5-12-15</u>
Secondary Education Manager	<u>[Signature]</u> Signature	Date <u>6-10-2015</u>
Director, Secondary Education	<u>Charles Z. Harte</u> Signature	Date <u>5/15/15</u>
Assistant Superintendent Secondary Education	<u>[Signature]</u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course	<u>Social Problems II: Crisis, Conflicts & Challenges</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

Elective Course [initials]

Credential: Social Science
489

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Social Problems II: Crisis, Conflicts
& Challenges*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: *Social
Problems I*

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. Course Purpose:

This second level course on Social Problems focuses on specific social problems that Americans face today including, homelessness, obesity, technology, consumerism, and, alcohol and drug use.

II. Course Description:

The Social Problems II course continues to examine the social problems that affect individuals and societies in the world today. Students learn about the overall structure of the social problem as well as how it impacts their lives. Each unit focuses on a particular social problem, including racial discrimination, drug abuse, the loss of community, and urban sprawl, and discusses possible solutions at both individual and structural levels. Students examine the connections in each issue between societies, individuals, governments, and the global arena.

III. Course Goals and/or Major Student Outcomes:

Students learn about the overall structure of social problems and discuss possible solutions to the problems at the individual and structural levels. Students will have a fuller understanding of the societal problems that many Americans face.

IV. Course Objectives:

Objectives
<i>Unit 1: The Individual in Modern Society</i> <ul style="list-style-type: none">• Learn about alienation and anomie in society and their effects on individuals.• Discuss the issues in developing personal identities in modern society.• Investigate whether individualism is declining.• Examine whether communities are decreasing in modern society or changing form.• Discuss youth suicide and how modern society may affect it.
<i>Unit 2: Consumption and Consumerism</i> <ul style="list-style-type: none">• Learn about consumption and consumerism.• Examine how “consumers” were created after the Industrial Revolution.• Discuss the characteristics of a culture of consumption.• Look at the differing consumption levels around the world.• Investigate the effects of consumption and consumerism on individuals and society.
<i>Unit 3: Homelessness</i> <ul style="list-style-type: none">• Learn about homelessness and how it is defined.• Discuss why it is difficult to know how many people are homeless in society.• Investigate some of the causes of homelessness.• Examine the effects of homelessness on families, youths, the elderly, veterans, and the rural poor.

- Look at some ways that homelessness might be reduced in society.

Unit 4: Obesity and Health

- Learn what obesity is and how it is measured.
- Look at how many people around the world are considered obese and what the predictions are for the future.
- Examine what factors encourage obesity in modern society.
- Investigate the consequences that obesity can have for individuals and society.
- Discuss some ways to potentially reduce obesity in society.

Unit 5: Science and Technology

- Learn about identity theft and the consequences for individuals.
- Examine why people may have less privacy in the modern age and what technologies are contributing to this area of concern.
- Discuss the digital divide and how it contributes to inequality around the world.
- Investigate the growth of science and technology in society and why this has occurred.
- Examine how new technologies and advances in science can have unintended negative consequences on individuals and society.

Unit 6: Problematic Groups

- Learn how cults, gangs, and extremist groups are defined and what problems there are in defining groups with these labels.
- Examine why individuals join problematic groups and why they continue to participate despite the negative labels.
- Look at the effects that problematic groups have on individuals and society.
- Investigate several problematic groups, including their goals, activities, and role in society.
- Discuss the risks that problematic groups may have for individuals and society.

Unit 7: Alcohol and Drug Abuse

- Learn what alcohol and drug abuse are and how large this problem is in society.
- Look at some of the causes of alcohol and drug abuse at both the individual and societal levels.
- Investigate the effects that alcohol and drug abuse have on society.
- Examine some of the ways that individuals and groups have coped with and tried to reduce this issue.
- Discuss the War on Drugs and whether these policies have been successful or not in reducing drug use.

Unit 8: Globalization

- Understand the different facilities used to hold and incarcerate offenders.
- Learn about the history of the correctional system.
- Examine the cost of correctional institutions to society.
- Discuss probation and why it is used.
- Examine alternative sanctions, such as house arrest and community service.

V. Course Outline:

Unit 1: The Individual in Modern Society

Unit 2: Consumption and Consumerism

Unit 3: Homelessness

Unit 4: Obesity and Health

- Unit 5: Science and Technology
- Unit 6: Problematic Groups
- Unit 7: Alcohol and Drug Abuse
- Unit 8: Globalization

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
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Unit 2: Consumption and Consumerism	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Homelessness	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Obesity and Health	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Science and Technology	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz

Unit 6: Problematic Groups	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Alcohol and Drug Abuse	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Globalization	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	<u>M. Chwell</u> Signature	Date <u>5/12/15</u>
Principal	<u>J. L.</u> Signature	Date <u>5-12-15</u>
Secondary Education Manager	<u>Caig</u> Signature	Date <u>6-10-2015</u>
Director, Secondary Education	<u>Charles L. Hurd</u> Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education	<u>A. Brown</u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course <u>Sociology II: Your Social Life</u>		Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

Elective Course

Prerequisite: Sociology **495**

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Sociology II: Your Social Life*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: *Sociology*

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. Course Purpose:

This course explores the next level of the study of people, social life and society. Students examine how social norms shape actions and beliefs.

II. Course Description:

Sociology is the study of people, social life and society. The development of a sociological imagination will enable students to examine how society shapes human actions and beliefs, and how such actions and beliefs in turn shape society. Exciting online video journeys to different areas of the sociological world are also presented in the course.

III. Course Goals and/or Major Student Outcomes:

Students will examine in depth the function of marriage and family, religious belief functions, the role of education in society, city versus urban environments, and, social change. Students will analyze the impact of various social norms on modern culture.

IV. Course Objectives:

Objectives
<i>Unit 1: Marriage & Family</i> <ul style="list-style-type: none">• Learn about different family arrangements around the world.• Think about the different functions that families provide for individuals and society.• Examine the patterns in mate selection for marriage.• Investigate the factors that have led to an increase in divorce.
<i>Unit 2: Religion & Education</i> <ul style="list-style-type: none">• Learn what functions religion provides for individuals and society.• Examine different types of religious organizations.• Investigate the functions of education in society.• Examine the relationship between education and social inequality.• Discuss the growth of online education.
<i>Unit 3: The Economy & Politics</i> <ul style="list-style-type: none">• Learn the differences between capitalism and socialism.• Discuss several recent trends in the economy.• Examine the three types of authority.• Investigate the differences between totalitarianism, authoritarianism, and democracy.• Discuss several models of power to explain the political system.
<i>Unit 4: Sport & Entertainment</i> <ul style="list-style-type: none">• Learn how sports reinforce social inequality in society.• Discuss how sports contribute to socialization into North American culture.• Investigate the functions that the mass media provide.

- Consider how the concentration of the media and gatekeeping activities influence what we are exposed to.
- Examine the controversy over violence in the media and how individuals receive messages in the media.

Unit 5: Population & Environment

- Understand the basic concepts used in the study of population.
- Investigate several theories of population growth.
- Examine some trends in population growth and the effects that these may have on society and the environment.
- Discuss how the culture of North America contributes to environmental problems.
- Understand what environmental racism is and how it reinforces social inequality.

Unit 6: Cities & Urban Life

- Understand some of the factors that led to the development of cities.
- Learn what urbanization is and how it affects society, individuals, and the environment.
- Examine how cities may affect those who live in them.
- Investigate the trends of urban decline, the growth of Sunbelt cities, and sprawl.
- Understand some of the effects that urban decline and sprawl have on society, cities, and individuals.

Unit 7: Collective Behavior & Social Movements

- Understand the forms of collective behavior.
- Examine explanations for collective behavior in society.
- Investigate the different categories of social movements and how they change society.
- Discuss why social movements develop and the stages that they go through.

Unit 8: Social Change

- Understand what social change in society is and what causes it.
- Examine how theorists have explained social change.
- Discuss how society has changed since the Industrial Revolution.
- Learn the common characteristics of postmodern societies.

V. Course Outline:

Unit 1: Marriage & Family

Unit 2: Religion & Education

Unit 3: The Economy & Politics

Unit 4: Sport & Entertainment

Unit 5: Population & Environment

Unit 6: Cities & Urban Life

Unit 7: Collective Behavior & Social Movements

Unit 8: Social Change

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: Marriage & Family	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Religion & Education	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: The Economy & Politics	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Sport & Entertainment	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Population & Environment	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Cities & Urban Life	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Collective Behavior & Social Movements	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz

Unit 8: Social Change	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
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VIII. **Instructional Methods and/or Strategies:**

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u>McNeill</u> Signature	Date <u>5/12/15</u>
Principal <u>De</u> Signature	Date <u>5-12-15</u>
Secondary Education Manager <u>[Signature]</u> Signature	Date <u>6/10/15</u>
Director, Secondary Education <u>Charles Z. Avide</u> Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education <u>[Signature]</u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Introduction to Anthropology: Uncovering Human Mysteries</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Introduction to Anthropology:
Uncovering Human Mysteries*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:
Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

This course will explore the evolution, similarity and diversity of humankind through time. It will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change.

II. Course Description:

"Anthropology demands the open-mindedness with which one must look and listen, record in astonishment and wonder that which one would not have been able to guess." (Margaret Mead)

The aim of anthropology is to use a broad approach to gain an understanding of our past, present, future and address the problems humans face in biological, social and cultural life. This course will explore the evolution, similarity and diversity of humankind through time. It will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys to different areas of the world will also be presented in the course.

III. Course Goals and/or Major Student Outcomes:

Students will be able to analyze and assess the function of an anthropologist, why humans are special, how we came to be, who we are and how we function in society.

IV. Course Objectives:

Objectives
<i>Unit 1: Studying Humans: What Anthropologists Do</i> <ul style="list-style-type: none">• Describe anthropology, and explain why it is holistic.• Define culture, and explain how anthropologists learn about other cultures.• State why anthropology is a science and how it differs from other social sciences.• Explain why anthropology is important, especially in today's world.• Describe some careers in anthropology and the value of anthropology training.
<i>Unit 2: Culture & Language: Why Humans Are Special</i> <ul style="list-style-type: none">• Define culture, and list cultural universals.• Give examples of material, social, and ideological culture.• Explain why art is an important part of culture.• List traits of human language.• Outline the origin of human language.• Describe modern human languages.
<i>Unit 3: Human Evolution: How We Got Here</i> <ul style="list-style-type: none">• State how and why evolution occurs.• Identify different types of evidence for evolution.• Outline the events of early primate evolution.• Describe the Australopithecines and their role in human evolution.

- Identify early species of Homo, including their traits and distribution.
- Describe where and when Homo sapiens evolved.
- Identify the Neanderthals and what may have happened to them.

Unit 4: The Human Animal: Who We Are

- Describe how humans are classified in the animal kingdom, and name our closest living relatives.
- Identify biological traits that define the human species, and explain how they are related to culture.
- Describe ways that humans vary, and explain why racial classifications are not useful.

Unit 5: All About Food: What We Do in Order to Eat

- Describe the cuisines of different cultures.
- Identify cultural differences in eating habits.
- Contrast four basic types of subsistence strategy.
- Explain how subsistence strategy influences other aspects of culture.
- Describe social purposes served by food.

Unit 6: Material Culture: How Humans Are Handy

- Define archeology and the archeological record.
- Identify the types of material remains that people leave behind.
- Outline how archeologists find and excavate sites.
- Explain how archeologists analyze and interpret what they discover.
- Describe the earliest evidence of culture that was left behind by human ancestors.
- State when and how agriculture first developed.
- Describe other changes that agriculture brought.

Unit 7: Family Ties & Social Bonds: What Keeps Us Together

- Identify types of marriage rules and forms of marriage.
- Explain how residence patterns are related to household makeup.
- Describe different ways to trace relationships and name kin.
- Explain the importance of social groups and how social behavior is controlled.
- Compare and contrast different types of human societies.

Unit 8: Religion: What We Believe

- Religious myths (what they are; examples)
- Supernatural beings (what they are; examples)
- Religious practices (e.g., rituals, rites of passage, magic, sorcery, divination)
- Moral codes (what they are; examples)

V. Course Outline:

Unit 1: Studying Humans: What Anthropologists Do

Unit 2: Culture & Language: Why Humans Are Special

Unit 3: Human Evolution: How We Got Here

Unit 4: The Human Animal: Who We Are

Unit 5: All About Food: What We Do in Order to Eat

Unit 6: Material Culture: How Humans Are Handy

Unit 7: Family Ties & Social Bonds: What Keeps Us Together

Unit 8: Religion: What We Believe

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
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Unit 2: Culture & Language: Why Humans Are Special	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Human Evolution: How We Got Here	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: The Human Animal: Who We Are	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: All About Food: What We Do in Order to Eat	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Material Culture: How Humans Are Handy	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz

Unit 7: Family Ties & Social Bonds: What Keeps Us Together	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Religion: What We Believe	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u><i>M. Cohen</i></u> Signature	Date <u>5/12/15</u>
Principal <u><i>[Signature]</i></u> Signature	Date <u>5-12-15</u>
Secondary Education Manager <u><i>Charles Hunter</i></u> Signature	Date <u>5/15/15</u>
Director, Secondary Education <u><i>[Signature]</i></u> Signature	Date <u>6/10/15</u>
Assistant Superintendent, Secondary Education <u><i>[Signature]</i></u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u><i>Anthropology II: More Human Mysteries Uncovered</i></u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Anthropology II: More Human
Mysteries Uncovered*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: *Introduction to
Anthropology*

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes X
No _____

High School Course Proposal

I. Course Purpose:

This course is a continuation of the study of global cultures and the ways that humans have made sense of their world, which started in the Anthropology I course. This second course looks at life and death in-depth and then concludes by reviewing several cultures in our world.

II. Course Description:

Anthropology has helped us better understand cultures around the world and through different time period. This course continues the study of global cultures and the ways that humans have made sense of their world. We will examine some of the ways that cultures have understood and gave meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

III. Course Goals and/or Major Student Outcomes:

- IV. Students will be able to analyze and assess the function of an anthropologist, why humans are special, how we came to be, who we are and how we function in society.

V. Course Objectives:

Objectives
<i>Unit 1: Anthropologists in the Field</i> <ul style="list-style-type: none">• Describe ethnographies as a research method and written product.• Discuss some of the advantages and disadvantages of using ethnographical research methods.• Describe the development and history of ethnography.• Understand the various elements of doing ethnographical research.• Discuss the ethical dilemmas and issues in ethnographies.
<i>Unit 2: The Life Course</i> <ul style="list-style-type: none">• Discuss the life course perspective and why anthropologists may study the life course.• Describe rites of passage and why societies use them.• Understand some of the different phases or stages that individuals experience during their lives.• Discuss social birth and how this may be different from physical birth.• Describe initiation rites and why they are used by societies.
<i>Unit 3: Death & Dying</i> <ul style="list-style-type: none">• Understand death systems and the functions that these systems have for society.• Describe how human societies deal with human remains.• Discuss how societies have buried their dead and how these practices connect to religious and social beliefs.

- Define grave goods and understand why they were used in burials around the world.
- Discuss some of the funeral practices that societies have used throughout history.

Unit 4: Art and Culture

- Describe the anthropological perspective on art.
- Understand why cultures produce art and what role it plays in society.
- Show how art can be classified according to social complexity.
- Discuss music and dance as a form of art.
- Describe the production of cave paintings in prehistoric periods.

Unit 5: Cultural Evolution

- Describe cultural change.
- Show why cultural change happens and some of the factors that can produce it.
- Discuss anthropological concepts related to cultural change, such as diffusion and acculturation.
- Discuss some of the different types of cultural diffusion.
- Describe how cultural change can be intentionally brought about.

Unit 6: The Maasai

- Describe the Maasai culture in Africa.
- Understand the household organization of the culture.
- Discuss the gender arrangement of the Maasai.
- Discuss the rites of passage that Maasai males experience.
- Understand the factors that are creating cultural change for the Maasai.

Unit 7: The Yanomamo

- Discuss the Yanomamo.
- Describe the structure and organization of a Yanomamo village.
- Discuss different explanations for the violence and warfare in Yanomamo culture.
- Describe Yanomamo funeral practices and their functions.
- Understand some of the controversies of Yanomamo research.

Unit 8: Cultures of Indonesia

- Discuss the cultures of Indonesia.
- Show how Indonesian culture reflects cultural diffusion.
- Give several examples of Indonesian religions that show the influence of other cultures.
- Discuss the tradition of gamelan and its role in Indonesian society.
- Understand how other cultures have influenced Indonesian architecture and cuisine.

VI. Course Outline:

Unit 1: Anthropologists in the Field

Unit 2: The Life Course

Unit 3: Death & Dying

Unit 4: Art and Culture

Unit 5: Cultural Evolution

Unit 6: The Maasai

Unit 7: The Yanomamo

Unit 8: Cultures of Indonesia

VII. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VIII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
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Unit 2: The Life Course	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Death & Dying	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Art and Culture	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Cultural Evolution	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: The Maasai	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: The Yanomamo	Unit 7: Text Questions

Unit 8: Cultures of Indonesia	Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
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VIII. **Instructional Methods and/or Strategies:**

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.




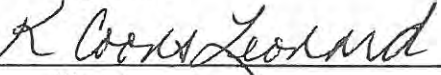
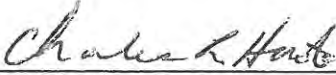
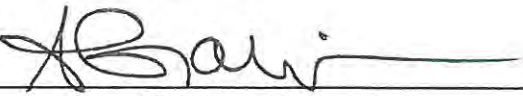
X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u></u>	Date <u>5/12/15</u>
<u></u>	Date <u>5-2-15</u>
Principal <u></u>	Date <u>5-2-15</u>
Secondary Education Manager <u></u>	Date <u>6-10-15</u>
Director, Secondary Education <u></u>	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education <u></u>	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Digital Photography I: Creating Images with Impact!</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Digital Photography I: Creating Images with Impact!*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

In the digital photography course, students will learn creative photographic skills and processes. Students will build a portfolio of work and explore the fields of photography and graphic arts.

II. Course Description:

Have you ever wondered how photographers take such great pictures? Have you tried to take photographs and wondered why they didn't seem to capture that moment that you saw with your eyes? The Digital Photography I course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up, and action photographs.

III. Course Goals and/or Major Student Outcomes:

Students will learn the history of photography, from the first camera in the 19th century to today, including the development of digital cameras and the changes of the stock image industry. Other topics include shutter speed and aperture openings, composition of photographs, the importance of lighting, the special effects of photography, and, landscapes and portraiture.

IV. Course Objectives:

Objectives
<i>Unit 1: Introduction to Photography</i>
<ul style="list-style-type: none">• Discuss how cameras work.• Learn what happens inside the camera when you take a picture.• Investigate how an image is created by a camera.• Learn some of the basic terminology for photography and cameras.• Examine how a simple pinhole camera can be constructed at home.
<i>Unit 2: The History of Photography</i>
<ul style="list-style-type: none">• Discuss the usage of pinhole cameras and how they were used before modern photography.• Discuss the development of the first camera in the early nineteenth century.• Investigate some of the advances that were made to cameras and photograph production through the nineteenth and early twentieth centuries.• Examine the development of digital cameras.• Discuss the changes in the stock image industry.
<i>Unit 3: Aperture & Shutter Speed</i>
<ul style="list-style-type: none">• Understand aperture and shutter speed.• Discuss how different aperture and shutter speed settings can influence a photograph.

- Examine how aperture and shutter speed settings can influence each other.
- Investigate some of the common camera modes.
- Discuss how aperture and shutter speed can be used to create nighttime photographs.

Unit 4: Composition

- Discuss composition and how it applies to photographs.
- Examine some of the common “rules” of photography composition.
- Investigate how the “rules” can improve photographs.
- Discuss how and when to break the “rules” of photography composition.

Unit 5: Lighting

- Discuss the importance of light when taking photographs.
- Examine the advantages and disadvantages of natural and artificial lighting.
- Investigate some tips and techniques for using light in outdoor photographs.
- Learn about the lighting equipment and accessories for studio photography.
- Discuss some tips and techniques for studio lighting.

Unit 6: Special Techniques

- Discuss the use of filters in photography.
- Examine the fundamentals of black and white photography.
- Learn some tips to help improve black and white photographs.
- Investigate how to create panoramic photographs.
- Learn tips and techniques for capturing firework photographs.

Unit 7: People

- Discuss portrait photography.
- Examine tips on taking portraits.
- Learn tips and techniques for photographing children.
- Investigate how to take group photographs.
- Discuss some of the arrangements that can be used for large group formal photographs.

Unit 8: Landscapes & Places

- Learn about the different types of landscape photography.
- Discuss some of the challenges in taking landscape photographs.
- Examine some general tips for taking landscape photographs.
- Discuss the importance of focal points in landscape photography.
- Investigate how to approach different types of landscapes.

Unit 9: The Close-Up

- Understand how macro photography is by photographers.
- Discuss different equipment and accessory options to use in creating macro photographs.
- Discuss the basic techniques of macro photography.
- Investigate some popular topics for macro photography.
- Examine how best to take macro photographs of flowers and insects.

Unit 10: Documentary & Action

- Discuss tips and techniques for taking sports photographs.
- Understand the basics for the technique of panning moving subjects.
- Discuss tips on photographing pets.
- Examine wildlife photography and the basics of capturing wildlife on “film.”
- Investigate documentary photography and how best to approach this area of photography.

V. **Course Outline:**

- Unit 1: Introduction to Photography
- Unit 2: The History of Photography
- Unit 3: Aperture & Shutter Speed
- Unit 4: Composition
- Unit 5: Lighting
- Unit 6: Special Techniques
- Unit 7: People
- Unit 8: Landscapes & Places
- Unit 9: The Close-Up
- Unit 10: Documentary & Action

VI. **Texts and Supplemental Materials:**

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
Unit 1: Introduction to Photography	<p>Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i>, <i>Lab Questions</i> and two (2) <i>Discussions</i>. Each unit concludes with a <i>Unit Quiz</i>.</p> <ul style="list-style-type: none"> Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Photography Assignment Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: The History of Photography	<ul style="list-style-type: none"> Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Photography Assignment Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Aperture & Shutter Speed	<ul style="list-style-type: none"> Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Photography Assignment Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz

Unit 4: Composition	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Photography Assignment Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Lighting	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Photography Assignment Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Special Techniques	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Photography Assignment Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: People	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Photography Assignment Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Landscapes & Places	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Photography Assignment Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
Unit 9: The Close-Up	Unit 9: Text Questions Unit 9: Lab Questions Unit 9: Photography Assignment Unit 9: Discussion 1 Unit 9: Discussion 2 Unit 9: Quiz
Unit 10: Documentary & Action	Unit 10: Text Questions Unit 10: Lab Questions Unit 10: Photography Assignment Unit 10: Discussion 1 Unit 10: Discussion 2 Unit 10: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Digital Photography II: Discovering Your Creative Potential*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: Digital Photography I

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

In this course, we examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas in which professional photographers may choose to specialize, such as wedding photography and product photography. Students also learn about some of the most respected professional photographers in history and how to critique photographs in order to better understand what creates an eye-catching photograph.

II. Course Description:

In today's world, photographs are all around us, including in advertisements, on websites, and hung on our walls as art. Many of the images that we see have been created by professional photographers. In this course, we will examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas that professional photographers may choose to specialize in, such as wedding photography and product photography. We will also learn more about some of the most respected professional photographers in history and we will learn how to critique photographs in order to better understand what creates an eye catching photograph.

III. Course Goals and/or Major Student Outcomes:

Students will learn what it takes to be a professional photographer and what the career is like. They will learn about the importance of legal and ethical issues and how copyright laws affect professionals. Other topics explored are some of the professional photography software available and how a digital darkroom differs from a traditional one. Finally, students will learn about three specific types of professional photographers – fine arts, photojournalists and wedding.

IV. Course Objectives:

Objectives
<i>Unit 1: Photography as a Career</i> <ul style="list-style-type: none">• Discuss professional photography and what this career is like.• Discuss the different types of professional photography.• Examine some of the steps to becoming a professional photographer.• Investigate the job outlook for professional photographers.• Understand what professional photographers do as part of their jobs.
<i>Unit 2: Legal and Ethical Concerns</i> <ul style="list-style-type: none">• Discuss the rights that photographers have to take photographs, including how this is impacted by the First Amendment in the United States.• Understand copyright and how it can affect professional photographers.• Examine the differences between personal, editorial, and commercial uses of a photograph.

- Discuss several different types of photograph licenses for commercial use.
- Understand model releases and why they are used.

Unit 3: Photographers and Critiques

- Talk about some of the most well-known professional photographers.
- Discuss the influence of these photographers on the practice and field of photography.
- Discuss how to critique photographs.
- Realize the benefits of photograph critiques.
- Understand why photography critiques are subjective in nature.

Unit 4: Photography Software

- Discuss some of the common photo imaging software choices available today.
- Understand the basic guidelines for using photo imaging software.
- Talk about some of the advantages and disadvantages to using photography software.
- Discuss the common features and tools in image editing software.
- Show an understanding of the modern digital darkroom.

Unit 5: The Darkroom

- Discuss the use of darkrooms and their advantages for photographers.
- Talk about the history of film and film development.
- Describe how film is developed into negatives.
- Understand how a negative is used to create an image print.
- Discuss darkroom safety and potential risks.

Unit 6: Art, Product, and Stock Photography

- Discuss fine art photography and its connections to both fine art and other types of photography.
- Describe some of the techniques used to present and display photographs.
- Discuss the area of product photography.
- Understand more about the area of stock photography and microstock photography.
- Discuss the tips and techniques for stock and microstock photography.

Unit 7: Photojournalism

- Describe photojournalism and how it relates to journalism.
- Discuss why individuals become photojournalists.
- Describe the common types of photographic shots that photojournalists use.
- Understand how to catch the perfect candid shot of news stories.
- Discuss the responsibilities of photojournalists.

Unit 8: Wedding Photography

- Discuss the business aspect of wedding photography.
- Describe what it takes to be a good wedding photographer.
- Understand the two types of wedding photography.
- Talk about some of the actions needed to prepare to photograph a wedding.
- Discuss some aspects of photographing the wedding and reception.

V. Course Outline:

Unit 1: Photography as a Career
 Unit 2: Legal and Ethical Concerns
 Unit 3: Photographers and Critiques
 Unit 4: Photography Software
 Unit 5: The Darkroom

- Unit 6: Art, Product, and Stock Photography
- Unit 7: Photojournalism
- Unit 8: Wedding Photography

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
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Unit 2: Legal and Ethical Concerns	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Photography Assignment Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Photographers and Critiques	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Photography Assignment Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Photography Software	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Photography Assignment Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: The Darkroom	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Photography Assignment

	Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Art, Product, and Stock Photography	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Photography Assignment Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Photojournalism	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Photography Assignment Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Wedding Photography	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Photography Assignment Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz

VIII. Instructional Methods and/or Strategies:

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X. Pacing Guide:

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RIVERSIDE UNIFIED SCHOOL DISTRICT

**NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	<u>M. Colwell</u> Signature	Date <u>5/12/15</u>
Principal	<u>[Signature]</u> Signature	Date <u>5-12-15</u>
Secondary Education Manager	<u>[Signature]</u> Signature	Date <u>6/10/15</u>
Director, Secondary Education	<u>[Signature]</u> Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education	<u>[Signature]</u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course <u>Forensic Science II: More Secrets of the Dead</u>		Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

Credentialed: ~~526~~ 526

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Forensic Science II: More Secrets of the Dead*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: Forensic
Science

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

This course takes crime scene investigation to the next level, focusing on the analysis of evidence. Students will study the scientific principles that underlie the analysis of crime scene evidence.

II. Course Description:

Although the crime scene represents the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within this setting. We will examine some of the basic scientific principles and knowledge that guides forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, entomology, mineralogy, and spectroscopy will be examined.

III. Course Goals and/or Major Student Outcomes:

Students will be able to learn the scientific principles and techniques associated with crime scene investigation. In each unit, students will analyze the techniques and analysis used for a different subset of evidence acquired at a crime scene.

IV. Course Objectives:

Objectives
<i>Unit 1: Drug Evidence</i> <ul style="list-style-type: none">• Learn about some of the different types of drugs and their effects.• Examine some of the common ways that samples can be taken from humans to test for drugs.• Consider some of the issues in collecting and preserving drug evidence.• Investigate screening tests and their uses in criminal investigations.• Discuss confirmatory tests and their uses in criminal investigations.
<i>Unit 2: Forgeries and Document Examination</i> <ul style="list-style-type: none">• Learn about questioned documents and exemplars.• Examine some of the aspects that document examiners use to compare handwriting.• Investigate some of the aspects that document examiners use to compare typescript.• Discuss some of the ways that document alterations can be found.• Learn more about how document examiners find forgeries and counterfeit materials.
<i>Unit 3: Forensic Toxicology</i> <ul style="list-style-type: none">• Learn what poisonous substances have been used in history.• Understand how poisons are absorbed and transmitted through the body.• Discuss techniques used by forensic scientists to identify poisons and other toxins.• Examine the collection and preservation of blood evidence.

- Consider the role of toxicologists in criminal investigations.

Unit 4: Paint, Soil, and Other Trace Evidence

- Learn how protons, neutrons, electrons, and other aspects are used by forensic scientists to study trace evidence.
- Learn about the nature of matter and its relationship to elements and compounds.
- Consider the usefulness of various forms of trace evidence in investigating crimes.
- Learn about different types of microscopes and how they work.
- Examine some of the tests used to identify and compare trace evidence.

Unit 5: Forensic Entomology

- Define forensic entomology and its uses.
- Learn about the history of forensic entomology.
- Examine what insects and arthropods are common pieces of evidence in criminal investigations.
- Investigate some of the test used in forensic entomology.
- Learn about studies into insect activity as they relate to forensic science.

Unit 6: Forensic Anthropology

- Learn about the areas of forensic anthropology and forensic odontology.
- Discuss the history of forensic anthropology and odontology.
- Consider some of the characteristics of bones and teeth that provide forensic scientists with information about the person.
- Examine some of the tests used in the area of forensic anthropology.
- Investigate the use of forensic anthropology in the criminal justice system.

Unit 7: Digital Evidence

- Understand the different parts of computers.
- Discuss the areas of a computer where information can be retrieved.
- Examine how internet activity can be traced.
- Investigate how emails and other aspects can be traced and examined.
- Consider how computer evidence can be collected and preserved.

Unit 8: The Future of Forensic Science

- Consider how computers are being used in forensic science.
- Discuss some of the recent advances in forensic techniques and testing.
- Learn about how advances in other disciplines impact forensic science.
- Examine some of current limitations of forensic science investigations.
- Investigate some of the possible future changes in forensic science.

V. Course Outline:

- Unit 1: Drug Evidence
- Unit 2: Forgeries and Document Evidence
- Unit 3: Forensic Toxicology
- Unit 4: Paint, Soil, and Other Trace Evidence
- Unit 5: Forensic Entomology
- Unit 6: Forensic Anthropology
- Unit 7: Digital Evidence
- Unit 8: The Future of Forensic Science

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: Drug Evidence	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Forgeries and Document Examination	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Forensic Toxicology	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Paint, Soil, and Other Trace Evidence	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Forensic Entomology	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Forensic Anthropology	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Digital Evidence	Unit 7: Text Questions

Unit 8: The Future of Forensic Science	Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
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VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	<u>Michelle</u> Signature	Date <u>5/12/15</u>
Principal	<u>[Signature]</u> Signature	Date <u>5-12-15</u>
Secondary Education Manager	<u>[Signature]</u> Signature	Date <u>6-10-2015</u>
Director, Secondary Education	<u>Charles L. Hunt</u> Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education	<u>[Signature]</u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course	<u>II</u> <u>Personal Psychology: Living in a Complex World</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director

School: Educational Options Center

Elective Course [checkmark]

Credential 532 Senior Science

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Personal Psychology: Living in a
Complex World*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: Psychology

**SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes x

No

High School Course Proposal

I. Course Purpose:

This course takes the study of psychology to the next level, focusing on how we learn, the idea of thinking, and aspects of intelligence and personality.

II. Course Description:

Enrich the quality of your life by learning to understand the actions of others! Topics include the study of memory, intelligence, emotion, health, stress and personality. This course offers exciting online psychology experiments about the world around us.

III. Course Goals and/or Major Student Outcomes:

Students will be able to analyze what learning is and how it differs from instincts and memory, what thinking is and how thoughts are organized, how intelligence is measured, as well as understanding the different theories of personality.

IV. Course Objectives:

Objectives
<i>Unit 1: How We Learn</i> <ul style="list-style-type: none">• Understand what learning is and how it differs from instincts and reflexes.• Examine the theory of classical conditioning.• Investigate operant conditioning and its real world applications.• Discuss social learning, including modeling and vicarious conditioning.• Learn the PQ4R technique for learning.
<i>Unit 2: Memory & Thought</i> <ul style="list-style-type: none">• Learn about the different types of memory.• Discuss how memories are formed, stored, and recalled.• Examine the various types of information that are stored in memory.• Investigate common memory failures and disorders.• Discuss the accuracy of memory.
<i>Unit 3: Thinking & Language</i> <ul style="list-style-type: none">• Examine what thinking is and how we categorize situations and objects in our minds.• Investigate how we problem solve and some obstacles that we may encounter in doing so.• Discuss inductive and deductive reasoning, including how they differ from each other.• Look at the elements of language and meaning.• Understand more about the relationship between thinking and language.
<i>Unit 4: Intelligence</i> <ul style="list-style-type: none">• Learn what intelligence is and why defining this human aspect is difficult.

- Examine different tests that are used to measure intelligence.
- Discuss how psychologists have approached the understanding of intelligence.
- Investigate the possibility of multiple intelligences.
- Discuss the effects of heredity and environment on the development of intelligence.

Unit 5: Motivation & Emotion

- Learn what motivation is and how primary and secondary needs affect motivation.
- Examine the five different perspectives which seek to explain motivation.
- Discuss how intrinsic and extrinsic motivations affect our components of emotions.
- Learn what emotions and moods are, including the three components of emotions.
- Investigate the physical and psychological relationship that comprises emotion.

Unit 6: Stress & Health

- Learn more about the history of health psychology.
- Examine some common causes of stress and their effects on individuals.
- Discuss the general adaptation syndrome and the effects that this has.
- Investigate the four types of conflicts that individuals experience.
- Explore ways of coping with and managing stress.

Unit 7: Personality & Individuality

- Learn what personality is.
- Discuss Freud's three models of personality.
- Investigate how cognition and thought affect personality.
- Learn what personality traits and types are and how psychologists have used these concepts to study personality consistency.
- Examine the person-centered approach and how other people help shape personality.

Unit 8: Abnormal Psychology

- Understand what abnormal psychology is and how it differs from normal psychology.
- Examine the criteria used to identify abnormal psychology and mental disorders.
- Learn about the two major classification systems.
- Discuss anxiety, mood, personality, and somatoform disorders.
- Learn about psychotic disorders and how they differ from other psychological disorders.

V. Course Outline:

Unit 1: How We Learn
 Unit 2: Memory & Thought
 Unit 3: Thinking & Language
 Unit 4: Intelligence
 Unit 5: Motivation & Emotion
 Unit 6: Stress & Health
 Unit 7: Personality & Individuality
 Unit 8: Abnormal Psychology

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
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Unit 3: Thinking & Language	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Intelligence	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Motivation & Emotion	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Stress & Health	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Personality & Individuality	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz

Unit 8: Abnormal Psychology	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
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VIII. **Instructional Methods and/or Strategies:**

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.



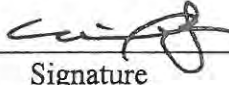
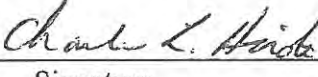
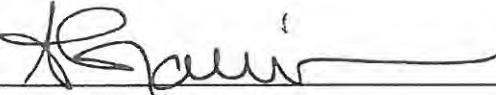
X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson		Date <u>5/12/15</u>
	Signature	
Principal		Date <u>5-12-15</u>
	Signature	
Secondary Education Manager		Date <u>6-10-2015</u>
	Signature	
Director, Secondary Education		Date <u>5/15/15</u>
	Signature	
Assistant Superintendent, Secondary Education		Date <u>6-29-15</u>
	Signature	
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course: <u>World Religions: Exploring Diversity</u>	Course Number <u>NEED</u>	

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director

School: Educational Options Center

Elective Course of

Credentialed: **538** Science

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *World Religions: Exploring Diversity*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

This course examines all major world religions that have played a role in shaping human history, including comparing and contrasting their belief systems.

II. Course Description:

Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.

III. Course Goals and/or Major Student Outcomes:

Students will examine eight of the world's foremost religions and analyze the different definitions of the word "religion." Students will understand the role religious belief systems play in politics, diplomacy and social policy.

IV. Course Objectives:

Objectives
<i>Unit 1: The Study of World Religions</i> <ul style="list-style-type: none">Analyze different definitions of the word "religion".Consider how different groups of people approach religion.Identify characteristics that all religions have in common.Discover ways in which religion affects culture and artistic expression.Recognize the role religion plays in politics, diplomacy and social policy.
<i>Unit 2: Hinduism</i> <ul style="list-style-type: none">Understand Hinduism's ancient origins.Discuss several denominations of Hinduism.Identify the four objectives of Hinduism and the four paths to God.Name important Hindu texts and rituals.Recognize the influence of Hinduism on South Asian culture.
<i>Unit 3: Buddhism</i> <ul style="list-style-type: none">Discuss the historical and religious figure of the Great Buddha.Understand the Buddha's basic teachings.Describe some of the basic developments that have occurred in Buddhism since the time of Buddha.Identify the two primary divisions of Buddhism.

- Recognize the influence of Buddhism on different world cultures.

Unit 4: Judaism

- Identify the origins of Judaism.
- Briefly summarize the 3500 year history of the Jewish people.
- Understand how Jewish monotheism spread throughout the world.
- Distinguish among the major divisions of modern Judaism.
- Understand the beliefs and practices of modern day Jews.

Unit 5: Christianity

- Learn about Jesus of Nazareth and other key figures in the origin of Christianity.
- Understand the basic teachings of Jesus.
- Map the spread of the Christian faith throughout Europe and the world.
- Distinguish between Roman Catholicism, Eastern Orthodoxy, and Protestantism.
- Identify Christian influences in world art and culture.

Unit 6: Islam

- Identify the origins of Islam.
- Learn about the life of the prophet Mohammad.
- Map the spread of Islam throughout the world.
- Distinguish among the major divisions of modern-day Islam.
- Gain an understanding of the role of Islam in current affairs.

Unit 7: Confucianism

- Understand the world in which Confucius lived.
- Outline the basic principles of Confucian thought.
- Become familiar with developments in Confucian thought that came after Confucius' lifetime.
- Identify components of Confucianism that cause it to be classified (by some) as a religion rather than merely a philosophy.
- Recognize the influence of Confucian thought in a Chinese culture.

Unit 8: Shintoism

- Understand the ancient origins of Shinto.
- Identify the basic Shinto beliefs and rituals.
- Follow the development of Shinto traditions over time.
- Gain an understanding of how Shinto is practiced alongside Buddhism and other religions.
- Recognize the influence of Shinto in modern Japanese culture.

Unit 9: Taoism

- Examine the ancient origins of Taoism.
- Identify the historic/religious figure of Lao Tzu.
- Understand the basic principles of Taoist thought.
- Have a basic understanding of the rituals and customs common to Taoist practice.
- Recognize the influence of Taoism in the cultures of China and other Asian countries.

Unit 10: Religion in the Twenty-First Century

- Define challenges to religion that are presented by the modern world.
- Identify the role of religion on global politics and social policies.
- Recognize reasons why religious tolerance is more important than ever.
- Learn about the Interfaith Movement.
- Theorize about the future of religious practice.

V. Course Outline:

- Unit 1: The Study of World Religions
- Unit 2: Hinduism
- Unit 3: Buddhism
- Unit 4: Judaism
- Unit 5: Christianity
- Unit 6: Islam
- Unit 7: Confucianism
- Unit 8: Shintoism
- Unit 9: Taoism
- Unit 10: Religion in the Twenty-First Century

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
Unit 1: The Study of World Religions	<p>Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i>, <i>Lab Questions</i> and two (2) <i>Discussions</i>. Each unit concludes with a <i>Unit Quiz</i>.</p> <p>Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz</p>
Unit 2: Hinduism	<p>Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz</p>
Unit 3: Buddhism	<p>Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz</p>
Unit 4: Judaism	<p>Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1</p>

Unit 5: Christianity	Unit 4: Discussion 2 Unit 4: Quiz Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Islam	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Confucianism	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Shintoism	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
Unit 9: Taoism	Unit 9: Text Questions Unit 9: Lab Questions Unit 9: Discussion 1 Unit 9: Discussion 2 Unit 9: Quiz
Unit 10: Religion in the Twenty-First Century	Unit 10: Text Questions Unit 10: Lab Questions Unit 10: Discussion 1 Unit 10: Discussion 2 Unit 10: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.



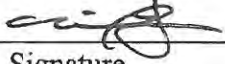

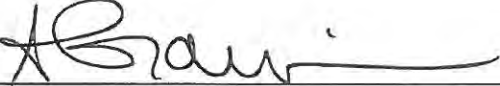
X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division


Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u></u>	Date <u>5/12/15</u>
Principal <u></u>	Date <u>5-12-15</u>
Secondary Education Manager <u></u>	Date <u>6-10-2015</u>
Director, Secondary Education <u></u>	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education <u></u>	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Mythology & Folklore</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

Elective Course: 

Credentialed: Social **545** oncel

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Mythology & Folklore*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

This introductory course focuses on the numerous myths and legends woven into cultures from around the world. Students will learn about ancient heroes and how they still impact our world today.

II. Course Description:

Mighty heroes. Angry gods and goddesses. Cunning animals. Mythology and folklore have been used since the first people gathered around the fire as a way to make sense of humankind and our world. This course focuses on the many myths and legends woven into cultures around the world. Starting with an overview of mythology and the many kinds of folklore, the student will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore, and see how they are still used to shape society today.

III. Course Goals and/or Major Student Outcomes:

Students will analyze the role myths and legends played in the shaping of the past, and how they still affect life today. Students will learn about warrior women, hero archetypes, the role of animals as well as modern myths and legends.

IV. Course Objectives:

Objectives
<i>Unit 1: Introduction to Mythology & Folklore</i> <ul style="list-style-type: none">• Identify characteristics of myths, folklore, folktales, and fairy tales.• Describe the different types of myths.• Identify the purposes of myths.• Compare the different types of folklore: legends, folktales, and fairy tales.
<i>Unit 2: Warrior Women</i> <ul style="list-style-type: none">• Identify the warrior women covered in the unit and their actions.• Describe the characteristics of warrior women in history, mythology, legend, and folklore.• Identify the time period in which the warrior women covered in this unit lived and/or gained importance.• Describe the cultural and historical effects of mythological warrior women on the treatment of women in ancient Greek, Norse, and Celtic society.
<i>Unit 3: The Heroic Monomyth in Mythology and Folklore</i> <ul style="list-style-type: none">• Define what sets apart a hero from the rest of society.• Identify types of hero and heroine stories.• Describe the specific archetypes found in hero stories.

- Trace the stages of a Hero's Journey.
- Describe the cultural and historical importance of heroes and heroines.

Unit 4: The Roles of Animals

- Explain the varied roles animals play in legends and mythology.
- Identify creation stories where animals play an important role.
- Describe the symbolic nature of animals as portrayed in myths and legends.
- Trace transformation myths around the globe.
- Identify modern myths and legends involving animals.

Unit 5: The Social Significance

- Explain the communal importance of myths and legends.
- Identify how myths and legends are used to explain the natural world.
- Understand that myths are the basis of cultural activities in a society.
- Describe how myths provide meaning to everyday life.
- Identify the use of myths and legends to establish guidelines for living.

Unit 6: Myths of the World

- Understand that gods and goddesses are the cornerstones of mythology.
- Identify the mythological themes in each culture's mythological system.
- Explain the characteristics of gods and goddesses of ancient mythology.
- Describe the cultural effects of mythological systems.
- Identify places of worship built for gods and goddesses.

Unit 7: Comparative Mythology

- Understand the purpose of comparative mythology.
- Describe the role linguists play in finding the origin of a myth or legend.
- Identify the underlying structure in myths and legends.
- Explain how comparative religion is used to compare the themes of sacred myths.
- Identify the psychology behind shared symbolism.

Unit 8: Modern Myths & Legends

- Explain the purposes of urban legends in today's society.
- Recognize the superstitions that are still around today.
- Describe what cryptids are and their role in myths and legends.
- Name the mythological cities for which archaeologists still search.
- Identify the areas of the world that have legends associated with them.

V. Course Outline:

Unit 1: Introduction to Mythology & Folklore
 Unit 2: Warrior Women
 Unit 3: The Heroic Monomyth in Mythology and Folklore
 Unit 4: The Roles of Animals
 Unit 5: The Social Significance
 Unit 6: Myths of the World
 Unit 7: Comparative Mythology
 Unit 8: Modern Myths & Legends

VI. Texts and Supplemental Materials:

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Topics/Units/Themes	Key Activities/Assignments (optional)
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Unit 4: The Roles of Animals	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: The Social Significance	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Myths of the World	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Comparative Mythology	Unit 7: Text Questions

Unit 8: Modern Myths & Legends	Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
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VIII. Instructional Methods and/or Strategies:

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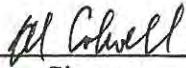


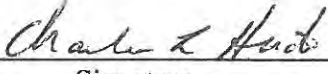
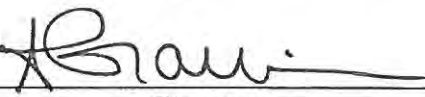
X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

**NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u></u>	Date <u>5/12/15</u>
Principal <u></u>	Date <u>5-12-15</u>
Secondary Education Manager <u></u>	Date <u>6-10-2015</u>
Director, Secondary Education <u></u>	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education <u></u>	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course: <u>History of the Holocaust</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *History of the Holocaust*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No _____

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. Course Purpose:

This course will examine the key events in the rise of anti-Semitism as well as the rise of the Nazi Party in Germany in the 1920s and 1930s which led to the Holocaust. Other instances of genocide will also be examined.

II. Course Description:

Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, students will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times.

III. Course Goals and/or Major Student Outcomes:

Students will understand the role that anti-Semitism played in the rise of the Nazi Party in Germany, as well as the "Final Solution" doctrine which led to the mass genocide of Jews during World War II. The prosecution of the German leaders responsible for the Holocaust will be covered as will other instances of mass genocide following World War II.

IV. Course Objectives:

Objectives
<i>Unit 1: The Rise of Anti-Semitism</i> <ul style="list-style-type: none">• Understand the history of anti-Semitism in the Christian West.• Recognize the role anti-Semitism played in the rise of the Nazi party.• Use a timeline to develop a sequence of events in Nazi Germany.• Learn how these events, including restrictive laws and Kristallnacht, contributed to the Holocaust.• Consider the role of the general population in allowing or objecting to anti-Semitism.
<i>Unit 2: Preparing for the "Final Solution": The Ghettos and the Invasion of the Soviet Union</i> <ul style="list-style-type: none">• Describe the geographical progression of the Holocaust into Eastern Europe.• Discuss the function of the Jewish ghetto for the Nazi party.• Discuss the suffering within the ghetto and the Jewish response.• Analyze <i>Einsatzgruppen</i> and their role in the mass killing of the Jews.• Discuss local responses to Nazi actions, from heroic resistance to cooperation.
<i>Unit 3: Arbeit Macht Frei: Confinement in the Camps</i> <ul style="list-style-type: none">• Discuss the early history of the concentration camps.

- Develop a thorough knowledge of the organization of the camps. Explain the roles of the SS guards and administrators within the concentration camp system.

Unit 4: The Wannsee Conference and the Final Solution

- Explain the Madagascar Plan and the reasons for its failure.
- Discuss the 1941 plans and preparations for the Final Solution.
- Explain the importance of the Wannsee Conference, as well as the difference between the Final Solution as described at the Conference and the Final Solution as it was implemented throughout Europe.
- Discuss the role of Operation Reinhard as part of the Final Solution.
- Explain the arguments for and against both intentionalism and functionalism in the study of the Holocaust and Final Solution.

Unit 5: Life and Death: The Extermination Camps

- Discuss the function and workings of a Nazi death camp. Describe the living conditions and behavior of the SS and the SS auxiliary workers in the extermination camps. Describe the conditions for prisoners chosen to survive in the camp.
- Explain the dehumanization of the prisoners, both as workers and subjects for medical experimentation.
- Discuss the death marches across Europe in the last months of the war.

Unit 6: Liberation and Recovery

- Discuss Nazi attempts to hide or cover up the genocide of the Jewish peoples of Europe. Explain the actions and reactions of Soviet troops and the Soviet government to the first liberated camps. Discuss the American response to the liberation of the Ohrdruf, Buchenwald, and Dachau concentration camps. Recognize and describe the conditions of Bergen-Belsen and explain the reasons for those conditions. Explain the importance of displaced persons camps and emigration in the aftermath of the Holocaust.

Unit 7: The Forgotten: Non-Jewish Victims and the Holocaust

- Describe the impact of the Holocaust on non-Jewish populations.
- Discuss the importance of social, sexual, physical, and racial conformity within the Third Reich.
- Define and describe Aktion T-4 and the reaction surrounding it.
- Recognize the racial motivations behind the killings of Romani, Poles, and other Slavs.
- Discuss the differing treatment and motivation for groups of prisoners under Nazi administration.

Unit 8: The Nuremberg Trials

- Discuss the planned war trials, including the creation of the International Military Tribunal.
- Describe the timeline and chronology of the war crimes trials.
- Describe the progression of the Nuremberg Trials.
- Explain the role of the Nazi hunters, including Simon Wiesenthal.
- Discuss the importance of the Eichmann trial and how it varied from earlier trials.

Unit 9: Coping in the Aftermath of the Holocaust

- Discuss the long-term psychological implications of the Holocaust for child and adult victims.
- Describe the coping strategies many Holocaust victims used to rebuild their lives and move forward.
- Describe the changes made to international law in the wake of the Holocaust.

- Describe the changing ethical guidelines of the medical community following the involvement of doctors in the Holocaust and Nazi party.
- Discuss and dispute the arguments of Holocaust deniers and recognize Holocaust denial.

Unit 10: The Genocide Convention, War Crimes and Modern Genocides

- Recognize the legal definition of genocide, including the United Nations' Genocide Convention.
- Understand the historical role of genocide outside of the Holocaust during the early 20th century.
- Discuss the genocides of Cambodia, Bosnia, and Rwanda.
- Recognize ongoing genocides in the Democratic Republic of the Congo and the Sudan.
- Consider taking action to help victims of genocide.

V. Course Outline:

- Unit 1: The Rise of Anti-Semitism
 Unit 2: Preparing for the "Final Solution": The Ghettos and the Invasion of the Soviet Union
 Unit 3: Arbeit Macht Frei: Confinement in the Camps
 Unit 4: The Wannsee Conference and the Final Solution
 Unit 5: Life and Death: The Extermination Camps
 Unit 6: Liberation and Recovery
 Unit 7: The Forgotten: Non-Jewish Victims and the Holocaust
 Unit 8: The Nuremberg Trials
 Unit 9: Coping in the Aftermath of the Holocaust
 Unit 10: The Genocide Convention, War Crimes and Modern Genocides

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
Unit 1: The Rise of Anti-Semitism	<p>Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i>, <i>Lab Questions</i> and two (2) <i>Discussions</i>. Each unit concludes with a <i>Unit Quiz</i>.</p> <p>Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz</p>
Unit 2: Preparing for the "Final Solution": The Ghettos and the Invasion of the Soviet	<p>Unit 2: Text Questions Unit 2: Lab Questions</p>

Union	Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Arbeit Macht Frei: Confinement in the Camps	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: The Wannsee Conference and the Final Solution	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Life and Death: The Extermination Camps	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Liberation and Recovery	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: The Forgotten: Non-Jewish Victims and the Holocaust	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: The Nuremberg Trials	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
Unit 9: Coping in the Aftermath of the Holocaust	Unit 9: Text Questions Unit 9: Lab Questions Unit 9: Discussion 1 Unit 9: Discussion 2 Unit 9: Quiz
Unit 10: The Genocide Convention, War Crimes and Modern Genocides	Unit 10: Text Questions Unit 10: Lab Questions Unit 10: Discussion 1 Unit 10: Discussion 2

	Unit 10: Quiz
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VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.



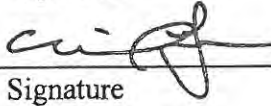
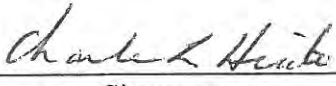
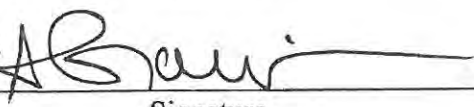
X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

**NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u></u>	Date <u>5/12/15</u>
Principal <u></u>	Date <u>5-2-15</u>
Secondary Education Manager <u></u>	Date <u>6-10-2015</u>
Director, Secondary Education <u></u>	Date <u>5/5/15</u>
Assistant Superintendent, Secondary Education <u></u>	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Criminology: Inside the Criminal Mind</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Criminology: Inside the Criminal Mind*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

This criminology course looks at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, while exploring the types and social consequences of crime, and investigates how the criminal justice system handles not only criminals, but also their crimes.

II. Course Description:

In today's society, crime and deviant behavior are often one of the top concerns of society members. From the nightly news to personal experiences with victimization, crime seems to be all around us. In this course, we will explore the field of criminology or the study of crime. In doing so, we will look at possible explanations for crime from psychological, biological, and sociological standpoints, explore the various types of crime and their consequences for society, and investigate how crime and criminals are handled by the criminal justice system. Why do some individuals commit crimes but others don't? What aspects in our culture and society promote crime and deviance? Why do individuals receive different punishments for the same crime? What factors shape the criminal case process, from arrest to punishments?

III. Course Goals and/or Major Student Outcomes:

The goal of this course is to prepare students for possible careers in law enforcement or public safety. Students will learn about the world of criminology – what crime is and how it relates to other disciplines. Students will look at the biological and psychological aspects of crime, including how the roles of inequality and power influence or affect crime. Finally, students will understand the different categories of crime and how cases are processed through the criminal justice system.

IV. Course Objectives:

Objectives
<i>Unit 1: The World of Criminology</i>
<ul style="list-style-type: none">• Learn what crime is and how it is related to deviance.• Discuss what criminology is and how it relates to other disciplines.• Investigate legitimate reasons why a crime might be excused.• Examine crime statistic sources and the issues with each.• Look at some of the research methods that criminologists use to study crime.
<i>Unit 2: Biological and Psychological Theories of Crime</i>
<ul style="list-style-type: none">• Learn about early biological explanations of crime such as phrenology.• Discuss chemical and hormonal theories of crime.• Look at the psychoanalytic theories of crime.• Examine modeling and self-control theories.• Investigate the legal definitions of insanity and how psychological profiling is used to

solve crimes.

Unit 3: Labeling, Conflict, Environmental, and Radical Theories

- Learn what social structure and social conditions are and how they relate to crime.
- Examine how social transition and rapid change can result in crime.
- Discuss how individuals may adapt to cultural goals in a way that leads to crime.
- Investigate how physical conditions affect crimes.
- Discuss the roles that inequality and power have in crime.

Unit 4: Violent Crimes and Crimes against Property

- Learn about crimes against persons and crimes against property.
- Understand the different legal categories of homicide.
- Examine the different categories of thieves.
- Investigate the cost of crimes like larceny.
- Discuss the social conditions that factor into crimes such as burglary.

Unit 5: White-Collar, Corporate and Public Order Crimes

- Identify the differences between occupational and corporate crimes.
- Discuss the costs of white-collar and corporate crimes to society.
- Examine different types of corporate crimes.
- Discuss possible solutions for controlling organized crime.
- Investigate the controversies over public order crimes and their environment.

Unit 6: Criminal Case Process

- Learn about the criminal justice system and what is included in the system.
- Discuss how the criminal justice system had its beginnings.
- Examine the goals of the criminal justice system.
- Investigate the various stages of the criminal case process.
- Look at how the juvenile criminal case process differs from the adult criminal case process.

Unit 7: Enforcing the Law and the Nature of Courts

- Learn about the conflicting models toward crime and criminals in the criminal justice system.
- Discuss the factors that influence law enforcement decisions.
- Understand the U.S. court system, including state and federal courts.
- Examine what occurs in a typical criminal trial.
- Investigate the reasons for and against the death penalty and what research has shown about the death penalty.

Unit 8: Overview of Punishment and Corrections

- Understand the different facilities used to hold and incarcerate offenders.
- Learn about the history of the correctional system.
- Examine the cost of correctional institutions to society.
- Discuss probation and why it is used.
- Examine alternative sanctions, such as house arrest and community service.

V. Course Outline:

Unit 1: The World of Criminology

Unit 2: Biological and Psychological Theories of Crime

Unit 3: Labeling, Conflict, Environmental, and Radical Theories

Unit 4: Violent Crimes and Crimes against Property

Unit 5: White-Collar, Corporate and Public Order Crimes

- Unit 6: Criminal Case Process
- Unit 7: Enforcing the Law and the Nature of Courts
- Unit 8: Overview of Punishment and Corrections

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: The World of Criminology	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Biological and Psychological Theories of Crime	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Labeling, Conflict, Environmental, and Radical Theories	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Violent Crimes and Crimes against Property	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: White-Collar, Corporate and Public Order Crimes	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Criminal Case Process	Unit 6: Text Questions

<p>Unit 7: Enforcing the Law and the Nature of Courts</p>	<p>Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz</p> <p>Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz</p>
<p>Unit 8: Overview of Punishment and Corrections</p>	<p>Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz</p>

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Human Geography: Our Global Identity*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

**SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes x
No

High School Course Proposal

I. Course Purpose:

This course will introduce students to all the factors that affect the creation of ideas and cultures in the field of Human Geography.

II. Course Description:

How do language, religion, and landscape affect the physical environment? How do geography, weather, and location affect customs and lifestyle? Students will explore the diverse ways in which people affect the world around them and how they are affected by their surroundings. Students will discover how ideas spread and cultures form, and learn how beliefs and architecture are part of a larger culture complex. In addition to introducing students to the field of Human Geography, this course will teach students how to analyze humans and their environments.

III. Course Goals and/or Major Student Outcomes:

Students will be introduced to the field of Human Geography. Each unit explores a different component of Human Geography and how that component affects the people and environment in which they exist. Students will analyze each section and be able to discuss how those factors influence Human Geography.

IV. Course Objectives:

Objectives
<i>Unit 1: Introduction to Human Geography</i> <ul style="list-style-type: none">• Describe the differences between physical and cultural geography.• List the subfields of human geography.• Understand relevance of culture and cultural ecology to geography.• Discuss theories of environmental determinism and possibilism.• Relate the history of how modern geography has evolved.
<i>Unit 2: Population</i> <ul style="list-style-type: none">• Understand the difference between population density and population distribution.• Discuss the importance of patterns of compositions.• Describe the purpose of population pyramids.• Analyze historical population trends and projections.• Discuss regional variations of demographic transitions.
<i>Unit 3: Cultural Patterns & Processes</i> <ul style="list-style-type: none">• Understand the difference between culture traits and culture trait complexes.• Describe the methods of cultural diffusion.• Discuss the relevance of acculturation.

- Understand the environmental impact of cultural attitudes and practices.
- Identify cultural landscapes and cultural identities.

Unit 4: Language

- List the major language families in the world.
- Examine the branches of language families.
- Consider the relevance of the English language as a means of communication.
- Discuss the environmental impact of cultural attitudes and practices.
- Discuss how languages evolve over time.

Unit 5: Religion

- Discuss the origins of Christianity, Islam, and Buddhism.
- Describe the diffusion of Buddhism into China.
- Consider the importance of holy days to different religions.
- Understand the relationship between religion and environment.
- Identify religious conflicts.

Unit 6: Ethnicity, Gender, & Geography

- Describe how ethnicities become clustered.
- Consider the different types of segregation.
- Discuss how class relates to ethnicity and gender.
- Identify the differences between a nation-state, and part-nation state, a multinational state, and a stateless nation.
- List examples of ethnic conflict.

Unit 7: Political Geography

- Describe the nature of a State.
- List the different shapes of States.
- Understand the importance and diversity of borders.
- Consider the consequences of colonialism and imperialism.
- Describe the history of the United Nations.

Unit 8: Agriculture

- Describe the nature of the Von Thunen Model.
- Identify the different types of agricultural mechanization.
- Comprehend the importance and purpose of animal domestication.
- Understand the value of crop rotation.
- Understand the purpose of chemical farming.

V. Course Outline:

Unit 1: Introduction to Human Geography

Unit 2: Population

Unit 3: Cultural Patterns & Processes

Unit 4: Language

Unit 5: Religion

Unit 6: Ethnicity, Gender & Geography

Unit 7: Political Geography

Unit 8: Agriculture

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: Introduction to Human Geography	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Population	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Cultural Patterns & Processes	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Language	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Religion	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Ethnicity, Gender, & Geography	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Political Geography	Unit 7: Text Questions

Unit 8: Agriculture	Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
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VIII. **Instructional Methods and/or Strategies:**

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

**NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division**

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u><i>M. Cahill</i></u> Signature	Date <u>5/14/15</u>
Principal <u><i>[Signature]</i></u> Signature	Date <u>5-12-15</u>
Secondary Education Manager <u><i>Lisa Kells</i></u> Signature	Date <u>6/19/15</u>
Director, Secondary Education <u><i>Charles E. Hunt</i></u> Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education <u><i>[Signature]</i></u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u><i>Gothic Literature: Monster Stories</i></u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

Credential: *Eng 570*

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Gothic Literature: Monster Stories*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: *None*

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. Course Purpose:

This course will examine the key principles of writing that are required to create thrilling fictional writing. This course aims to connect the themes of Gothic literature to the social, political, and cultural environments in which they were created.

II. Course Description:

From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

III. Course Goals and/or Major Student Outcomes:

By studying the genre in which some pieces of gothic literature were created, students will be able to analyze the work to identify key writing principles that were used to create a specific theme. In each unit, students will also identify key characters and the relationships with one another.

IV. Course Objectives:

Objectives
<i>Unit 1: GOTHICA: When Gruesome is Delicious</i> <ul style="list-style-type: none">• Discuss the definition and specific traits of Gothic literature.• Discuss the social and historical factors that influenced the birth of this genre.• Examine specific themes typically found in Gothic works.• Identify key vocabulary terms related to Gothic literature.• Discuss important works from this genre, which exemplify its themes and other traits.
<i>Unit 2: FRANKENSTEIN: A Monster is Born</i> <ul style="list-style-type: none">• Discuss Mary Shelley and the society in which she lived.• Identify key vocabulary terms and characters from <i>Frankenstein</i>.• Read and understand the Preface, letters, and chapters 1-12 of <i>Frankenstein</i>.• Connect the novel with your own personal experiences and/or reactions to its themes.• Determine which features of this novel make it fit the Gothic genre.
<i>Unit 3: FRANKENSTEIN: With Great Power Comes Great Responsibility</i> <ul style="list-style-type: none">• Discuss scientific and medical issues related to the theme of “playing god.”• Compare the poem “Prometheus” by Johann Wolfgang von Goethe to <i>Frankenstein</i>.• Identify key vocabulary terms from <i>Frankenstein</i> and the related readings.

- Read and understand chapters 13-25 of *Frankenstein*.
- Connect the novel with our own personal experiences and/or reactions to its themes.

Unit 4: JEKYLL & HYDE: To Thine Ownself Be True

- Discuss Robert Louis Stevenson and his career as an author.
- Identify key vocabulary terms and characters from *The Strange Case of Dr. Jekyll and Mr. Hyde*.
- Read and understand the ten chapters of the novel.
- List and describe Gothic traits learned in Unit 1 that are found in this novel.
- Apply themes from *Dr. Jekyll and Mr. Hyde* to modern society or current events.

Unit 5: GOTHIC POETRY: Love From Beyond the Grave

- Identify key poetry vocabulary terms and locate examples of them in these poems.
- Read and analyze the 1773 ballad “Lenore” by German poet Gottfried August Burger.
- Read and analyze the 1836 poem “Porphyria’s Lover” by Robert Browning.
- Read and analyze the 1906 poem “The Highwayman” by Alfred Noyes.
- Look for modern examples of other literary works such as songs, poems, stories, or films that are related to poems in this unit.

Unit 6: DRACULA: The Blood is the Life

- Discuss Bram Stoker.
- Identify key vocabulary terms and characters from *Dracula*.
- Discuss scientific and social issues of Victorian times that are present in this novel.
- Discover the geographical differences between nineteenth century Europe and modern Europe.
- Read and understand chapters 1-13 of *Dracula*.

Unit 7: DRACULA: The Hunter Becomes the Hunted

- Identify key vocabulary terms from *Dracula* and the related readings.
- Discuss physiognomy and phrenology and their influence in Bram Stoker’s writing.
- Read the poem “Totentanz” by Johann Wolfgang von Goethe and consider its use of vampiric themes.
- Read and understand chapters 14-27 of *Dracula*.
- Connect knowledge of Victorian sciences with knowledge of *Dracula* in a modern day practical situation.

Unit 8: EDGAR ALLAN POE: The Monsters In Us

- Discuss the life of Edgar Allan Poe.
- Identify key vocabulary terms from the stories studied in this unit.
- Read and understand the short story “The Black Cat.”
- Read and understand the short story “Berenice.”
- Connect your knowledge of unit vocabulary creatively with Poe’s life and works.

V. Course Outline:

Unit 1: GOTHICA: When Gruesome is Delicious

Unit 2: *FRANKENSTEIN*: A Monster is Born

Unit 3: *FRANKENSTEIN*: With Great Power Comes Great Responsibility

Unit 4: *JEKYLL & HYDE*: To Thine Ownself Be True

Unit 5: *GOTHIC POETRY*: Love From Beyond the Grave

Unit 6: *DRACULA*: The Blood is the Life

Unit 7: *DRACULA*: The Hunter Becomes the Hunted

Unit 8: *EDGAR ALLAN POE: The Monsters In Us*

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
Unit 1: <i>GOTHICA: When Gruesome is Delicious</i>	<p>Each unit contains the content and assignments. The assignments consist of <i>Text Questions, Lab Questions</i> and two (2) <i>Discussions</i>. Each unit concludes with a <i>Unit Quiz</i>.</p> <p>Unit 1: Review Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz</p>
Unit 2: <i>FRANKENSTEIN: A Monster is Born</i>	<p>Unit 2: Review Questions Unit 2: Study Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz</p>
Unit 3: <i>FRANKENSTEIN: With Great Power Comes Great Responsibility</i>	<p>Unit 3: Review Questions Unit 3: Study Questions Unit 3: Writing Assignment Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz</p>
Unit 4: <i>JEKYLL & HYDE: To Thine Ownself Be True</i>	<p>Unit 4: Review Questions Unit 4: Study Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz</p>
Unit 5: <i>GOTHIC POETRY: Love From Beyond the Grave</i>	<p>Unit 5: Review Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz</p>
Unit 6: <i>DRACULA: The Blood is the Life</i>	<p>Unit 6: Review Questions Unit 6: Study Questions Unit 6: Discussion 1</p>

Unit 7: <i>DRACULA</i> : The Hunter Becomes the Hunted	Unit 6: Discussion 2 Unit 6: Quiz Unit 7: Review Questions Unit 7: Study Questions Unit 7: Writing Assignment Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: <i>EDGAR ALLAN POE</i> : The Monsters In Us	Unit 8: Review Questions Unit 8: Study Questions Unit 8: Writing Assignment Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	<u>Al Howell</u> Signature	Date <u>5/12/15</u>
Principal	<u>[Signature]</u> Signature	Date <u>5-12-15</u>
Secondary Education Manager	<u>[Signature]</u> Signature	Date <u>5-12-15</u>
Director, Secondary Education	<u>Charles L. Hurd</u> Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education	<u>[Signature]</u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course <u>Hospitality & Tourism: Traveling the Globe</u>		Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Hospitality & Tourism: Traveling the Globe*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:

Yes x

No

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. Course Purpose:

This course will introduce students to the fields of hospitality and tourism. All aspects of the fields will be examined and students will be exposed to current and future trends in both fields.

II. Course Description:

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, hospitality and tourism is one of the fastest growing industries in the world. This course will introduce students to the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Student will learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field.

III. Course Goals and/or Major Student Outcomes:

Students will be able to identify the key elements of the hospitality and tourism industries. In each unit, students will be exposed to all the possibilities for potential careers in both fields. Students will analyze each segment of the industry and their role in the overall field of hospitality and tourism.

IV. Course Objectives:

Objectives
<i>Unit 1: Introduction to Hospitality & Tourism</i> <ul style="list-style-type: none">• Define the parameters and characteristics of the hospitality and tourism industry.• Examine the areas of business that make up the hospitality and tourism industry.• Trace the development of the hospitality and tourism industry.• Discuss the importance of service in the industry.• Identify and discuss several current trends affecting the hospitality and tourism industry.
<i>Unit 2: Careers in the Hospitality and Tourism Field</i> <ul style="list-style-type: none">• Define career paths and discuss how these affect the hospitality industry.• Discuss the personal characteristics required in hospitality industry employees.• Identify and discuss some of the career options in the hospitality and tourism industry.• Examine the advantages and disadvantages of working in the hospitality industry.• Discuss job benefit mixes and their role in the hospitality industry.
<i>Unit 3: Hotels</i> <ul style="list-style-type: none">• Describe different types of hotels.• Examine how most hotels are organized in terms of staff members.

- Discuss the tasks and responsibilities of departments such as housekeeping, security, and the front office.
- Explore how room counts are generated and why they are used.
- Discuss the practice of overbooking and its possible consequences.

Unit 4: Restaurants and Food Service

- Describe different types of food-related businesses.
- Define and understand the front of the house versus the back of the house.
- Discuss the functions of the front and back of the house.
- Examine the importance of menus in the operation of a restaurant.
- Consider how managed services differ from restaurants.

Unit 5: Travel Planning

- Define tourism and identify the different aspects of tourism.
- Discuss the impact of tourism.
- Examine some of the factors that influence tourism.
- Discuss ecotourism and its place in the tourism industry.
- Evaluate some of the different career positions in tourism promotion.

Unit 6: Event Planning and Conventions/Exhibitions

- Identify and compare some of the different types of meetings and events.
- Discuss career areas in the field of event planning.
- Examine some of the steps in planning an event.
- Consider some of the steps in marketing an event.
- Learn about some of the tasks involved with managing an event.

Unit 7: Theme Parks and Recreation

- Explain leisure and recreation and their place in modern society.
- Compare for-profit and nonprofit recreation sites.
- Identify types of government-sponsored, nonprofit, and commercial recreation.
- Examine the history of amusement and theme parks.
- Discuss the role and responsibilities of amusement and theme park managers.

Unit 8: Cruise Ships and Resorts

- Discuss the similarities and differences between cruise ships and ocean liners.
- Understand cruise ship terminology and cabin choices.
- Examine some of the changes and challenges cruise ships are facing.
- Identify some different types of resorts.
- Discuss how resorts are handling common issues and challenges.

V. Course Outline:

Unit 1: Introduction to Hospitality & Tourism
 Unit 2: Careers in the Hospitality and Tourism Field
 Unit 3: Hotels
 Unit 4: Restaurants and Food Service
 Unit 5: Travel Planning
 Unit 6: Event Planning and Conventions/Exhibitions
 Unit 7: Theme Parks and Recreation
 Unit 8: Cruise Ships and Resorts

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: Introduction to Hospitality & Tourism	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Careers in the Hospitality and Tourism Field	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Hotels	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Restaurants and Food Service	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Travel Planning	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Event Planning and Conventions/Exhibitions	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Theme Parks and Recreation	Unit 7: Text Questions

Unit 8: Cruise Ships and Resorts	Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
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VIII. **Instructional Methods and/or Strategies:**

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	<u>M. Colwell</u> Signature	Date <u>5/12/15</u>
Principal	<u>[Signature]</u> Signature	Date <u>5-12-15</u>
Secondary Education Manager	<u>[Signature]</u> Signature	Date <u>5-12-15</u>
Director, Secondary Education	<u>[Signature]</u> Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education	<u>[Signature]</u> Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course: <u>Introduction to Sports & Entertainment Marketing</u>		Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

Credential: Bes 582

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Introduction to Sports & Entertainment Marketing*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No _____

High School Course Proposal

I. Course Purpose:

This course explores the world of sports and entertainment marketing. Students will look at all aspects of this exciting career, including, the basic principles of marketing so that students will begin with a firm foundation.

II. Course Description:

Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well—including a lot more glitz and glamour! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, and well known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.

III. Course Goals and/or Major Student Outcomes:

Students will examine the principles of marketing, sports marketing, as well as marketing events, products, sponsorships and other important aspects of this career field.

IV. Course Objectives:

Objectives
<i>Unit 1: Basic Principles of Marketing</i> <ul style="list-style-type: none">• Explain the exchange process.• Define marketing.• Discuss the importance of determining target marketing.• Compare and contrast real vs. perceived value.• Identify and describe different types of utility.• Define market research.• Identify types of market research.• Discuss the effects of the Internet on marketing.• Compare and contrast Internet marketing and traditional marketing.• Identify the basic components of Internet marketing.
<i>Unit 2: Introduction to Sports and Entertainment Marketing</i> <ul style="list-style-type: none">• Demonstrate knowledge of the history of sports and entertainment as an industry and how it relates to today's marketplace.• Distinguish among sports and entertainment marketing forms.

- List major environmental influences on the demand for sports and entertainment.
- Research sports and entertainment marketing information.
- Explain legislation that impacts sports and entertainment marketing.
- Describe activities to market a sports property.
- Define and simulate sports properties and marketing.
- Discuss why teams use marketing.
- Discuss the various roles in sports and entertainment marketing.

Unit 3: Principles of Effective Sports and Entertainment Marketing in the 21st Century

- List and describe the marketing fundamentals that drive sports and entertainment marketing.
- Discuss how technology has changed the sports and entertainment marketing industry, for better and for worse.
- List and describe trends and emerging technologies affecting sports and entertainment marketing.
- Describe the challenges the sports and entertainment marketing industry currently faces and how they can navigate these challenges.
- Define key terms related to the principles of effective sports and entertainment marketing.

Unit 4: Diversity & Demographics

- Discuss how the use of demographics has influenced the industry.
- Explain elements of culture and the need for understanding cultural diversity.
- Identify how diversity affects sports and entertainment markets.
- Describe how the broader female fan base has impacted marketing efforts.
- Explain the impact of multiculturalism on sports and entertainment marketing activities.

Unit 5: Event Marketing

- Discuss the components of the event triangle.
- Describe the exchanges developed in the event triangle.
- Explain the effects of media broadcasting on the event triangle.
- Identify best practices in event marketing.
- Distinguish between push and pull marketing techniques.
- Distinguish between buzz and hype.
- Evaluate event marketing campaigns.
- Discuss how technology has impacted event marketing.
- Identify effective social media marketing strategies for event marketers.

Unit 6: Product Marketing

- Explain channels of distribution for sports and entertainment marketing products and describe activities of each channel member.
- Identify components of the promotional mix such as advertising, visual merchandising, and personal selling.
- Demonstrate visual merchandising techniques for sports and entertainment marketing.
- Analyze a promotional plan for effectiveness.
- Describe stages of new-product planning.
- Define product mix.
- Identify stages of the product life cycle for new or existing sports or entertainment marketing products.

Unit 7: Sponsorships and Endorsements

- Identify components and content for a sponsorship proposal.
- Define and explain sponsorship issues.
- Categorize costs associated with a sponsorship.
- Identify types of sponsorship sales and relationship development.
- Examine benefits of sponsorship opportunities.
- Explain laws that may affect an endorsement agreement.
- Identify components of endorsement contracts.
- Discuss issues related to celebrity behavior and endorsements.
- Research the rationale for a business to engage in endorsement contracts.

Unit 8: Finances

- Distinguish between buying for resale and buying for organization use.
- Explain the importance of identifying needs as the first step of the purchasing process.
- Demonstrate knowledge of the buying process by preparing a buying plan.
- Complete purchase orders and process invoices.
- Categorized business risks.
- Explain methods a business uses to control risks such as surveillance and safety training.
- Explain the use of inventory control information to prepare financial reports and make buying decisions.

Unit 9: Careers in Sports and Entertainment Marketing

- Research careers in the sports and entertainment marketing industry.
- List and describe businesses related to sports and entertainment.
- Describe team function.
- Use teamwork to solve problems.
- Distinguish between the roles of team leaders and team members.
- Examine characteristics of good leaders.
- Identify employers' expectations and appropriate work habits.
- Define discrimination, harassment, and equality.
- Use time-management techniques to develop and maintain schedules and meet deadlines.
- Evaluate how teams measure their results.
- Develop two methods to recognize and reward team performance.
- Justify the role of professional organizations, trade associations, and labor unions in the sports and entertainment industry.

Unit 10: Societal & Cultural Influences

- Explain the psychology of marketing.
- Identify ways in which the sports and entertainment marketing impacts our society and culture.
- Discuss how celebrities influence young people.
- Evaluate the role celebrities play in politics.
- Define "referent power" and how it affects the influence of celebrities.
- Explain the merging of politics and celebrity and the implications of this merging.
- Demonstrate how to be savvy consumers of sports and entertainment commodities.

V. Course Outline:

- Unit 1: Basic Principles of Marketing
- Unit 2: Introduction to Sports and Entertainment Marketing
- Unit 3: Principles of Effective Sports and Entertainment Marketing in the 21st Century
- Unit 4: Diversity & Demographics
- Unit 5: Event Marketing
- Unit 6: Product Marketing
- Unit 7: Sponsorships and Endorsements
- Unit 8: Finances
- Unit 9: Careers in Sports and Entertainment Marketing
- Unit 10: Societal & Cultural Influences

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: Basic Principles of Marketing	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Introduction to Sports and Entertainment Marketing	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Principles of Effective Sports and Entertainment Marketing in the 21 st Century	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Diversity & Demographics	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz

Unit 5: Event Marketing	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Product Marketing	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Sponsorships and Endorsements	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Finances	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
Unit 9: Careers in Sports and Entertainment Marketing	Unit 9: Text Questions Unit 9: Lab Questions Unit 9: Discussion 1 Unit 9: Discussion 2 Unit 9: Quiz
Unit 10: Societal & Cultural Influences	Unit 10: Text Questions Unit 10: Lab Questions Unit 10: Discussion 1 Unit 10: Discussion 2 Unit 10: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *International Business: Global
Commerce in the 21st Century*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

In this course, students will be introduced to the many factors that influence commerce in both domestic and international business. Students will be exposed to the basic principles of working in the global marketplace.

II. Course Description:

From geography to culture, Global Business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected.

The course further provides students a conceptual tool by which to understand how economic, social, cultural, political and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century.

III. Course Goals and/or Major Student Outcomes:

Students will be introduced to the important topics necessary to consider when a business plans to do business internationally. In each unit, students will examine one of the key pieces to consider in the global marketplace; and how those decisions can affect business across the world.

IV. Course Objectives:

Objectives
<i>Unit 1: Introduction to Global Commerce</i> <ul style="list-style-type: none">• Distinguish between domestic business and global business.• Discuss global business dependency and importance.• Describe basic global business activities.• Identify various methods for getting involved in global business.• Explain the components of the international business environment.• Identify various measures of economic progress and development and describe the position of the United States in global trade.
<i>Unit 2: International Finance</i> <ul style="list-style-type: none">• Describe some of the monetary systems around the world.• Discuss the exchange rate system between nations.• Describe the common European currency.• Calculate foreign exchange rates.

- Understand and discuss global banking strategies.

Unit 3: Regional Integration

- Describe laws and trade barriers that can discourage global business.
- Explain how political risks can disrupt global business activities.
- Explain government actions that can encourage global business activities.
- Identify the different levels of economic integration.
- Discuss the various arguments for and against economic integration.
- Understand the organization of the European community and its regional economic integration agreement.

Unit 4: Trade Relations

- Discuss the importance of trade relations.
- Discuss the main types of trade agreements.
- Describe the goals and function of the General Agreement on Tariffs and Trade (GATT) and the North American Free Trade Agreement (NAFTA)
- Understand the nature of competition.
- Describe the relationship between forensic science and the criminal justice system.

Unit 5: International Legal Agreements

- Describe the legal systems upon which international law is based.
- Explain product liability.
- Understand laws and international trade agreements that protect property rights.
- Describe when an agreement has all the components of a contract.
- Understand and discuss the litigation process.

Unit 6: Cultural Influences

- Discuss influences of culture on global business activities.
- Explain the role of sub-cultures.
- Understand the role of societal influences on culture.
- Describe how communication affects global business success.

Unit 7: Global Organizations

- Describe the advantages and disadvantages of sole proprietorship, partnerships, and corporations.
- Explain the other forms of business ownership.
- Describe the activities, characteristics, and concerns of multinational companies.
- Identify low-risk methods for getting involved in global business.
- Identify high-risk methods for getting involved in global business.

Unit 8: Global Logistics & Transportation

- Learn about the elements of the marketing mix.
- Discuss the steps in the new product development process and the marketing research process.
- Identify the factors that must be considered by businesses when setting prices.
- Describe the indirect and direct channels of distribution.
- Describe the elements of the promotional mix.

V. Course Outline:

Unit 1: Introduction to Global Commerce

Unit 2: International Finance

Unit 3: Regional Integration

Unit 4: Trade Relations

- Unit 5: International Legal Agreements
- Unit 6: Cultural Influences
- Unit 7: Global Organizations
- Unit 8: Global Logistics & Transportation

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
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Unit 2: International Finance	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Regional Integration	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Trade Relations	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: International Legal Agreements	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz

Unit 6: Cultural Influences	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Global Organizations	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Global Logistics & Transportation	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

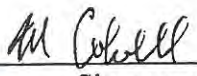
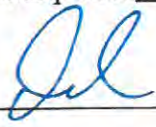

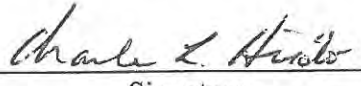
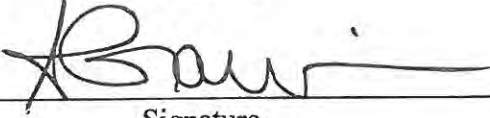
X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u></u>	Date <u>5/12/15</u>
Principal <u></u>	Date <u>5-12-15</u>
Secondary Education Manager <u></u>	Date <u>5-12-15</u>
Director, Secondary Education <u></u>	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education <u></u>	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course: <u>Fashion and Interior Design</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Fashion and Design*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

The purpose of Fashion and Interior Design is to prepare students to enter this highly competitive and important career field. Students will be ready to move to the post-secondary level or job market with soft-skills in the fashion/interior design field and will have an understanding of what it takes to complete projects in a timely manner by creating a portfolio of work.

II. Course Description:

Do you have a flair for fashion? Are you constantly redecorating your room? If so, the design industry might just be for you! In this course, you'll explore what it is like to work in the industry by exploring career possibilities and the background that you need to pursue them. Get ready to try your hand at designing as you learn the basics of color and design then test your skills through hands-on projects. In addition, you'll develop the essential communication skills that build success in any business. By the end of the course, you'll be well on your way to developing the portfolio you need to get your stylishly clad foot in the door of this exciting field.

III. Course Goals and/or Major Student Outcomes:

The course will provide students with an understanding of the fashion and interior design field including working with color, the principles of design and the tools necessary to complete projects. Other work includes specific projects related to fashion design and interior design.

IV. Course Objectives:

Objectives
<i>Unit 1: Introduction to Fashion and Interior Design</i>
<ul style="list-style-type: none">• Describe careers in the fashion and design industry.• Classify careers from entry to professional level.• Explore entrepreneurship opportunities in the design industry.• Research and present information on design careers, including the responsibilities, employment opportunities, and education/training requirements.• Identify the basic components of Internet marketing.
<i>Unit 2: Building Basic Skills for the Design Industry</i>
<ul style="list-style-type: none">• Define and illustrate the elements of design.• Create a color wheel.• Recognize basic color schemes.• Research the psychology of color.• Define and illustrate the principles of design.• Describe why communication is the basis of all relationships.• Distinguish between non-assertive, assertive, and aggressive communication.• Demonstrate communication skills that promote positive relationships in the work

place.

- Practice active-listening skills.
- Utilize conflict-resolution skills.
- Exhibit work expectations of an employer in the design industry.

Unit 3: Tools of the Trade

- Identify and select the appropriate tools and equipment.
- Demonstrate the proper and safe use of tools and equipment.
- Practice care and maintenance of equipment.
- Identify a variety of fabrics through tactile activities.
- Compare and contrast natural and synthetic fabrics.
- Recognize types of fabric construction.
- Identify fabrics appropriate for various purposes.
- Identify roles and responsibilities of members and professional service organizations, including career and technical student organizations.

Unit 4: Sewing and Technology

- Identify and explain the purpose of sewing machine parts.
- Demonstrate math skills as they relate to sewing.
- Demonstrate the threading of the sewing machine.
- Demonstrate straight stitching.
- Identify and demonstrate various stitches.
- Interpret written instructions and construct a basic sewing project.
- Identify technology utilized in the design field.
- Analyze technology trends impacting the design industry.
- Utilize technology to construct a sewing project.

Unit 5: Clothing

- Explain the impact of trends and social climate on fashion styles.
- Identify appropriate clothing styles for various events.
- Identify factors that impact clothing costs
- Demonstrate the procedure for recording accurate body measurements.
- Analyze proper fit.

Unit 6: Fashion Design Project

- Select materials and supplies for fashion projects.
- Calculate the costs of a given fashion project.
- Interpret written directions for constructing a fashion project.
- Apply math skills and construct a fashion project.
- Identify steps of the decision-making process.
- Describe the difference between a need and a want.
- Explain how values and goals affect decisions.
- Identify and utilize the planning process.
- Develop a personal-growth project.

Unit 7: Interior Design and Environmental Design

- Explain the impact of political and social climates on decorating styles.
- Define green design.
- Research eco-friendly design products.
- Examine the positive and negative impacts that a design product has on the environment.
- Redesign an item into another useful product.

Unit 8: Considering Interior Design

- Identify the characteristics of furnishing styles.
- Identify factors that impact furnishing choices.
- Apply the principles and elements of the design in selecting an interior design project.
- Interpret written directions for assembling/constructing an interior project.
- Apply math skills and construct interior design project.

Unit 9: Interior Design Project

- Apply the principles and elements of design in selecting an interior design project.
- Work cooperatively as a group member to achieve organizational goals.
- Demonstrate leadership roles and organizational responsibilities.
- Exhibit work expectations of an employer in the design industry.
- Apply math, reading, science, and critical thinking skills as they relate to the design industry.
- Identify steps of the decision-making process.
- Distinguish between a need and a want.
- Explain how values and goals affect decisions.

Unit 10: Presenting as a Professional

- Identify and utilize the planning process.
- Develop a personal growth project.
- Identify personal talents and abilities that can contribute to self-esteem and success in the workplace.
- Practice employability skills.
- Practice a positive work ethic and identify negative work ethics.
- Exhibit work expectations of an employer in the design industry.
- Demonstrate communication skills that promote positive relationships in the workplace.
- Research and present information on a design career to include roles and responsibilities, employment opportunities, and requirements for education and training.

V. Course Outline:

Unit 1: Introduction to Fashion and Interior Design
Unit 2: Building Basic Skills for the Design Industry
Unit 3: Tools of the Trade
Unit 4: Sewing and Technology
Unit 5: Clothing
Unit 6: Fashion Design Project
Unit 7: Interior and Environmental Design
Unit 8: Considering Interior Design
Unit 9: Interior Design Project
Unit 10: Presenting as a Professional

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: Introduction to Fashion and Interior Design	Unit 1: Lab Questions Unit 1: Text Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Basic Building Skills for the Design Industry	Unit 2: Lab Questions #1 Unit 2: Lab Questions #2 Unit 2: Lab Questions #3 Unit 2: Lab Questions #4 Unit 2: Text Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Tools of the Trade	Unit 3: Lab Questions #1 Unit 3: Lab Questions #2 Unit 3: Text Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Sewing and Technology	Unit 4: Lab Questions #1 Unit 4: Lab Questions #2 Unit 4: Lab Questions #3 Unit 4: Lab Questions #4 Unit 4: Lab Questions #5 Unit 4: Lab Questions #6 Unit 4: Text Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Clothing	Unit 5: Lab Questions #1 Unit 5: Lab Questions #2 Unit 5: Lab Questions #3 Unit 5: Lab Questions #4

	Unit 5: Text Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Fashion Design Project	Unit 6: Lab Questions #1 Unit 6: Lab Questions #2 Unit 6: Lab Questions #3 Unit 6: Lab Questions #4 Unit 6: Lab Questions #5 Unit 6: Text Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Interior and Environmental Design	Unit 7: Lab Questions #1 Unit 7: Lab Questions #2 Unit 7: Lab Questions #3 Unit 7: Lab Questions #4 Unit 7: Text Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Considering Interior Design	Unit 8: Lab Questions #1 Unit 8: Lab Questions #2 Unit 8: Lab Questions #3 Unit 8: Lab Questions #4 Unit 8: Text Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
Unit 9: Interior Design Project	Unit 9: Lab Questions #1 Unit 9: Lab Questions #2 Unit 9: Lab Questions #3 Unit 9: Lab Questions #4 Unit 9: Lab Questions #5 Unit 9: Lab Questions #6 Unit 9: Text Questions Unit 9: Discussion 1 Unit 9: Discussion 2 Unit 9: Quiz
Unit 10: Presenting as a Professional	Unit 10: Lab Questions #1 Unit 10: Lab Questions #2 Unit 10: Lab Questions #3 Unit 10: Lab Questions #4 Unit 10: Lab Questions #5 Unit 10: Text Questions

	Unit 10: Discussion 1 Unit 10: Discussion 2 Unit 10: Quiz
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VIII. **Instructional Methods and/or Strategies:**

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

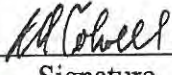



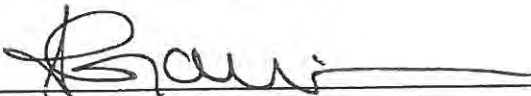
X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u></u>	Date <u>5/12/15</u>
Signature	
Principal <u></u>	Date <u>5-12-15</u>
Signature	
Secondary Education Manager <u></u>	Date <u>6/10/15</u>
Signature	
Director, Secondary Education <u></u>	Date <u>5/15/15</u>
Signature	
Assistant Superintendent, Secondary Education <u></u>	Date <u>6-29-15</u>
Signature	
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course: <u>Astronomy: Exploring the Universe</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Astronomy: Exploring the Universe*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

**SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes x

No

High School Course Proposal

I. Course Purpose:

This course introduces students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe.

II. Course Description:

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

III. Course Goals and/or Major Student Outcomes:

Students learn about the interactions of the Sun, Earth and Moon, the composition of stars, including the major constellations, how galaxies are formed and classified and what makes up the Milky Way galaxy, as well as the inner and outer planets in our solar system. Other topics include overviews of comets, asteroids and meteors. Students will have a full understanding of the life cycle of stars, properties of planets and the exploration of space.

IV. Course Objectives:

Objectives
<i>Unit 1: The Earth, Moon, and Sun Systems</i> <ul style="list-style-type: none">• Learn about the interactions between the Sun, Earth and Moon.• Describe how the motion of the Earth causes seasons and night-day cycles.• Identify the characteristics and phases of the moon.• Explore how the moon's gravitational pull manipulates tides on Earth.• Distinguish between a lunar eclipse and a solar eclipse.
<i>Unit 2: The Universe</i> <ul style="list-style-type: none">• Describe the study of the cosmos.• Discuss the theory of the origin of the universe.• Examine the evidence that supports the Big Bang theory.• Examine the composition of matter and how it is distributed within the universe.• Describe the theories of evolution and fate of the universe.
<i>Unit 3: Stars</i> <ul style="list-style-type: none">• Describe the composition and characteristics of stars.• Learn how astronomers identify and describe constellations such as Ursa Major, Ursa

Minor, Orion, and Cassiopeia.

- Analyze and characterize stars by their physical and chemical properties.
- Explain the use of diagrams and models in obtaining physical data on stars.
- Examine the evolution of stars.

Unit 4: Galaxies

- Differentiate and describe the types of galaxies within the universe.
- Characterize the Milky Way.
- Identify how galaxies are organized and distributed within the universe.
- Describe the evolution of galaxies.
- Examine the forces that shape galaxies of stars.

Unit 5: Inner Planets

- Describe how planetary matter is distributed within the solar system.
- Explain the formation of the solar system.
- Differentiate and describe the inner planets within our solar system.
- Identify the shared characteristics among all inner planets in the solar system.
- Explain the features of Earth that are essential to the development of life.

Unit 6: Outer Planets

- Differentiate and describe the unique characteristics of the outer planets in the Solar System.
- Identify the shared features and characteristics among the outer planets in the Solar System.
- Describe the arrangement and distances between the outer planets.
- Explain why Pluto is no longer classified as a true planet of the Solar System.
- Compare and contrast the outer planets with Earth.

Unit 7: The Sun

- Identify the five regions of the Sun.
- Discuss the structure and composition of the Sun.
- Learn about nuclear fusion in the Sun, including the proton-proton chain reaction.
- Examine solar activity, such as sunspots and solar flares.
- Define and discuss solar eclipses.

Unit 8: Comets, Asteroids, and Meteors

- Define *comet*, *asteroid*, *meteoroid*, *meteor*, and *meteorite*.
- Examine the origin of comets and how their tails form.
- Discuss the location of asteroids in the Solar System.
- Learn about the different types of meteorites.
- Investigate how comets, asteroids, and meteorites influence life on Earth.

V. Course Outline:

Unit 1: The Earth, Moon, and Sun Systems

Unit 2: The Universe

Unit 3: Stars

Unit 4: Galaxies

Unit 5: Inner Planets

Unit 6: Outer Planets

Unit 7: The Sun

Unit 8: Comets, Asteroids, and Meteors

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
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Unit 2: The Universe	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Stars	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Galaxies	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Inner Planets	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Outer Planets	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz

Unit 7: The Sun	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Comets, Asteroids, and Meteors	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. Pacing Guide:

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Archaeology: Detectives of the Past*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

Archaeology is the study of human activity in the past, primarily through the recovery and analysis of the material culture and environmental data that has been left behind by past human populations, which includes artifacts, architecture, and cultural landscapes (the archaeological record). Because archaeology employs a wide range of different procedures, it can be considered to be both a social science and a humanity.

II. Course Description:

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." The field of archeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.

III. Course Goals and/or Major Student Outcomes:

The archaeologists of the movies live a life of constant action and imminent danger in their quest to uncover ancient archaeological relics. They must solve riddles, decipher ancient texts, dodge deadly snares, and outwit their rivals who are trying to ambush them and steal their treasure. Do the archaeologists portrayed in the movies really reflect the lives of real-life archaeologists? In this course, students will be introduced to the world of archaeology. Students will begin to understand the world of archaeology, why the past is studied, how the past is recorded, how ancient cultures are studied and what we can learn from them, and, how archaeologists share their discoveries with the public.

IV. Course Objectives:

Objectives
<i>Unit 1: The World of Archaeology</i> <ul style="list-style-type: none">• Discuss archaeology as a field of study.• Differentiate between science and pseudoscience.• Describe the relationship between archaeology and anthropology.• Discuss the history and development of the field of archaeology.• Understand why archaeology is still relevant today.• Analyze the many aspects of an archaeologist's work.• Discuss the career options of an archaeologist.
<i>Unit 2: Recording the Past</i> <ul style="list-style-type: none">• List and understand the goals of archaeology.• Discuss what culture is and how archaeologists reconstruct ancient lifeways.• Describe how the archaeological record is used to date artifacts.

- Discuss the process of archaeological research.
- Understand how preservation conditions affect the characteristics of a site.

Unit 3: Unearthing Ancient Civilizations

- Learn the procedures of an excavation.
- Discuss what each member of an archaeological team is responsible for.
- Examine the characteristics of the five major time periods: Paleolithic, Mesolithic, Neolithic, Bronze Age, and Iron Age.
- Investigate the most significant archaeological discoveries of the past five hundred years.
- Explore the different classification of artifacts and their cultural significance.

Unit 4: Cultural Origins

- Learn where the first people and culture originated.
- Discuss the societal importance of sustenance.
- Examine how technology has shaped culture.
- Investigate how land and nautical routes encouraged expansion.
- Explore how art, symbols, and writing have emerged over time.

Unit 5: The Fossil Record

- Learn what the fossil record is.
- Discuss where the fossil record begins.
- Investigate the oddities found within the fossil record.
- Explore how archaeologists use the fossil record to reconstruct human behavior.

Unit 6: Social Organizations

- Learn how a group of people interact based on what they have left behind.
- Discuss the four classifications of society.
- Examine the scale of ancient societies based on their settlement patterns.
- Investigate how the buildings left behind contain clues to the social, political, and economic organization of a society.
- Explore how burial practices differed based on societal status.

Unit 7: The Survival of Ancient Text

- Learn how the alphabet has evolved through the centuries and its significance.
- Discuss how maps are used to find trade routes, migratory patterns, and settlements.
- Examine how journals, letters, and diaries illuminate a societies' history.
- Investigate the ancient laws that once governed people.
- Explore which religious text guided the religious beliefs of people long ago.

Unit 8: Public Archaeology & Modern Society

- Explore the role of cultural resource management (CRM)
- Discuss how historic sites are preserved and restored in order to educate the public.
- Examine the legal and ethical issues that guide the field of archaeology.
- Investigate the effects of looting and the public measures archaeologists employ to discourage it.
- Explore the methods archaeologists use to share their findings with the public.

V. Course Outline:

- Unit 1: The World of Archaeology
- Unit 2: Recording the Past
- Unit 3: Unearthing Ancient Civilizations
- Unit 4: Cultural Origins

- Unit 5: The Fossil Record
- Unit 6: Social Organizations
- Unit 7: The Survival of Ancient Text
- Unit 8: Public Archaeology & Modern Society

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
Unit 1: The World of Archaeology	Unit 1: Text Questions Unit 1: Lab Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz
Unit 2: Recording the Past	Unit 2: Text Questions Unit 2: Lab Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz
Unit 3: Unearthing Ancient Civilizations	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Cultural Origins	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: The Fossil Record	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz

Unit 6: Social Organizations	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: The Survival of Ancient Text	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Public Archaeology & Modern Society	Unit 8: Text Questions Unit 8: Lab Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz

VIII. **Instructional Methods and/or Strategies:**

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.



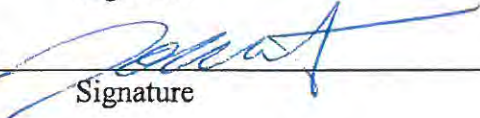

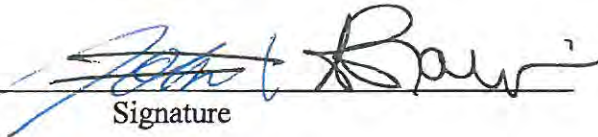
X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson	 Signature	Date <u>5/12/15</u>
Principal	 Signature	Date <u>5-2-15</u>
Secondary Education Manager	 Signature	Date <u>6/10/15</u>
Director, Secondary Education	 Signature	Date <u>5/15/15</u>
Assistant Superintendent, Secondary Education	 Signature	Date <u>6-29-15</u>
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course: <u>Great Minds in Science</u>		Course Number NEED

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Great Minds in Science*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High
School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

High School Course Proposal

I. Course Purpose:

This course will explore the work of 10 of today's greatest scientific minds. It will also analyze how the work done by these great scientists may impact our world today, or in the future.

II. Course Description:

Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, the scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.

III. Course Goals and/or Major Student Outcomes:

Students will be able to analyze the work of ten great scientists and discuss the relevance of their work in today's world or how their work may impact our future.

IV. Course Objectives:

Objectives
<i>Unit 1: Vilayanur Ramachandran: Mysteries of the Mind</i> <ul style="list-style-type: none">• Explain what neuroscience is and how Ramachandran became interested in studying the brain.• Understand three brain disorders and what they are telling us about brain function.• Identify the various parts of the brain and the function of each.• See how magic is helping scientists learn about the brain.• Understand fake limbs and why this phenomenon happens in our brains.
<i>Unit 2: Bill Stone: Into the Depths</i> <ul style="list-style-type: none">• Discuss why exploring caves is important.• Explain some of the new technologies and equipment that is taking cave exploration to new depths.• Identify about some of the deepest caves in the world.• Understand what it would be like to study caves.• See how some of the caving technology is being used for space exploration.
<i>Unit 3: Bonnie Bassler: The Bacteria Puzzle</i> <ul style="list-style-type: none">• Identify what bacteria are and what role they play in the world.• Discuss how bacteria communicate with each other through a chemical language.• Explain what the implications of Bassler's research may be.• Understand some of the different types of bacteria in the world.

Unit 4: Joshua Klein: Teaching Crows New Tricks

- Define about operant and classical conditioning and how they differ.
- Discuss B.F. Skinner's experiments using operant conditioning.
- Understand crows and their adaptations to urban life.
- Detail Klein's experiment and how he got crows to feed the machines for food.

Unit 5: Jayne Poynter: Inside Biosphere 2

- Explain what Biosphere 2 is.
- Discuss what it would be like to live within an artificial world like Biosphere 2.
- Understand other sealed worlds and what lessons we are learning from them for the future.
- Grasp more about biomes, habitats, and ecosystems.

Unit 6: Ben Saunders: Exploring the Arctic

- Discuss the ecosystem and cultures in the Arctic.
- Understand what it would be like to explore the Arctic.
- Identify some of the men and women who have explored the Arctic.
- Understand what equipment is needed to explore extreme environments.
- Discuss why extreme environments are important to explore and learn about.

Unit 7: Richard Pyle: Into the Twilight Zone

- Talk about the technologies and equipment that are allowing divers to swim deeper than ever before.
- Identify the ocean's Twilight Zone.
- Discuss coral reefs and the animals and plants that live in and around them.
- Explain the threats and challenges to the world's coral reefs.
- Understand why coral reefs are an important part of the ocean's ecosystem.

Unit 8: Richard Preston: In the Redwood Canopy

- Talk about redwood trees and the habitat they live in.
- Explain some of the threats to redwoods and their habitats.
- Detail what it is like in the canopy of a redwood.
- Understand what makes redwood trees unique and different from other trees.
- Discuss what other plants and animals live in a redwood's ecosystem.

Unit 9: Al Gore: Fighting Climate Change

- Talk about climate change and why scientists believe this is happening.
- Explain some of the causes of climate change.
- Identify how humans are contributing to climate change.
- Discuss some of the effects of climate change around the globe.
- Understand efforts to reduce the factors causing climate change.

Unit 10: Brian Cox: Searching for the Universe's Beginning

- Talk about particle physics.
- Explore the different types of particles found in the universe.
- Identify some of the experiments scientists hope to do with the Large Hadron Collider.
- Talk about the Higgs Boson particle.
- Discuss some of the challenges scientists have faced with the LHC.

V. Course Outline:

Unit 1: Vilayanur Ramachandran: Mysteries of the Mind

Unit 2: Bill Stone: Into the Depths

- Unit 3: Bonnie Bassler: The Bacteria Puzzle
- Unit 4: Joshua Klein: Teaching Crows New Tricks
- Unit 5: Jayne Poynter: Inside Biosphere 2
- Unit 6: Ben Saunders: Exploring the Arctic
- Unit 7: Richard Pyle: Into the Twilight Zone
- Unit 8: Richard Preston: In the Redwood Canopy
- Unit 9: Al Gore: Fighting Climate Change
- Unit 10: Brian Cox: Searching for the Universe's Beginning

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
Unit 1: Vilayanur Ramachandran: Mysteries of the Mind Unit 2: Bill Stone: Into the Depths Unit 3: Bonnie Bassler: The Bacteria Puzzle Unit 4: Joshua Klein: Teaching Crows New Tricks Unit 5: Jayne Poynter: Inside Biosphere 2	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> . Unit 1: Critical Thinking & Web Journey Questions Unit 1: Discussion 1 Unit 1: Discussion 2 Unit 1: Quiz Unit 2: Critical Thinking & Web Journey Questions Unit 2: Discussion 1 Unit 2: Discussion 2 Unit 2: Quiz Unit 3: Critical Thinking & Web Journey Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz Unit 4: Critical Thinking & Web Journey Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz Unit 5: Critical Thinking & Web Journey Questions

	Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz
Unit 6: Ben Saunders: Exploring the Arctic	Unit 6: Critical Thinking & Web Journey Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: Richard Pyle: Into the Twilight Zone	Unit 7: Critical Thinking & Web Journey Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
Unit 8: Richard Preston: In the Redwood Canopy	Unit 8: Critical Thinking & Web Journey Questions Unit 8: Discussion 1 Unit 8: Discussion 2 Unit 8: Quiz
Unit 9: Al Gore: Fighting Climate Change	Unit 9: Critical Thinking & Web Journey Questions Unit 9: Discussion 1 Unit 9: Discussion 2 Unit 9: Quiz
Unit 10: Brian Cox: Searching for the Universe's Beginning	Unit 10: Critical Thinking & Web Journey Questions Unit 10: Discussion 1 Unit 10: Discussion 2 Unit 10: Quiz

VIII. Instructional Methods and/or Strategies:

Information for the course will be disseminated online via the Gradpoint website. Students will work independently on readings (Text and Lab assignments) and with the instructor and peers through the discussion boards for each unit. All assessments will be delivered via Gradpoint with teacher proctoring and support. The course has a user-friendly interface and is developed with universal design principles, and meets accessibility standards and access for all students.

IX. Assessment Methods and/or Tools:

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.






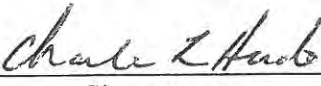
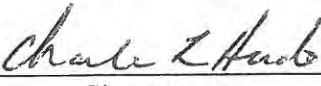
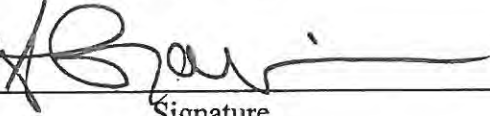
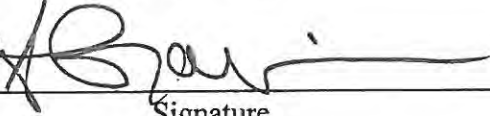
X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:	
Site Department Chairperson <u></u>	Date <u>5/12/15</u>
<u></u>	Signature
Principal <u></u>	Date <u>5-12-15</u>
<u></u>	Signature
Secondary Education Manager <u></u>	Date <u>6/10/15</u>
<u></u>	Signature
Director, Secondary Education <u></u>	Date <u>5/15/15</u>
<u></u>	Signature
Assistant Superintendent, Secondary Education <u></u>	Date <u>6-29-15</u>
Education Board Subcommittee Review	Date _____
Adopted by Board of Education	Date _____
Title of Course <u>Forensic Science: Secrets of the Dead</u>	Course Number <u>NEED</u>

Date February 2, 2015

Name of person submitting request Dennis Deets

Position Director School: Educational Options Center

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: *Forensic Science: Secrets of the Dead*

DEPARTMENT: Elective

HIGH SCHOOL SUBMITTING REQUEST:

Educational Options Center – Raincross High School/Summit View/Riverside Virtual School

DATE OF SUBMISSION: February 2, 2015

COURSE NUMBER: to be created

LENGTH OF COURSE: Semester

NUMBER OF CREDITS: 5

HIGH SCHOOL GRADUATION CREDIT: Y

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE: None

SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS: Yes x
No

Riverside Unified School District
Instructional Services 7-12

High School Course Proposal

I. Course Purpose:

This course explores all aspects of the work done by forensic scientists. Students will examine a crime scene from when a forensic scientist first arrives all the way until the case goes to trial.

II. Course Description:

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

III. Course Goals and/or Major Student Outcomes:

Students will be able to discuss the major responsibilities and practices of a forensic scientist. Students will also be able to evaluate how each type of evidence is collected and reported, the differences between types of evidence, and how each type of evidence is analyzed.

IV. Course Objectives:

Objectives
<i>Unit 1: Introduction to Forensic Science</i> <ul style="list-style-type: none">• Learn about forensic science as a field of study.• Discuss the history and development of the field of forensic science.• Examine some of the responsibilities that forensic scientists have in their work.• Investigate the relationship between forensic science and the criminal justice system.• Explore some of the specialty areas within forensic science.
<i>Unit 2: The Crime Scene</i> <ul style="list-style-type: none">• Discover how a crime scene is secured.• Examine the different ways in which a crime scene is recorded.• Learn how forensic scientists and officers search a crime scene for evidence.• Investigate how evidence is collected and packaged.• Learn why evidence needs to be collected carefully and within legal guidelines.
<i>Unit 3: Physical Evidence</i> <ul style="list-style-type: none">• Learn about the different types of evidence.• Examine the difference between individual and class characteristics and what they mean for crime investigations.• Discuss how physical and chemical properties help forensic scientists compare

samples.

- Investigate glass fragments and soil as physical evidence and what they can tell forensic scientists about a crime.
- Discuss how impressions, like footprints and tire tracks, are collected and analyzed.

Unit 4: Physical Evidence: Hair, Blood, and Fingerprints

- Learn about the physical structures of hair, blood, and fingerprints.
- Discuss how DNA can be found in hair collected from crime scenes.
- Investigate how stains are tested to determine if they are blood and if they are human blood.
- Learn about the different types of fingerprints.
- Examine how fingerprints are discovered and collected at a crime scene.

Unit 5: Firearms and Tool Marks

- Discuss how firearm and bullet evidence is collected from a crime scene.
- Learn why bullets fired from a gun can contain unique markings and striations.
- Examine how investigators can estimate the distance between a gun and a shooting victim.
- Investigate what information forensic scientists can learn from tool marks.
- Discuss how forensic scientists can recover serial numbers from firearms and vehicles.

Unit 6: Human Remains

- Investigate some of the ways that can help determine the time of death.
- Learn about some of the different ways that bodies may decompose.
- Discuss what forensic scientists can learn from a forensic autopsy.
- Examine what information can be gained from skeletal remains
- Learn about ongoing research into decomposition rates.

Unit 7: DNA Evidence

- Learn about the properties of DNA.
- Examine how and why DNA can be used as an individual characteristic in forensic science.
- Investigate how biological evidence is best collected and preserved for DNA testing.
- Discuss what tests are used on biological evidence to retrieve DNA information.
- Examine some of the considerations in using DNA in court trials.

Unit 8: Arson and Explosion Evidence

- Discuss what challenges arson and explosion crime scenes present in the collection, preservation, and analysis of evidence.
- Learn how investigators determine where a fire started and whether accelerants were used.
- Examine the different types of explosive materials that may be used in bombs and other explosions.
- Investigate how evidence at an arson scene is collected and tested.
- Discuss the methods used to test for explosive materials at crime scenes.

V. Course Outline:

Unit 1: Introduction to Forensic Science

Unit 2: The Crime Scene

Unit 3: Physical Evidence

Unit 4: Physical Evidence: Hair, Blood, and Fingerprints

- Unit 5: Firearms and Tool Marks
- Unit 6: Human Remains
- Unit 7: DNA Evidence
- Unit 8: Arson and Explosion Evidence

VI. Texts and Supplemental Materials:

All course materials include both content and any supplementary/textbook materials. This includes text, videos, discussion boards, etc., anything necessary for the student to complete the course.

VII. Key Assignments:

Topics/Units/Themes	Key Activities/Assignments (optional)
	Each unit contains the content and assignments. The assignments consist of <i>Text Questions</i> , <i>Lab Questions</i> and two (2) <i>Discussions</i> . Each unit concludes with a <i>Unit Quiz</i> .
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Unit 3: Physical Evidence	Unit 3: Text Questions Unit 3: Lab Questions Unit 3: Discussion 1 Unit 3: Discussion 2 Unit 3: Quiz
Unit 4: Physical Evidence: Hair, Blood, and Fingerprints	Unit 4: Text Questions Unit 4: Lab Questions Unit 4: Discussion 1 Unit 4: Discussion 2 Unit 4: Quiz
Unit 5: Firearms and Tool Marks	Unit 5: Text Questions Unit 5: Lab Questions Unit 5: Discussion 1 Unit 5: Discussion 2 Unit 5: Quiz

Unit 6: Human Remains	Unit 6: Text Questions Unit 6: Lab Questions Unit 6: Discussion 1 Unit 6: Discussion 2 Unit 6: Quiz
Unit 7: DNA Evidence	Unit 7: Text Questions Unit 7: Lab Questions Unit 7: Discussion 1 Unit 7: Discussion 2 Unit 7: Quiz
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VIII. **Instructional Methods and/or Strategies:**

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IX. **Assessment Methods and/or Tools:**

Each unit has a 15 question quiz at the end of the unit's reading/assignments. There is a *Midterm Exam* following Unit 4 which includes a *Discussion*, and a *Final Exam* at the end of the course which also has a *Discussion*.

X. **Pacing Guide:**

This is an online course, so students have the opportunity to move through at their own pace. There is no pacing guide, but on average, students should be able to complete a unit every week if they are enrolled in Core Content courses.

**Board Meeting Agenda
July 20, 2015**

Topic: Approval of New Transitional Kindergarten Report Card

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 new transitional kindergarten report card that reflects RUSD’s new transitional kindergarten standards.

DESCRIPTION OF AGENDA ITEM:

RUSD’s Instructional staff is recommending approval of a new transitional kindergarten report card that reflects RUSD’s new transitional kindergarten standards.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education take action to approve the new transitional kindergarten report card.

ADDITIONAL MATERIAL: PowerPoint Presentation and draft of new transitional kindergarten report card.

Attached: Yes

**Riverside Unified School District
Transitional Kindergarten Report Card**

Student's Name _____ *School* _____

School Year _____ *Teacher* _____ *Date Enrolled* _____

Performance Level Marks	
4	Performance thoroughly demonstrates evidence of grade-level standards
3	Performance adequately demonstrates evidence of grade-level standards
2	Performance partially demonstrates evidence of grade-level standards
W	Work in progress - more time and experience needed
NA	Standards not addressed this trimester.

Social Emotional Development	T1	T2	T3
Self-Awareness: Describes self and family, and identifies emotions.			
Self-Control: Expresses personal needs, shows initiative for learning.			
Social Interaction: Interacts with familiar adults and peers, works collaboratively and participates in group work.			
Relationships: Shows respect for school personnel and peers, establishes friendships with peers.			
Behaviors that support learning: Follows school and classroom rules.			

Language Arts	T1	T2	T3
Speaking and Listening			
Speaking: Participates in conversations to give and get information; asks questions.			
Listening: Understands and follows simple one and two step directions.			
Reading Foundational Skills			
Print Concepts: Understands book-handling skills and how print works.			
Letter Recognition and Naming: making progress toward recognizing and naming upper and lower case letters.			
Letter Sound Awareness: Understands spoken words, syllables, and sounds; rhymes, blends, and segments words; knows some letter sounds.			
Phonics and Word Recognition: Understands some letter sound correspondence and reads grade level high frequency words.			
Reading Comprehension			
Retells familiar stories with prompting and support.			
Answers questions related to literature with prompting and support.			
Writing			
Uses a combination of drawing and writing to appropriately respond to a writing topic.			
Writes some upper and lower case letters that approximate letter formation.			
Language			
Language Structure: Speaks with age appropriate complete sentences.			
Vocabulary: Recognizes and uses appropriate language and vocabulary in complete sentences.			
Mathematics			
Recites numbers to 20 in order.			
Reads and writes numbers to 10.			
Counts up to 10 with 1 to 1 correspondence; identifies groups up to 5.			
Mathematical Operations: Understands number parts within 5; adds and subtracts with objects up to 5.			
Measurement and Data: Compares objects by weight, length, and capacity.			
Geometry: Identifies and describes basic shapes.			
Mathematical Practices: Engages in problem solving, reasoning, and communication with teacher support.			

Attendance	T1	T2	T3
Absences			
Tardies			
Absences/Tardies/Early release negatively affect achievement			

Other Reporting Marks	
+	Strong Performance
√	Satisfactory Performance
-	Weak Performance

Additional Curricular Areas	T1	T2	T3
History and Social Science			
Science			
Visual and Performing Arts			

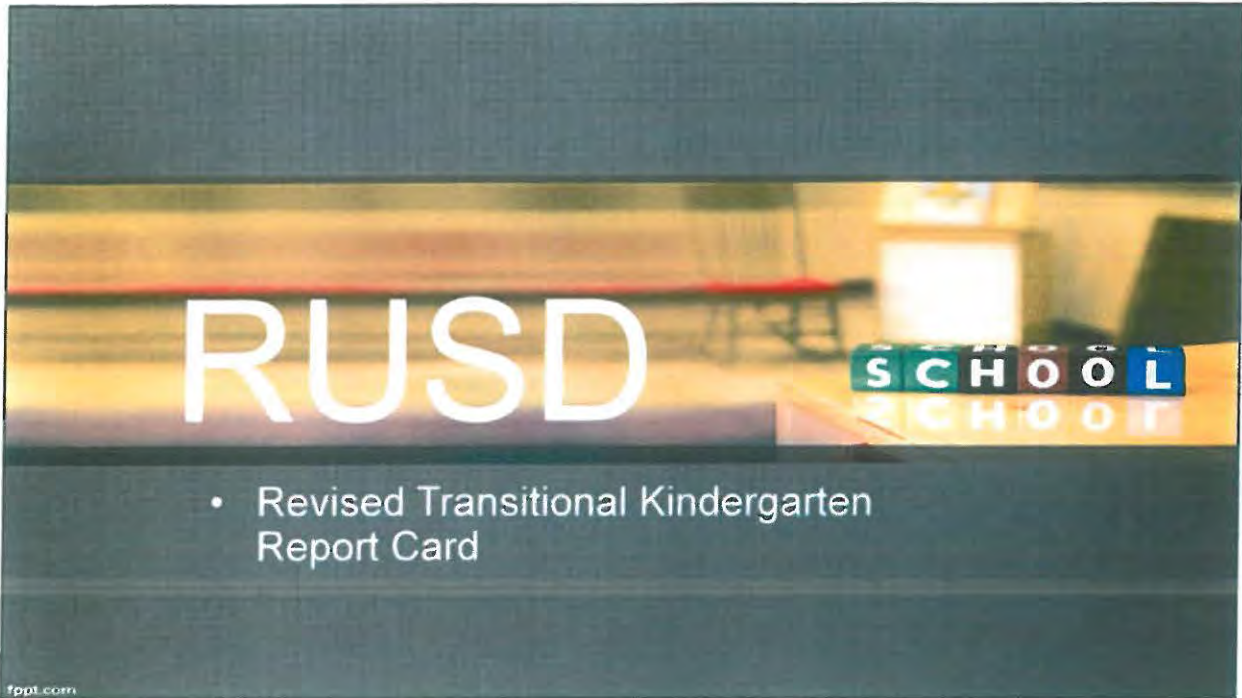
Physical Development	T1	T2	T3
Movement Concepts: balance and control while in motion			
Gross Motor Skills: e.g. catching, throwing, kicking, jumping			
Fine Motor Skills: e.g. tracing, finger grasp, correct use of scissors			
Body Awareness: names body parts			
Awareness of Space: monitors personal space			
Awareness of Direction: e.g. left, right, up, down, forward, backward, over and under			
Active Participation: participates in physical activity			

Other Program Participation	T1	T2	T3
Special Education			
English Learner (See Addendum)			
Title I			
Other:			

Parent Notification	T1	T2	T3
Marked if Conference Needed			

Next Year's Placement:
TK students are not subject to retention.

PROPOSED DRAFT



RUSD SCHOOL

- Revised Transitional Kindergarten Report Card

fppt.com

Revised Transitional Kindergarten Report Card

- Old report card reflects kindergarten standards
- Revised report card reflects new transitional kindergarten standards
 - Social Emotional Development
 - Physical Development
 - Language Arts
 - Mathematics
 - History/Social Science
 - Science
 - Visual and Performing Arts

SCHOOL

fppt.com

Riverside Unified School District
GRADE TK Report Card



Student's Name _____ School _____

School Year _____ Teacher _____ Date Enrolled _____

Performance Level Marks	
4	Performance thoroughly demonstrates evidence of grade-level standards
3	Performance adequately demonstrates evidence of grade-level standards
2	Performance partially demonstrates evidence of grade-level standards
1	Performance minimally demonstrates evidence of grade-level standards
N/A	Not Applicable - standard not addressed in this trimester

Language Arts			
	T1	T2	T3
Speaking and Listening: Communicates and presents knowledge and ideas.			
Reading			
	T1	T2	T3
Foundational Skills			
Print Concepts: Follows words from left to right, spaces words, names all upper and lowercase letters.			
Letter Sound Awareness: Understands spoken words, syllables and sounds; rhymes, blends and segments words; knows letter sounds.			
Phonics and Word Recognition: Applies grade-level phonics and word analysis skills both in isolation and in text.			
Fluency: Reads beginning-reader text with purpose and understanding.			
Reading Comprehension			
Literature: With support, asks and answers questions about the text, retells stories using key details and story structure.			
Informational Text: With support, ask and answers questions to identify main idea and details; makes connections; uses text structures and features.			
Writing			
	T1	T2	T3
Writing Types and Purposes: Writes opinion, informative/explanatory and narrative pieces.			
Production, Distribution & Research: With support, adds details to strengthen writing, publishes, and participates in shared research.			
Language			
	T1	T2	T3
Language Structure: Uses correct grammar, punctuation, capitalization, correct spelling, and penmanship.			
Vocabulary: Reads, learns, and uses grade-level vocabulary appropriately			

Mathematics			
	T1	T2	T3
Early Number Concepts: Knows number names; counts 1 to 1 and in sequential order to 100.			
Mathematical Operations: Understands number parts within 10; fluently adds and subtracts to 5.			
Numbers and Base Ten: Builds and understands numbers 11-19 as a foundation of place value.			
Measurements and Data: Describes, compares, and counts objects by measurable characteristics.			
Geometry: Identifies, describes, compares, and creates shapes.			
Mathematical Practices: Engages in problem solving, reasoning, and communication.			

History-Social Science			
	T1	T2	T3
Historical, Cultural, Geographic, Political, and Economic Literacy			
Applies Historical and Social Sciences Analysis Skills			

Science			
	T1	T2	T3
Physical, Life, and Earth Sciences			
Investigation and Experimentation			

Attendance			
	T1	T2	T3
Absences			
Tardies			
Absences/ Tardies/ Early release negatively affect achievement			

Other Reporting Marks	
+	Strong Performance
✓	Satisfactory Performance
-	Weak Performance

Additional Curricular Areas			
	T1	T2	T3
Visual and Performing Arts			
Physical Education			
Digital Literacy			

Behaviors That Support Learning			
	T1	T2	T3
Applies academic effort			
Follows school/class rules			
Works collaboratively in a group			
Completes classwork			
Completes homework			
Uses organizational skills			
Shows respect for school personnel and peers			
Displays digital citizenship			

Other Program Participation			
	T1	T2	T3
Special Education			
English Learner (See addendum)			
DLI (See addendum)			
Title I			
Other			

Parent Notification			
	T1	T2	T3
Marked if conference needed			

Next Year's Placement:
 *The decision to retain a student with an IEP is determined by the student's IEP team.

**Board Meeting Agenda
July 20, 2015**

Topic: Approval of Revisions to Board Policy #5123-Students-Promotion/Acceleration/Retention, and Board Policy #6170.1-Transitional Kindergarten - First Reading

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: Revised Board Policy #6170.1-Transitional Kindergarten, and revised Board Policy #5123-Students-Promotion/Acceleration/Retention for the Board of Education's consideration for first reading.

DESCRIPTION OF AGENDA ITEM:

Proposed changes to Board Policy #5123-Students-Promotion/Acceleration/Retention, consist of removing the exception of transitional kindergarten students from the regular acceleration guidelines.

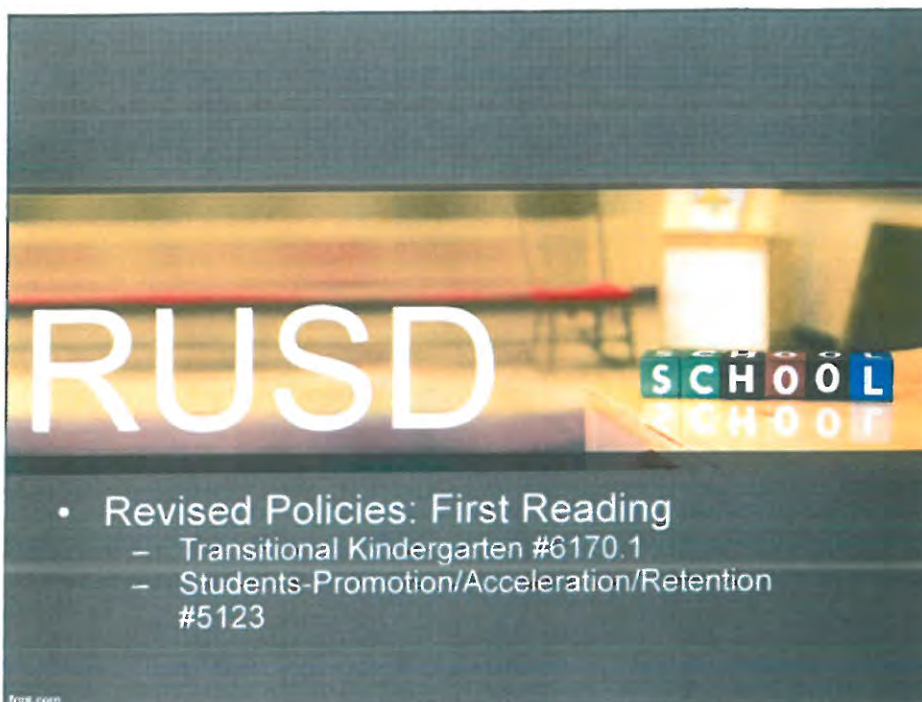
Changes to Board Policy #6170.1-Transitional Kindergarten, clarify language for transitional kindergarten enrollment eligibility and teacher authorization to teach transitional kindergarten.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education consider the proposed revisions as presented for first reading.

ADDITIONAL MATERIAL: PowerPoint Presentation, revised redlined Board Policy #5123-Students-Promotion/Acceleration/Retention, and Board Policy #6170.1-Transitional Kindergarten.

Attached: Yes



RUSD

SCHOOL
SCHOOL

- Revised Policies: First Reading
 - Transitional Kindergarten #6170.1
 - Students-Promotion/Acceleration/Retention #5123

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Policy #6170.1 – Transitional Kindergarten (TK)

- Proposed Changes
 - Eliminate references to gradual phase-in of TK from 2012 to present
 - Clarifies eligibility for TK (Sept 2 – Dec 2)
 - States that by 2020, all TK teachers must possess both a teaching credential and additional authorization that permits them to instruct TK (as per recent state legislation)

SCHOOL

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Transitional Kindergarten Teachers

- By 2020, all TK teachers must possess both a teaching credential and one of the following...
 - At least **24 units** in early childhood education, or childhood development, or both
 - As determined by the District, **professional experience** in a classroom setting with **preschool** age children that is comparable to 24 units described above
 - A **child development teacher permit** issued by the Commission on Teacher Credential (CTC)

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SCHOOL

Policy #5123 – Students – Promotion/Acceleration/Retention

- Proposed change
 - Eliminates the phrase “With the exception of students participating in the District’s Transitional Kindergarten program consistent with BP #6170.1...” prior to the statement, “The Board of Education expects students to progress through each grade in one school year.”

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SCHOOL



POLICY

Board of Education Riverside Unified School District

Students – Promotion/Acceleration/Retention

PURPOSE: The purpose of this policy is to clarify the District's expectations with respect to student promotion, acceleration and retention.

POSITION: ~~With the exception of students participating in the District's transitional kindergarten program consistent with BP 6170.1,~~ The Board of Education expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying needs of individual students and include strategies for addressing academic deficiencies when needed.

1. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.
2. Progress toward high school graduation shall be based on students passing the subjects and electives necessary to earn the required number of credits. Students must also meet the minimum proficiency requirements set by the Board of Education and/or pass any state required graduation exit examination.
3. When high academic achievement is evident, the principal may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.
4. As early as possible in the school year and in students' school careers, students who are going to be retained or who are at risk of being retained shall be identified and parents/guardians notified in accordance with law, Board policy, and administrative regulations.
5. Parents/guardians shall be provided the opportunity to consult with the student's regular classroom teacher or, in grades seven through nine, the student's teacher(s) who the principal has designated to be responsible for the decision to retain or promote a pupil. Additionally, parents/guardians shall also be provided a process whereby the decision of the teacher may be appealed.
6. Students who are going to be retained or who are at risk of being retained shall be identified on the basis of grades as well as district reading, writing, and math assessments. (a) The identification in traditional kindergarten through grade three shall be primarily on the basis of the pupil's level of proficiency in reading. (b) Identification in grades four through nine shall be primarily on the basis of the pupil's level of proficiency in reading, English language arts, and mathematics. (c) Non-advancement in grades 10-12 shall be based on credits earned (Procedures #5124 c).

7. To assist students in overcoming their academic deficiencies, the District shall offer programs of direct, systematic, and intensive supplemental instruction to pupils in grades two through nine, inclusive, who have been retained pursuant to Education Code Section 48070.5 to assist the students in overcoming their academic deficiencies. Among the opportunities that may be made available are tutorials, before and after school programs, intersessions, Saturday school, and summer school.
8. Supplemental instruction may also be offered to students in traditional kindergarten and grade one who have been retained and students in grades two through nine who are identified as being at risk for retention.
9. The Superintendent shall establish rules and regulations for implementing this policy.

Legal References:

Education Code Sections

- 37252-37253 Summer school
- 46300 Method of computing ADA
- 48011 Admission upon completing kindergarten; grade placement of pupils coming from other districts
- 48070-48070.5 Promotion and retention
- 48431.6 Required systematic review of students and grading
- 51215, 51216, 51218 Proficiency standards
- 51217 Withholding diploma (high school)
- 56345 Elements of individualized education plan
- 60641-60647 Standardized Testing and Reporting Program
- 60648 Minimum performance levels

Code of Regulations, Title 5

- 200-202 Admission and exclusion of students

Management Resources:

- CDE Program Advisories
- 06121.89-06123.89
- Educating Young Children: Next Steps in Implementing the School Readiness Task Force Report
- 0916.91 Retention of Students in elementary and Middle Grades, CIL 91/92-02
- CDE Management Advisories
- 0900.90 Changes in Law concerning Eligibility for Admission to Kindergarten 90-10
- Legislative Counsel Opinion
- 1001.98 Promotion and Retention #21610
- CSBA Advisories
- 1112.98 Student promotion/Retention Advisory

Adopted: May 21, 1979
 Readopted: January 22, 1991
 Readopted: July 21, 1992
 Reissued: January 19, 1993

Readopted: September 7, 1999
Readopted: January 22, 2013
Readopted: July 20, 2015



POLICY
Board of Education
Riverside Unified School District

Transitional Kindergarten

PURPOSE: The purpose of this policy is to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age for kindergarten. (Education Code 48000).

POSITION: The Board of Education desires to assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

1. Children are eligible for kindergarten enrollment if they have their fifth birthday on or before ~~November 1, 2012 for the 2012-13 school year, October 1, 2013 for the 2013-14 school year, and~~ September 1, 2014 for the 2014-15 school year and beyond.
2. Children whose ~~fifth birthday will fall between September 2 and December 2~~ admission to kindergarten would be delayed because of the age requirements are will be eligible for transitional kindergarten ~~enrollment program~~ beginning with the ~~2012-2013-2014-2015~~ school year.
3. For purposes of this policy, “transitional kindergarten” refers to the first year of a two-year kindergarten program offered by the District. The program uses a ~~transitional kindergarten modified kindergarten~~ curriculum that is age and developmentally appropriate.
4. ~~This Transitional kindergarten program~~ is not mandatory. Parents/Guardians are not required to enroll their children in kindergarten or transitional kindergarten. Compulsory full-time education is not required until a child turns six years old. However, the District desires to offer an instructionally appropriate program to eligible students ~~who whose~~ parents’ voluntarily wish to enroll ~~them~~ in Transitional Kindergarten.
5. Upon registration, parents/guardians shall be notified of the availability of this program and the age, residency, and any other enrollment requirements.
6. The District's transitional kindergarten program shall admit children whose fifth birthday lies between:
 - ~~• November 2 and December 2 in the 2012-13 school year;~~
 - ~~• October 2 and December 2 in the 2013-14 school year; and~~
 - September 2 and December 2 in the 2014-15 school year and each school year thereafter.

7. Transitional kindergarten students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.
8. ~~By 2020~~ teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential ~~or and additional authorization that permits them to instruct permit that authorizes instruction~~ at the ~~kindergarten and transitional kindergarten~~ grade level.
9. The Board encourages ongoing collaboration among District preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.
10. The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about District standards and effective instructional methods for teaching young children.
11. Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.
12. A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten.
13. The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the District's kindergarten program.
14. The Superintendent or designee shall develop or identify appropriate assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

Legal Reference:

Education Code Sections

8973	Extended-day kindergarten
44258.9	Assignment monitoring by county office of education
46111	Kindergarten, hours of attendance 46114-46119 Minimum school day, kindergarten
46300	Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten
48000	Minimum age of admission (kindergarten)
48002	Evidence of minimum age required to enter kindergarten or first grade
48200	Compulsory education, starting at age six

60605.8 Academic Content Standards Commission, development of Common Core Standards

Management Resources:

CSBA PUBLICATIONS

Transitional Kindergarten, Issue Brief, July 2011

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION PUBLICATIONS

Transitional Kindergarten (TK) Planning Guide: A Resource for Administrators of California Public School Districts, November 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

11-08 Transitional Kindergarten Assignments. Credential Information Alert, August 25, 2011

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association:
<http://www.ccsesa.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

Adopted: January 22, 2013
July 20, 2015



Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda July 20, 2015

Topic: Naming of the Pachappa Elementary School Library in Honor of Ms. Ardie Bailor

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: The Communications Board Subcommittee recommends that the Pachappa Elementary School Library be named in honor of longtime Board of Education Member Ms. Ardie Bailor.

DESCRIPTION OF AGENDA ITEM:

Ms. Ardie Bailor served as a Riverside Unified School District Board of Education member from 1976 – 1994 and she was also a dedicated member of the Riverside Educational Enrichment Foundation (REEF) Board. Her dedication to this organization helped REEF to raise more than \$400,000 in classroom grants for RUSD schools. Ardie used her talent to tutor children at Madison Elementary School. Pachappa Elementary School was Ms. Bailor’s home neighborhood school.

After conversation and consent with the Ms. Bailor’s family, the family suggested and agreed that Pachappa Elementary School Library would best be suited for the naming and they were very pleased with the recommendation.

The Communications Board Subcommittee recommends moving forward with the plans to name the Pachappa Elementary School Library for Ms. Ardie Bailor and will bring concrete plans for this honor to a future Board of Education Meeting

FISCAL IMPACT: To be determined

RECOMMENDATION: It is recommended that the Board of Education approve plans to name the Pachappa Elementary School Library for Ms. Ardie Bailor and bring back concrete plans for signage to a future Board of Education Meeting

ADDITIONAL MATERIAL: None

**Board Meeting Agenda
July 20, 2015**

Topic: Policy #3585 – Automated External Defibrillators – Second Reading and Adoption

Presented by: Kathy Everhart, Director, Risk Management

Responsible

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

Type of Item: Action

Short Description: New Board Policy #3585 – Automated External Defibrillators – has been revised to support the implementation and maintenance of a new Automated External Defibrillators program in the District for the Board of Education’s consideration for Second Reading and Adoption.

DESCRIPTION OF AGENDA ITEM:

On June 1, 2015, the Board of Education adopted new Board Policy #3585. A few changes were recommended by the Board, and the new policy is being brought back with the recommended changes.

The District recognizes that unexpected medical emergencies, such as sudden cardiac arrest, can occur among both students and adults present in schools. The most effective treatment to restore a normal heart rhythm is the administration of an electrical current to the heart by a defibrillator. By implementing an Automated External Defibrillators (AED) program and providing access to automated external defibrillators, the District is striving to increase the chances of survival for victims of sudden cardiac arrest.

A detailed Automated External Defibrillator (AED) Program Plan is included with this proposed Board Policy. It has been determined that once this policy is approved, the District will place four (4) defibrillators at each high school, two (2) at each middle school, one (1) at each elementary school, one (1) at Riverside Adult School, and one (1) at the Board of Education Board Room, and support sites for a total of seventy (72) defibrillators. Training, equipment maintenance, and process have all been thought out and vetted with other districts that have this type of plan in place.

FISCAL IMPACT: Estimated cost to deploy is \$100,500. The funding source is prior year's risk mitigation grant awards that were saved for this purpose and self-insured property and liability reserve funds originally allocated for the AED project.

RECOMMENDATION: It is recommended that the Board of Education adopt revised New Board Policy #3585 – Automated External Defibrillators for Second Reading and Adoption.

ADDITIONAL MATERIAL: 1) Board Policy #3585, 2) RUSD Automated External Defibrillator (AED) Program Plan

Attached: Yes

POLICY

Board of Education Riverside Unified School District

AUTOMATED EXTERNAL DEFIBRILLATORS

Purpose:

The purpose of this Automated External Defibrillators policy is to recognize that emergencies may arise during the school day, after school hours, or during school activities that justify the use of an automated external defibrillator (AED).

Position:

The Board authorizes the district to place AEDs at designated district sites. Training will be provided at sites for designated employees in the use of AEDs according to the guidelines of the American Red Cross, the American Heart Association, or Emergency Medical Programs (EMP).

1. The Superintendent or designee shall develop written regulations for employees regarding the use of these devices and shall ensure that employees receive training on their proper use and handling. The guidelines shall also specify the placement, security, and maintenance of the AED.
2. This Board Policy does not create a guarantee, implied or expressed, or any obligation to use such AEDs nor is it intended to create any expectation that either an AED or a trained employee will be present and/or able to use an AED even if a condition arises making the use of an AED beneficial.
3. The intent of equipping and training employees in the use of AED's is to increase the potential of survival for victims of ventricular fibrillation or other condition that may lead to sudden cardiac arrest.

Legal References:

California Civil Code 1714.21

California Health and Safety Code 1979.196

California Assembly Bill 2014 (2002) – Liability: emergency care

Management Resources:

US Dept. of Labor – OSHA Technical Information Bulletin 01-12-17 (Cardiac Arrest and AEDs)

Adopted: June 1, 2015 (first reading)

Riverside Unified School District Automated External Defibrillator (AED) Program Plan

Overview

The Riverside Unified School District recognizes that unexpected medical emergencies, such as sudden cardiac arrest, can occur among both students and adults present in schools. Approximately 400,000 persons die outside of a hospital or emergency room every year due to an unexpected sudden cardiac arrest (SCA) according to the Centers for Disease Control. The American Heart Association estimates that 20,000 to 100,000 SCA deaths could be prevented each year if early defibrillation was readily available.

SCA is usually caused by a heart rhythm disturbance called ventricular fibrillation. Ventricular fibrillation is a condition that occurs when the electrical impulses of the heart malfunction causing the complete cessation of the heart's normal function of pumping blood and resulting in sudden death. Each minute is critical in helping victims to restore a normal heart rhythm. The most effective treatment to restore a normal heart rhythm is the administration of an electrical current to the heart by a defibrillator. It has been estimated that for each minute that passes without defibrillation available, the victim's chance of survival drops by 10 percent.

Purpose

Automated External Defibrillators (AED) are life saving devices through which an irregular heart rhythm can be detected and, if necessary, a shock can be administered to restore the heart's normal heart rhythm.

By implementing an AED Program and providing access to automated external defibrillators, the Riverside Unified School District is striving to increase the chances of survival for victims of sudden cardiac arrest.

This AED Program Plan (Plan) is designed to provide guidance in the implementation and administration of a school based AED program, including the treatment of children.

The AED is to be used to treat victims of SCA. It is to be applied only to victims who are unconscious and without signs of breathing, and in conjunction with calling Emergency Medical Services / 911.

The material in this Plan is in accordance with California Senate Bill 911, California Civil Code 1714.21, and the California Health and Safety Code 1797.196. The policies, including Board Policy #3585, and procedures, including Rule and Regulation #3585, are based upon the recommendations, programs, and literature regarding AEDs from the American Heart Association and the American College of Occupational and Environmental Medicine.

Roles and Responsibilities

System Owner:

1. The Riverside Unified School District is the system owner establishes responsibility for the implementation of the AED Program policies.

Medical Advisor:

2. The Medical Director is responsible for:
 - a. Approving the AED Program policies, procedures, and protocols.
 - b. Providing medical consultation and expertise.
 - c. Reviewing all incidents involving the use of an AED.
 - d. Providing post-incident debriefing support.
 - e. Communicating any concerns or recommendations to the Program Coordinator.

Program Coordinator:

3. The Program Coordinator is responsible for:
 - a. Communicating with the physician regarding all clinical aspects of the AED Program and participating in reviews of all cases involving the use of an AED.
 - b. Reporting any AED use to the Medical Advisor.
 - c. Coordinating debriefing meetings in the event of an emergency requiring the use of an AED.
 - d. Following use of the AED equipment, clean, decontaminate equipment and replace disposable equipment.
 - e. Maintaining quality assurance records including testing, maintenance and training records according to guidelines set forth by the AED manufacturer and the American Heart Association.
 - f. Coordinating and conducting training sessions and issuing American Heart Association Certification cards.

Site Administrators:

4. Site administrators where AEDs are located or for which their staff have received training are responsible for:
 - a. Ensuring that daily maintenance checks of the AEDs are performed.
 - b. Maintaining training records of the staff that are the designated responders.
 - c. Notifying the Program Coordinator of all needs for supplies, maintenance and any other concerns related to the use of AED's.
 - d. Document AED use and submit such documentation per the procedures.

Volunteer Designated AED Responders

5. Riverside Unified School District employees who volunteer to be designated responders are required to:
 - a. Read and follow the guidelines set forth in this Plan.
 - b. Maintain current American Heart Association CPR/AED certification and provide a copy of the certification to their administrator.
 - c. Attend and successfully complete all training sessions as deemed necessary.

- d. Respond to emergency calls according to the protocols set forth in this document.
- e. After using an AED, the designated responder must complete and forward to his/her administrator and to the Program Coordinator, the AED Incident Report Form (see example in this Plan).

Volunteer Responders

6. The AED may be used by any trained volunteer responder who has successfully completed an approved CPR/AED training program within the last two years and has a current successful course completion card.
 - a. Anyone can, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their level of training.

School Office Responsibilities:

7. The school office staff is responsible for:
 - a. Receiving emergency medical calls from internal locations.
 - b. Contacting the external community 9-1-1 response team (EMS).
 - c. Deploying AED-trained employees to the emergency location.
 - d. Assigning a person to meet responding EMS aid vehicle and direct EMS personnel to the site of the medical emergency.

Equipment

AEDs shall not be used outside the parameters of the AED Program Plan or for personal use by any individual. Each device shall be maintained according to the Riverside Unified School District policy and following the manufacturer's guidelines.

Approved Equipment: The Cardiac Science Powerheart G3 (and G5) Plus Automated External Defibrillator has been approved for this program.

Equipment Use:

- The AED and first aid emergency kit will be brought to all medical emergencies.
- 911 shall be called immediately in the event of an emergency that may involve the use of an AED.
- The AED should be used on any person who is showing ALL the symptoms of cardiac arrest. The AED pads will be placed on a victim only after the following symptoms are confirmed:
 - The victim is unresponsive.
 - The victim is not breathing.
 - The victim has no signs of circulation including talking, coughing, or movement.

Location of the AEDs:

The AED will be located at designated locations specific to each school site. The location will allow the device to be easily seen by staff. The location will also allow staff members to be able to retrieve the device outside of normal school hours.

An American Heart Association approved brochure describing the proper use of AEDs will be posted next to all installed AED units.

After normal school hours the AED may be moved from its designated locations by an AED- trained coach, athletic trainer or program director (band, etc.) to support department activities on a voluntary basis. A trained volunteer would have to be available and willing to support this effort during non-school hours. A visible sign must be left in the place of the AED, with the name and phone number of the coach/athletic trainer/program director, clearly indicating they have possession of the AED. The unit shall be returned to its normal location prior to the start of the next school day.

Contracted use of facilities and other community activities are not guaranteed access to the AED as part of standard use of facilities and/or rental contracts.

Site Specific Location of AEDs:

- Comprehensive High Schools:
 - One unit in the Health Office
 - One unit in the Physical Education/ Gymnasium
- Stadiums/field and Pool Area
 - One unit in the pool area
 - One unit in the stadium/field concession stand
- Middle Schools
 - One unit in the Health Office
 - One unit in the Physical Education/Gymnasium
- Elementary Schools
 - One unit in the Health Office
- District Office
 - One unit in of the first floor, front office
- Maintenance/Publications/Facilities, Central Registration Center, Nutritional Services
 - One unit in the main office or main lobby area
- Riverside Adult School
 - One unit in the main office
- Board of Education Board Room
 - One Unit located behind the stage in the Board Room

Additional Equipment:

Each AED will have one set of adult electrodes connected to the device and one spare set of adult and child electrodes with the AED. One resuscitation kit will be connected to the handle of the AED. This kit contains two pair of latex-free gloves, one razor, one set of trauma sheers, and one facemask barrier device.

Equipment Maintenance:

All equipment and accessories necessary for support of the AED shall be maintained in a state of readiness. Specific requirements include:

- The school main office shall be informed of changes in availability of AED equipment. If the equipment is withdrawn from service, the main office shall be informed and then notified when the equipment is returned to service.

- The school main office shall be responsible for informing Volunteer Designated AED Responders of changes to availability of AED equipment.
- The AED Program Coordinator or designee shall be responsible for having regular equipment maintenance performed and documented. All maintenance will be performed according to the AED equipment maintenance schedule and recommendations.
- Following use of the AED equipment, all equipment shall be cleaned and decontaminated. Disposable equipment used during the emergency shall be disposed of and replaced.

Maintenance Plan:

- The AED will automatically perform daily self-testing of:
 - Internal electronics
 - Battery
 - Pads (for both presence and function)
- The AED will automatically perform weekly self-testing of:
 - Partial energy charge
 - Software
- The AED will automatically perform monthly self-testing of:
 - Full energy simulated rescue
- If the AED fails any one of the above self-tests, an audible alarm and accompanying visual cue (a green/red status indicator) provides an alert to staff members.
- Each unit shall be inspected daily to ensure that the green light is on. The School Health Assistant at each site will be in charge of daily maintenance checks.
- A monthly inspection of supplies, expiration dates, and a test will be performed by the School Health Assistant or designated staff person and logged on a procedure checklist. The procedure checklist will be posted with the AED.
- If the green light on the AED has turned red, or if any other abnormal checklist finding is noted, the AED Program Coordinator or designee shall be notified immediately.
- All completed forms, logs, and statements of concern shall be forwarded to Health Services.

Training Plan

- There will be a minimum number of trained designated responders per site, equal to three persons per each AED unit at that site. There shall be no restriction to allowing more than the minimum number of trained employees.
- All designated responders must complete an American Heart Association (AHA) approved or American Red Cross (ARC) approved CPR and AED course. The course must include training on the use of an AED on children ages 1 to 8 years.
- Certification must be maintained by all designated responders as evidenced by a current AHA or ARC certification card.
- Designated responders shall be offered the Hepatitis B vaccination series free of charge.
- Designated responders shall be annually provided with an American Heart Association approved brochure describing the proper use of AEDs.

- The Personnel Department shall maintain training records for the designated responders and trained employees.

Volunteer Responders

- Anyone possessing the appropriate training may, at their discretion, volunteer to respond to a medical emergency and assist up to their level of training. Volunteer responders who have current certification in first aid, CPR, and AED use may use an AED on a school campus in the event of a medical emergency. Any volunteer using one of the AEDs deployed on the campus should have successfully completed an approved AED course including CPR within the previous two years. The Riverside Unified School District will not maintain training records for volunteer responders.

Documentation of AED Use

- **Internal Post-Event Documentation:** the following forms shall be sent to the AED Program Coordinator or designee within 24 hours of an emergency medical event:
 - A Student/Visitor Non-Employee Accident Report or a Supervisor's Accident/Injury Investigation Report shall be completed by a responding employee for each incident in which an AED was used.
 - An AED Incident Report Form shall be completed for each incident in which an AED was used.
- **External Post-Event Documentation:** a copy of the AED Incident Report Form shall be presented within 48 hours of the emergency to the following persons:
 - Director of Risk Management
 - AED Program Coordinator
 - Medical Director
 - Superintendent's Designee

Post Event Review Procedures

Following all incidents involving the use of an AED, a review shall be conducted to learn from the experience. The AED Program Coordinator or designee shall conduct and document the post-event review. All key participants in the event shall participate in the review. Included in the review shall be the identification of successful actions during the event as well as a discussion of opportunities for improvement. Critical incident stress debriefing will be provided to affected individuals as soon as possible following the event. A summary of the post-event review shall be sent to the Director of Risk Management who shall maintain a copy.

Annual System Assessment

Once each calendar year, the AED Program Coordinator or designee shall conduct and document a system readiness review. This review shall include the review of the following elements:

- Training records
- Equipment operation and maintenance records

Program Approvals:

Function	Printed Name	Signature	Date
Dir. of Risk Mgt.			
Superintendent's Designee			
Program Coordinator			
Medical Advisor			
EMS Advisor			

Program Revision Dated: _____ Approvals:

Function	Printed Name	Signature	Date
Dir. of Risk Mgt.			
Superintendent's Designee			
Program Coordinator			
Medical Advisor			
EMS Advisor			

Riverside Unified School District
Automated External Defibrillator (AED) Program
AED Incident Report Form

Date: _____ Location: _____

RUSD Employee Responders and Phone Extensions: _____

Time of cardiac arrest: _____ Time 911 called: _____ Arrival time of EMS: _____
Was collapse of victim witnessed? _____ Was CPR initiated prior to arrival of AED? _____

If yes, who initiated CPR? _____

Time interval from onset of cardiac arrest symptoms to initiation of CPR: _____
(Cardiac arrest symptoms: unresponsiveness and no signs of breathing)

Time interval from onset of cardiac arrest symptoms to arrival of AED: _____

Time interval from onset of cardiac arrest symptoms and first shock: _____

Total number of shocks delivered prior to arrival of EMS Personnel: _____

Please comment on any problems incurred regarding scene safety, speed of AED reaching the victim, efficiency, equipment problems: _____

Please comment on any problems with bystanders: _____

Please comment on any problems with turnover to EMS personnel: _____

Were there any problems with maintaining a patent airway? _____
Were these complications correctable? _____

Did the AED function as expected? _____

Was the victim's breathing or responsiveness restored prior to transport to hospital? _____

Victim's name: _____ Age: _____ M F

Additional Victim Information: (address, phone number, other info): _____

Status of victim when last seen: _____

Signature of person completing form Extension Date

**Riverside Unified School District
Automated External Defibrillator Program**

Acknowledgment of Voluntary Participation

I understand that I am volunteering to participate in the Automated External Defibrillator Program at Riverside Unified School District (RUSD). I understand that the only potential benefits to me would be the satisfaction of knowing I can respond in a helpful way to a victim of cardiac arrest and that, in some circumstances, I may save someone's life. I further understand that the training I receive may be useful in other situations. Participation in this voluntary program will in no way effect or change my job description.

I understand that there are also potential risks associated with my voluntary participation:

- I may experience some psychological distress as a result of having to respond to a person in distress.
- It is also remotely possible that I could suffer an injury if I were to use the AED in a manner that is inconsistent with the training I receive. For example, incorrect application could cause me to receive an electrical shock or burn. I understand that every effort will be made to assure I am well trained to safely use an AED.

It is possible that there could be a legal liability associated with providing assistance in an emergency medical situation. However, I understand the State of California has adequate "Good Samaritan" laws to protect me if I assist in an emergency medical situation, provided I act in good faith and within the parameters of the American Heart Association or the American Red Cross CPR/AED rescue guidelines that I have been or will b taught.

I understand that I will be required to keep my CPR/AED training and certification up to date in accordance with the certifying agency in order to continue participation in the AED Program.

I understand that I may withdraw from this program at any time, but I must notify the AED Coordinator in writing at least 2 days in advance of my withdrawal date.

I understand that I will incur no costs for my participation in the program and that I will not be reimbursed for my participation.

I, _____, agree to participate as a Voluntary Designated AED Responder for the Automated External Defibrillator Program at Riverside Unified School District.

Signature of Volunteer: _____ Date: _____

**Riverside Unified School District
Automated External Defibrillator Program**

AED Monthly Checklist

Month/Year: _____

AED ID#: _____

Check	OK as found	Corrective Action/ Remarks
AED is clean, casing intact.		
Cables/Connectors: a. Inspect for cracks, broken wire, or damage. b. Connectors engaged securely and are not damaged.		
Supply Kit is clean, sealed, and kit is not expired.		
Power Supply: a. Verify non-rechargeable battery is inserted and within expiration date. b. Verify that system ready indication indicates READY.		
Self Test: Check for flashing green light.		

Check performed by: _____ (print name)

Signature: _____ Date: _____

Submit form to AED Program Coordinator/Lead Nurse. Fax 274-4203

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda July 20, 2015

Topic: 2015-16 Declaration of Need for Fully Qualified Educators

Presented by: Gina Scott, Credential Analyst Personnel Administrator

Responsible
Cabinet Member: Susan Mills, Assistant Superintendent, Human Resources

Type of Item: Action

Short Description: The District's 2015-16 Declaration of Need for Fully Qualified Educators is presented to the Board of Education for approval.

DESCRIPTION OF AGENDA ITEM:

Board approval is requested of the District's Declaration of Need for Fully Qualified Educators:

Each year, the California Commission on Teacher Credentialing (CCTC) requires all school districts to submit a Board approved Declaration of Need for Fully Qualified Educators prior to employing teachers with emergency permits and limited assignment permits.

The limited assignment permits allow an employee to be assigned outside the specialty area of their credential, whether it is in general education or in special education. An individual holding the general education limited assignment permit (GELAP) may be assigned to teach departmentalized courses within the authorized field or fields named on the document, such as those generally found in the middle and high schools. An individual holding the special education limited assignment permit (SELAP) may be assigned to serve outside the specialty area of their special education credential while they are completing the coursework for an Added Authorization in Special Education.

Although the employment of temporary permit teachers has greatly decreased during the past four years, it is sometimes necessary to utilize temporary teaching permits to fill vacant teaching positions in the areas of bilingual education, math, science, career technology, health and special education.

Teachers with temporary teaching permits and limited assignment permits receive on-going training and support through the Instructional Services Department, as well as, staff development opportunities that are provided at each school site. All temporary permit teachers must provide

verification that they are enrolled in a state-approved teacher preparation program before an offer of employment is issued.

NOTE: The California Education Code does not permit teachers who only possess an emergency teaching permit to earn service credit toward tenure.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education approve the District's Declaration of Need for Fully Qualified Educators.

ADDITIONAL MATERIAL: Declaration of Need for Fully Qualified Educators (CL500 5/12).

Attached: Yes



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- Original Declaration of Need for year: 2015-2016
 Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Riverside Unified School District District CDS Code: 74-67215
 Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 07 / 20 / 15 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2016.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Susan Mills</u>		<u>Asst. Superintendent, Personne</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>(951) 778-5668</u>	<u>(951) 788-7135 x80403</u>	
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<u>3380 14th Street, Riverside, CA 92501</u>		
<i>Mailing Address</i>		
<u>sbmills@rusd.k12.ca.us</u>		
<i>E-Mail Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____
 Name of State Agency _____
 Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____ / ____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	15 _____
<input checked="" type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	3 _____
List target language(s) for bilingual authorization: <u>Spanish</u> _____	
<input checked="" type="checkbox"/> Resource Specialist	3 _____
<input type="checkbox"/> Teacher Librarian Services	_____
<input type="checkbox"/> Visiting Faculty Permit	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	10
Special Education	10
TOTAL	20

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. RUSD does not have the resources to plan, implement, and maintain a progra

Does your agency participate in a Commission-approved college or university intern program? Yes No

If yes, how many interns do you expect to have this year? 10-Special Ed.; 5-Secondary (Math/Sci)

If yes, list each college or university with which you participate in an intern program.

California Baptist University; UC, Riverside; National University; Chapman University;

University of LaVerne; University of Redlands; CSU Fullerton.

If no, explain why you do not participate in an intern program.

